The Effectiveness of Using SONGS and GAMES to Teach and Learn EFL at first and second –form schools in Goma

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Abstract: This article deals with "The Effectiveness of Teaching and Learning English Language through Songs and Games in First and Second Forms Secondary Schools in Goma: Case Study of Bakanja and Nyabushong Institutes in 2022-2023" Nowadays there are controversial views regarding the acquisition, learning of languages by children. It is commonly agreed that language is learnt through imitation, especially as per behavioural theories. This implies that both first and second or foreign languages are learnt in the same way. They say, learning languages irrespective of whether they are first, second, third… follows the same steps. The purpose of the study is to point the main ideas of English language learning using games and games. The objectives are to study the problem of teaching and learning English as a foreign language, to study trends in teaching a second or foreign language related to games and songs used in the classroom for teaching it; it was also examined the impact of language games and songs on classroom interaction. The methodology includes literature review related to the topic; methods of presentation, analysis and interpretation of both students and teachers data collection using both teacher's and pupil's questions and interview. The most important results are understanding how children learn a language, basics of EFL teaching-learning, comparing monitor and input hypothesis, some theories such as accommodation theory, multiple intelligence, different types of interaction through language games. It is concluded that it is necessary to make EFL learning enjoyable, playful and stress free. The best way to do this is to introduce the new language through games and songs. When using them for educational purposes in a classroom setting is accepted as fruitful and beneficial, you can begin to devise language games and songs of different types. They have got a number of advantages in addition to the teaching language elements as well as the role that they play in English as a foreign language classrooms, to teach the First and second form learners. English Language teachers' and students' opinions were collected through questionnaires, interview and both direct and indirect methods which contain statements about both Teachers' and students' part; the findings were analyzed and interpreted in it.
Keywords: Effectiveness, Using, Teach and Learn, Games and Songs, first and second-form schools,

Résumé : Cet article développe les valeurs des chansons et jeux permettant la réussite d'apprentissage et l'enseignement de l'anglais comme une langue étrangère aux élèves de la 1ère et 2ème années de l'école secondaire dans la ville Goma.

Pour arriver au terme de ce travail, nous avions composé deux questionnaires d'enquête dont l'un pour les enseignants et l'autre pour les élèves afin de collectionner les données pour leur analyse et l'interprétation afin d'aboutir à un bon résultat.

Pour clore, ce travail de recherche aidera les enseignants de cours d'Anglais d'investir beaucoup sur la réussite de l'enseignement de la langue anglaise à travers les chansons et les jeux qui sont parmi les éléments qui relèvent les difficultés que traversent les élèves de la 1ère et 2ème années quant à l'enseignement et apprentissage de cette langue.
Mots clefs: Réussite, Employer, Enseigner et Apprendre, Chanson et Jeux, 1ère et 2ème années aux humanités

1. Introduction

This article studies about how songs and games can be used in the classroom with students of English as Foreign Language and proposal for a real intervention in classrooms in the First and second form high schools in GOMA.

I personally realized that there is a lack of motivation when learning a foreign language and I strongly accept that teachers are the ones to work so that they find solution to this problem when they know already things that learners like and enjoy can make them be interested and more motivated to learn this foreign and target language. It was designed as both qualitative and quantitative (empirical method) study with the goal of exploring the opinions, beliefs and attitudes of some Goma secondary schools of both teachers and pupils towards the effectiveness of teaching and learning English language through songs and games in some Goma secondary schools to predict difficulties encountered in the teaching and learning of this language Finally, this dissertation helps teachers of English to pay attention to the effectiveness of teaching English through songs and games to predict difficulties encountered in teaching of this language to non – native learners.

After having made deep investigation, I really discovered that children hardly acquire a foreign language in the same way that they acquire the first one. They have no real interaction with that language in their time – to –time lives or the possibility to practice that language outside of their classroom that makes their learning very difficult.

Millie Grenough (1994) says that pupils of English as a foreign language do not hear a lot of spoken English outside of the classroom, but all of them are exposed to the American and English songs on TV, radio, movies .Music is a part of students' real world and that explains the fact that they find songs easily to relate to.

Tim Murphy (1996) names this same situation the **songstuck in my head phenomenon.** He also says that not only Music and songs can relate to students in a personal level but also reinforces the idea that songs work on their short and long term memory.

According to Krouse (1988), with active singing in the classroom, the pupils discover new language structures and new words incidentally   and spontaneously, and they can transfer that to conversation situations. So it can be said that the ultimate purpose of using songs and games in the EFL/ESL classes is to make learners be able to transition from singing and playing the language in the songs and games to actively use it in meaningful dialogues.

Learning a target language is not an easy task. It requires some constant effort to understand, produce and manipulate the target language. Teaching English as a foreign language in first and second forms of secondary schools in the DRC is sometimes a difficult business to perform because of the number of impediments the teacher may encounter. The challenges that teachers face are most of the time and the lack of motivation for the pupils to learn English since they are not exposed to hearing and practicing English on compulsory and regular basis.

To take up these challenges, teachers must permanently have recourse to songs and games to enhance the learners' desire to learn the   EFL. Students learn better when they have the feelings that make them improve and progress. This happens when the atmosphere in the classroom facilitates it. There is a variety of activities that creates this kind of atmosphere, and songs and games are some of them. Singing a song and playing games are   great opportunity to repeat the material in a way which is encouraging and not frustrating. If the teacher adds the element of challenge and competition into it and attends to the needs of a large range of students and leaning techniques which suit them; the outcomes will be great achievements.

2. Materials

In the Congolese context, many teachers often use songs and games as short warm-up activities or when there is some time left at the end of the lesson. This misuse of songs and games will not be beneficial to the learners if they are not performed in the right way.

Songs sand games should not be regarded as activities filling odd moments when the teacher and the pupils have nothing better to do. We can acknowledge that no one today can deny the efficiency and the effectiveness of   using songs and games in teaching English as a foreign language. We have to add that songs and games lend themselves well to revise exercises helping pupils to remember materials in a pleasant way. There are today so many writers and authors who assert that even though songs and games resulted only in noisy disturbances and entertained learners, they are worth paying attention to, and complimenting in the First and second   form classrooms since they significantly motivate students, promote greatly communicative competences and skills and generate adequate fluency.

In an effort to supplement a lesson plan in the English language teaching classroom in both first and second forms, teachers often turn to songs and games. This notification for using songs and games in the classroom has been well demonstrated as benefiting pupils in a variety ways.

Songs and games make part of the authentic and important didactic material to teach and learn English as a foreign Language. Many more researchers wrote about the success of teaching English language through songs and games…and tried to develop the values that they play in a classroom. Some of them wrote:

1. Games and songs as Aids to Teach and Learn English as a Foreign Language: case study Adrar Middle schools
2. Using song in teaching English speaking Skills For young Learners(A qualitative Research at one of Madrasah Ibtidaiyah in Kota Cirebon)
3. The Pedagogical Value of Games and songs, The perceptions of teachers a final Degree project
4. Using songs in the ESL Class: A reflexion and a Proposal
5. The Effectiveness of using and Music to foster motivation and language development in the young English L2 Classroom

In this chapter, I decided to work on the Effectiveness of using songs and games to teach and learn EFL at first and second

2.1 Teaching English as a Foreign Language through songs

Songs are believed to be motivating techniques of teaching and learning English. The English as a foreign language for pupils' classroom. Martin (2000) argued that songs, rhymes, storytelling, and role – plays and games – like activities with high language content are potent characteristics of multiple primary modern foreign language programs which allow children to be able to memorize and reproduce chunks of language, texts in songs, stories and they should be encouraged to do so.

It is not an oversight to assert that songs are one of the most charming and ethnically prosperous resources that the teachers of the First and second forms can easily use in verbal communication classrooms. They propose a change from / through using modern trendy songs, which youngsters well know, the teachers of the two forms can meet the challenges of the students' needs in the classroom.

Furthermore, through using customary folk songs, the support of the student's knowledge of the target culture can be broadened because they are extremely unforgettable and motivating, in many forms, they may comprise an influential subculture with their own rituals.
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2.1.1 The use of songs in the teaching and learning of English language

Edelenbons, Johnstone Kubanek (2006) claimed that songs have played a central part in a number of approaches to teach English to young learners in various countries.

Over the last decade, researchers have examined the content of the English language syllabuses designed for learners and they have noticed that the vast majority of the syllabuses are concerned with the communicative use of English language. They have also noticed that songs are included as essential resources to teach English.

According to Ersoz (2007), in designing teaching programs for the learners the focus should be on the communicative value of the language and songs should be included.

Rumley (1999) believed that songs help children to learn since they provide a safe and non – threatening context which enables the pupils to play with the language.

According to Schoepp (2001) three patterns come out of the literature as why teachers and researchers stand up for the use of songs in EFL classroom. There are effective, cognitive and linguistic reasons. As for the effective reason, Schoepp stated that the practical application of Krashen's affective filter hypothesis is that teachers should provide a positive atmosphere conductive to language learning. Krashen (1982) suggested that to achieve learning the affective filter should be weak, since a weak affective filter means that a positive attitude towards learning is present. Otherwise, with a strong affective filter the learner will not seek language input and will not be open for language acquisition.

Using songs with students may contribute to creating a positive atmosphere which may lower the affective filter and thus contribute to language acquisition.

Relating to the cognitive reasons, songs present opportunities for developing automaticity, which is the main cognitive reason for using songs in the English programs. Segalowitz and Gotbonton (1988: 473) defined automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses."

There is also a linguistic reason for using songs in the classroom which stands up for the idea that songs offer a good variety of language samples as well as prepare pupils for the genuine language they will face.

The D.R.C. has got a long tradition for communicative foreign language education, this means that the course of English is supposed to be taught in English; but some teachers use a language that looks like English which is not English. There are people who may put in their mind that they are conveying their daily approaches in English whereas they create another new language that does not exist, due to that they block their listeners' attention or frustrated them. A language cannot be taught in another language; it means using the grammar translation method, only for some abstract concepts which appear difficult to be explained through didactic

materials; like faith, belief, intelligent, thought… Teaching materials are as a rule authentic, and language activities are contextualized and related to everyday activities. In addition to this, there is a focus on adapting instructions and studying needs of the individual learner. This implies that students are viewed as children who are motivated by and learn through plays, songs) imagination and creative activities. In the third and fourth forms, pupils will therefore generally have their first school lessons based encounters with English language through for instance songs, rhythms, dialogue, oral presentation, role-plays, etc.

2.2 Using Games for Teaching and Learning EFL
2.2.1 Definition of the word game
    The concept Game has profited a lot of definitions from various perspectives. According to Hadfield(1999) defines the word game as an activity with rules, a goal, and an element of fun (as cited sense, which has a definite beginning and end, is governed by rules…(p.3) Hadfield and Lee have the notion that games should be governed by rules that should respected by learners, in order to have better findings.
    Some scholars and educators came up with several ideas about the environment of games.
    According to Greenall (1990), the term game is used whenever there is an element of competition between individual students or team in a language activity (p.6)
    Rixon, Flavell and Vincent (1991) games are a way to play governed by rules. Haycraft (1978:94) stated that games are an agreeable way of getting a class to use its initiative in English.
    Communicative language games provide the learners with more advantages in the foreign language teaching and learning classroom .Firstly, the language games motivate the students give fun and enjoyment. Wright, et al (2006) stated language games are highly motivating. Enjoyment/ pleasant, excitement, and passion are naturally produced by games. Games ease second language acquisition and motivate learners to study, especially the beginners whose concentration is lower than adult pupils and they need constant encouragement and motivation. In addition, games avail enjoyment and relaxation, though they encourage students to use their language in communicative and creative manner (Yolageldili and Arikan, 2011). Secondly, games allow children to experience language use by performing activities in the form of games.
    Hence, language games provide learners with opportunity and authentic contexts which may make them aware of the need of use real language to communicate. (Littlewood, 1981).
    In the same thoughts, Wright, et al (2006) say that games are designed to avail learners with a large amount of communicative language practice as convention drill activities, in a rather meaningful way learning and teaching a language as real communication. Games also create an agreeable and supportive studying environment, which take out frustration experiences of language learning and create relaxing and enjoyable environment. Activities and exercises requiring communicative interaction that present luck of cooperation without forgetting that language promote interpersonal relations.
    Nevertheless, even though teachers who underestimate games and consider them as time consuming or classroom for fun, some are in favor of the effectiveness of using games in teaching and learning classroom. Teachers should know well that it is very important to insert games in their yearly long ran plan when planning materials to teach yearly so that those games may contribute better way learning EFL.

McCallum (1980) provided the following values of using games in teaching and learning:
1. Games focus students' attention on specific structure.
2. They can function as reinforcement, review and enrichment.
3. They involve the same participation from both low and fat learners.
4. Contribute to an atmosphere of healthy competition.
5. Can be used in any language teaching situation and all skill areas.
6. Provide immediate feedback for the teacher.
7. Ensure the maximum student participation for a minimum of teacher preparation.

    According to Richards and Schimdt(2010 p.239), the word game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language.
    Celces-Murcia and Mac intosh1959) state that Games are defined as fun, and nearly any one would agree that if learning can create enjoyable, then pupils will learn more, (p.56).

2.2.2 Different potential benefits of games
    Apart from fun and exciting, games have many more variety of advantages on teaching and learning EFL. They facilitate students focus on their attention and interest on learning a new language. According to Wright, Betteridge and Buckby (2006, P2), learning a new language is not an easy task since it requires a lot of

continuous efforts to be achieved, and that games work as assistants to help the learners learn in good conditions.

They have got a strong ability to reduce anxiety and build a kind of self-confident that improves the language learning more likely. Richard Amoto (1996) believes on the ability of games to make teaching and learning very easy and flexible, yet he recommends focusing on the education side of the games more. He says that even though games are often associated with fun, teachers should not lose sight of their pedagogical values. (P.10)

Richard seems here to be very serious in using games as being educational not fun. He proves that they are more efficient as they enhance and innovate the learners' motivation, lower students' stress, and give students the chance for real communication, even though there have been preconceptions that games are used just for fun, and not for educational purposes. One

This thought has received an opposition from Lee Su (1995) who proves that there is a common perception that all learning should be serious and solemn in nature and if one is having fun and there is hilarity and laughter, then it is not really learning, this is a misconception. It is possible to learn a foreign/new language as well as enjoy oneself at the same time. One of the best ways of doing this is through game. ("Creative games for the language Class")

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

Despite the fact that the two options seem to be contradicted. They tend to explain us, how the games can be beneficial and useful in the Classroom. ALL the different elements or points of view about the advantages of games help form the following common thoughts.

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

2.2.3 Games as tool of Motivation

Motivation makes part of the most compulsory basics to learn a second language, Harmer (2001) states that" Motivation is some kind of internal drive which pushes someone to do something in order to achieve something."(p.51). Williams and Burden propose that motivation is " state of cognitive arousal' which provokes a " decision to act" a finding of which there is "sustained intellectual and physical effort' so that the person can achieve some "previously set goal" (as cited in Harmer, 2001, p511).

As far as the concept motivation is concerned a basic to achieve your aim to learn, motivating pupils to learn, especially those who are introvert is one of the teachers' concerns, and games are one of the best strategies to help them drop a way the obstacles. Hansen points out that games are highly stimulating and entertainment, and they can give shy learners more chances to express their opinions and feelings (Tuan and Doan, 2010, p71.) Hansen is not the unique one who considered games as means to increase confidence, Wright, Betteridge and Buckby (2006, P.2) said that pupils prefer to take part in the game, understand what their peers are saying, or writing and to express their own opinions or to give the information they found, they should speak and write as well, that gives the shy learners the opportunity to speak and share their opinions in English language.

Games are effective, interesting, and create the sense of competition and challenge among the pupils, this motivate teachers to provide more information, since learners welcome games and learn more when using them, this idea gained Sutton Smith's (1971, pp28-29) support, when he points out that one of the main reasons that games are chosen to be the most effective educational tools for they adjust the learners' motivation, they absorb the language more thanks to the competitive nature of games; besides, they use their efforts to learn through games more than normal lessons.

among pupils themselves, but between both the teachers and learners, since they all love learning with games since they make them feel safe and entertain pupils and by applying games in teaching of the language, the teachers profit a lot love and respect, since they remove the needles barriers and make the teaching –learning process more success and effective.

2.2.4 Games and Learner's Achievements

Games provide pupils with the opportunity to adjust their achievements, either in knowledge or language proficiency, leading to high credits. This thought profited much help from Riedel (2008) who claims that to teach this actual generation of pupils (who feel bored so fast), trainers need untraditional strategies to apply in the classroom, and by using them as one of those policies, things will begin to change to the best and the pupil's learning desire blooms, and occur high test credits.

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Moreover, games connect students with the best world and environment to learn and use a new/foreign language, and make them skillful in it.

The other relevant element is that, students' achievements have a huge relationship with their psychological system. The feeling of anxiety prevents the pupil from making any progress since of being afraid for making either mistakes, errors or facing any punishment, a student refrains from taking a function in the classroom which prevent him/her from understanding the materials/lessons and finally cannot have knowledge, games are real solutions that reduce anxiety and push a student to have self-confidence since the pupil can easily practise a foreign language without any clash/blockage.

The bellow demonstration may summarize the values and advantages of game usage in the leaning of EFL. (Figure1-Advantages of games "Boyle: 2011, p.4")

Notice: I would like to wind up the above element with the following data discussion:

1. Songs and games are good tools to incite students to reach, to get answer and then to learn.
2. They facilitate the lessons and provide students with more comprehension, with their easy composition and instruction they convert a whole long lesson to piece of Art.
3. Most learners experience both games and songs in the classroom. This should correspond to what the trainer said previously or before.
4. The use of games and songs brings happiness and joy to the students and we know all well that from an individual experience, that feeling well and at easy help you learn and profit more from features provided.
5. Many more learners prefer to work together and they claim that working together when using songs and games is very AMAZING, and this gives them the greatest opportunity to interact and practice together elsewhere they are or they meet, they discover new features and exchange information. Students who like to work individually/alone are isolated since they hardly want to share what they know with others.
6. Like being for basic age, pupils express their needs to be always taught by songs and games, this reveal me how much they are more beneficial and shows how using them may change the learners' capacity to the best.
7. Pupils did welcome the learning of EFL with games and songs since they contain both learning and entertainment, and make different study.
8. Games and songs are among good tools for teaching and learning new vocabulary and explore them in building new sentences, to research this level, the teacher must select songs and games with easy concepts, especially those which are adapted to the level of the learners and better translation from the teacher.
9. Through songs and games, many more learners feel that their grammatical and spelling mistakes and errors can be corrected, this can deal with the psychological side rather than educational one of both games and songs, teachers must create good atmosphere to correct learners' mistakes and errors so that they may not get angry and miss to participate or answer next time during the English session.
10. As the majority of pupils find that games and songs are easy to learn EFL because they do not face any difficulties while using them, this can easily lead teachers to tackle on them and finally produce learners who feel able to communicate in this target language since they are suitable, easy and desirable tools of study they students' needs.I cannot miss to say that what I got from my research project data collection, findings and discussion push me to say that both songs and games are one of the fundamental tools that facilitate the teaching and learning of EFL in the Classroom.

When doing a cross analysis of the findings, I realized that teachers and pupils have got nearly the same opinion as far as the questions I asked them are concerned. They all acknowledge that songs and games are really useful and vital to English language teaching; in one way as a full lesson especially from the basic level till the intermediate one, but as a tool especially for basic learners, in first and second forms in high school classrooms. I finally had class session with some teachers at NYABUSHONGO Institute and clarified them how songs and games rise up the best way to teach and to learn English as a foreign language in our milieu and I did the same strategy with some learners from Goma and answered their questions related to the learning and teaching English language through songs and games.

3. Result

Data Presentation, Analysis and Interpretation
3.1 Data presentation

In order to get a comprehensive picture of the effectiveness of using songs and games in English Language Teaching (E.L.T) in the first and second forms of secondary schools in Congolese context, especially

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in Goma, the data I presented and analyzed in a systematic way. First, the teachers' data will be presented and analyzed from both quantitative and qualitative views. Then students' data followed the same policies/treatment. Finally, teachers' and students' data were compared to gauge the success of teaching English Language through songs and games in E.L.T in Goma context.

3.1.1 Teachers' questionnaire: Data presentation and analysis
a. Data presentation

N°	Questions	Answers					Percentages				
1	What is your educational level?	Graduate	Undergraduate	State diploma	Other level	X	80	20	0	0	X
		40	10	0	0						
2	How long have you been teaching English?	1-5 years	5-10 years	10-15 years	20-25 years	X	40	8	40	12	X
		20	4	20	6						
3	Do you teach songs and games in your classes especially in the first and second forms?	Sometimes	Yes I do	I don't plan them	Teacher's opinion	X	20	60	14	6	X
		10	30	7	3						
4	What is your major goal when teaching English language through songs and games?	Pleasure	To acquire new Grammar	To learn new Vocabulary	Phonetics	I focus on all cited assertions	18	14	60	4	4
		9	7	30	2	2					
5	How do you consider songs and games in your class?	Motivating	Demotivating	Boring	Demanding		10	20	60	10	X
		5	10	30	5						
6	At what stage of the lesson do you teach songs and games?	Warm up	Pre-communicative	Communicative	Follow up	It is a full lesson	20	20	40	12	8
		10	10	20	4	6					
7	How do your students find the lessons of songs and games?	Easy	Tough	Encouraging	Pleasant	Good	10	16	10	60	8
		5	8	5	30	2					
8	Do you facilitate your students to work in group? If yes, what type of group do you use?	Solo work	Pair work	Odd work	Chorus	Teacher's other way	18	52	10	20	0
		9	26	5	10	0					
9	Do you encounter any difficulty when you make students work in groups? If yes what is it?	Managing timing	Controlling a large class	Student's noise	Teacher's difficulties		40	60	20	X	X
		20	30	10							
10	What didactic aids do you use for teaching English language through songs and games?	A radio and demonstration	A.T.V set	A tape recorder	None of these	Other, specify here	40	10	30	20	X
		20	5	15	10	0					

b. Data analysis and Interpretation

Out of 100 handouts given to teachers, I got back all the 100 hands out that I have submitted to them returned; so I have collected the data in the first list. For the questionnaire, the analysis is carried out a question after another.

1. Are you qualified in ELT? After having made many more investigations, I have found out that the majority of teachers of English in Goma are qualified in the field of English from Colleges of Education except a few number of them who are unqualified and but both of them hardly use songs and games in their teaching, they sometimes use them for pleasure and when pupils are tired for relaxing
2. How long have you been teaching English? During my research investigation, I came across to conclude that the majority of teachers in Goma have been teaching English Language for more than 5years though a few of them have been teaching it for less than those 5 years.
3. Do you teach songs and games in your classes? If we take into account this second question into account I realize that the big number of teachers use songs and games in their classes except a few number of them who are unqualified and hardly use songs and games in their teaching, they sometime use them for pleasure and when pupils are tired simply because they are not aware of the methods and the role of inserting them in their yearly schedule/long-range plan
4. What is your major goal when teaching songs and games? Here I can state that options are diverse but I must not lose sight that most of teachers focus on pleasure/relaxation few of them teach grammar and vocabulary though songs and games.
5. How do you consider songs and games? From the answers I can notice that many teachers believe that designing songs and games is too demanding acquired.
6. At what stage of the lesson do you use songs and games? The conclusion I can draw here is that most teachers use songs and games at the end of the lesson as they do not think that they can be integral lessons. So they use them most of the time as fillers or routine breakers.
7. How do your students find the lesson of songs and games? How do your students find the lesson of songs and games? Students find it so encouraging and motivating that using songs in English language teaching is vital for students to participate efficiently in the class.

8. Do you facilitate your students to work in group? If yes, which type of group? When taking into account the teachers' answers I can acknowledge that today teachers tend to use group work to encourage participation of all the students. If we look at the questionnaire we will see that the percentage that uses regularly group work is more numerous than the one who uses solo work.
9. Do you encounter any difficulties when applying one of the above group works? The conclusion I drew here is that teachers have great problems to manager their classes when it comes to dealing with these activities. Sometimes it is impossible to perform these activities in tiny classrooms.
10. What didactic aids do you use for teaching English through songs and games? After having collected different answers from the teachers a great number of them use radio like a device

Focusing on the above features, I realized that through song and game Pupils may learn vocabulary, grammar, listening for comprehension, speaking skills, pronunciation, reading skills, writing skills, cultures…

Let me propose some ways to teach songs through the above cited lessons, referring to other scholars who tried to speak about songs and games.

Teaching a foreign language is not easy; the teacher has to know the level of his students; because among them, there are flexible and rigid ones. The culture aspects should help when teaching it.

A song and game constitute an ideal text that is accepted, suited to several ways of learning/acquisition activities carried out in the language classroom (PP.476-477).

Whenever teaching teenagers, RZB and rap can be particularly good option (although it is important to ensure the suitability of the lyrics) because this type of music tends to be popular with adolescents. In addition, the lyrics emphasis on the natural rhythms of the language, often with a smaller than-nominal pitch range, which can be less intimidating when boys' voices are in the process of changing.

Rap music provides a material that is similar in some ways to jazz songs, which can also be used effectively with adults and children.

Thus, there is considerable research evidence to suggest which can support both language teaching and learning.

This dissertation presents some practical ideas for activities to use in the temporal language classroom to promote better education as follow:

3.1.2 Students' questionnaire
a. Data presentation

N°	Questions	Answers				Percentages			
1	Do you study English through songs and games in your class?	Yes	No	Not usually	66,66	22,22	11,11		
		60	20	10					
2	How do you find the lesson of songs and games?	Very interesting	Interesting	Less interesting	33,33	44,44	22,22		
		30	40	20					
3	Do songs and games help you to learn more about English language?	Yes	Not	Not at all		55,55	27,77	16,66	
		50	25	15					
4	How do you learn songs and games in your classroom?	Individually	In pair	In odd	In chorus	6,66	33,33	22,22	37,77
		6	30	20	34				
5	Do you learn new vocabulary through songs and games?	Yes	No			64,44	35,55		
		58	32						
6	How do you feel when practicing the language through songs and games?	Very well	Noisy	Pleasant		22,22	33,33	44,44	
		20	30	40					
7	Do you face any difficulties when learning English through songs and games in your class?	Yes	No			48,88	51,11		
		44	46						

b. Data analysis and interpretation
The students' questionnaire was also designed in English. The aim of this questionnaire was a way of checking whether students often learn English effectively through songs and games. I felt happy when students handed back all the handouts I distributed them. It means the 90 handouts were returned back well completed and answered.

1. Do you study songs in your class? I realized that the great number of pupils answered that they study English language through songs and games in their classes.
2. How do you find you find the lesson of songs and games? Referring to students' answers, many of them find songs and games interesting and they help them a lot in their daily communication.
3. Do songs and games help you to learn more about English? About this question, a large number of pupils answered "yes" to mean that songs and games give them joyful mood and they are very helpful when learning a foreign language like language.

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4. How do you learn songs and games in your class?Students often work most of the time together, this way facilitates them to learn in real life communication. Thanks to situations, students no longer work in isolation and this makes them more communicative and competent as the course of applied linguistics II developed it.

5. Do you learn new vocabulary through songs and games? Students proved that songs and games really help them to discover and memorize more new words easily than in a prose (text).

6. How do you feel when practicing the language through songs and games? A great number of students really appreciate songs and games because they enhance their desire to learn English and learn several new word very quickly.

7. Do you face any difficulties when learning English through songs and games in your class? Pupils stated that they sometimes face slight difficulties, but most of the time songs and games work well and there is no real impediment that can prevent them from understanding except when the teach brings either song or a game that is not adapted to their listening level and age.

Notice: I would like to wind up the above element with the following data discussion:

11. Songs and games are good tools to incite students to reach to get answer and then to learn.

12. They facilitate the lessons and provide students with more comprehension, with their easy composition and instruction they convert a whole long lesson to piece of Art.

13. Most learners experience both games and songs in the classroom. This should correspond to what the trainer said previously or before.

14. The use of games and songs brings happiness and joy to the students and we know all well that from an individual experience, that feeling well and at easy help you learn and profit more from features provided.

15. Many more learners prefer to work together and they claim that working together when using songs and games is very AMAZING, and this gives them the greatest opportunity to interact and practice together elsewhere they are or they meet, they discover new features and exchange information. Students who like to work individually/alone are isolated since they hardly want to share what they know with others.

16. Like being for basic age, pupils express their needs to be always taught by songs and games, this reveal me how much they are more beneficial and shows how using them may change the learners' capacity to the best.

17. Pupils did welcome the learning of EFL with games and songs since they contain both learning and entertainment, and make different study.

18. Games and songs are among good tools for teaching and learning new vocabulary and explore them in building new sentences, to research this level, the teacher must select songs and games with easy concepts, especially those which are adapted to the level of the learners and better translation from the teacher.

19. Through songs and games, many more learners feel that their grammatical and spelling mistakes and errors can be corrected, this can deal with the psychological side rather than educational one of both games and songs, teachers must create good atmosphere to correct learners' mistakes and errors so that they may not get angry and miss to participate or answer next time during the English session.

20. As the majority of pupils find that games and songs are easy to learn EFL because they do not face any difficulties while using them, this can easily lead teachers to tackle on them and finally produce learners who feel able to communicate in this target language since they are suitable, easy and desirable tools of studying their students' needs.

I cannot miss to say that what I got from my research project data collection, findings and discussion push me to say that both songs and games are one of the fundamental tools that facilitate the teaching and learning of EFL in the Classroom.

4. Discussion

To discuss the research problem, I state that reviewing previous studies constitutes an important step in any research initially. I conducted a review by referring to books, journals, newspapers and websites to understand well this research project. It enabled researchers to understand the precise position on the path of EFL teaching and learning. It also helped researchers to select appropriate data analysis and collection tools for the study. Different researchers have different points of view. They are helpful to understand at what point we can stand in any field. It is necessary to mention the different perspectives. It gives thoughts of the methods used for EFL teaching learning in different parts of the world. It increases the confidence of a researcher that his/her assumptions are correct and s/he may safely precede with the study. The research of low and high studies

introduces a researcher to different tools and techniques for data collection that will prove to be useful for this study. It also enables a researcher to identify the steps in knowledge that need to be completed up. The suggestions and recommendations made by other researchers lead me to achieve my thoughts that need to be addressed in the field of EFL learning and teaching to non-native speakers of this language as mentioned up GOMA learners and teachers.

5. Conclusion

These studies tried to identify the efficacious function of games and songs in the English classrooms, and on that basis they tried to provide teachers with the best strategies and materials to use them, in order to get as much benefits as possible, and the teachers' efforts to use these tools in the appropriate way are required. Among all those research projects, the purpose of this research is to highlight the importance and the effectiveness of games and songs in the teaching and learning process. Through this research I hypothesized that if beginner schools English teachers are to motivate their students, to encourage them learn better, and to develop their language from different realities and even to enhance their interactions with one another, they need to insert   games and songs in their daily learning and teaching classroom. On the whole, the obtained from the data analysis confirm my hypothesis, and the positive findings can be set in the following points: Teachers are interested with games and songs in their sessions, and their students react positively towards them, they enjoy them, and welcome them as routine breakers, and learning facilitators

The review of literature related to this research project has enabled me to understand its position clearly. The review has helped more to set the theoretical investigation through questionnaires and interview of both learners and teachers. Most researchers have noted the trends in pedagogical practices for teaching English as foreign language. The changed role of a teacher, from teacher to facilitator has led to activity-based learning. The article reviews short theories of language learning before proceeding to games and songs. Studies related to trends in teaching English as a foreign language form the core of this research. They are studies in detail. A large number of studies about the use of language games and songs for ESL and EFL form the core part of this paper. Learning foreign language is not easy, stressful to young learners. It creates stress/burden, frustration on their brain. There is a fear of practising the new language. It is necessary to make EFL learning enjoyable, playful and stress free as I said before. The best way to do this is to introduce the new language through games and games. When inserting them for educational goals in a classroom setting remained as fruitful and beneficial, researchers began to devise language games and songs. This project concludes that researchers all over the word have experimented with language games and songs implemented them successfully. Muqdad AL-KARAWI 18 educationalchallenges.org.ua EDUCATIONAL CHALLENGES. It has been discovered that language games and songs can be used for teaching and learning all aspects of language and language skills. It is necessary to take them into consideration for classes wisely and implement them systematically. I lighten that teachers have opined that both games and songs bring zeal in EFL learning and make learning active and participative on the past of learners.

At the end, this close connection will make them feel motivated to work together as one or as a team and learn more about the English language. I could not be able to notice this effectiveness of using songs and games on the pupils of the schools where I made my research investigation, because I only had experiment, but, from my point of view, the use of them during a long period of time would create this close relationship. Games and songs as realia to teach and learn English as a foreign language, have profited a lot of interest from many researchers and linguists, and have become the central point of several studies.

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