



ABSTRACT

Language games have influenced English learning for many years. Besides from motivating students to learn and improve their retention of the vocabulary taught, educational games also provide good ground to students to practice teamwork. Therefore, educational games should be widely used into the classroom and during the English learning process, especially in Kindergarten as long as children love to play. So it is a good and fun way to teach children. Children learn English unconsciously while they play games. Therefore, this study was conducted to find out about the current implementation of educational games in Teaching English as a Foreign Language by examining the methodologies and strategies faced in the implementation of these games. For this purpose, we have studied and analyzed some concepts, methodologies, and strategies about musical games and applied a lesson plan based on musical games. Based on the investigation and application of games in the classroom, this study has recommended solutions to overcome the need to integrate language games into the learning process. We provide learning advice with a format for helping teachers plan and implement activities that will appeal to the full range of intelligences. Musical Games allow children to engage in active, hands-on, concrete experiences, and ongoing interaction with appropriate objectives, resources, warm – ups and assessment in our learning environment. Children have the opportunity to approach learning through one of their high ability levels. Hopefully, this study would provide some useful insights for effective implementation of musical games.



Key Words: Musical games, English learning process, methodologies, strategies, kindergarten, and lesson plans.



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UNIVERSITY OF CUENCA
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**“MUSICAL GAMES FOR ENGLISH LANGUAGE LEARNING TO CHILDREN
FROM 5 TO 6 YEARS OLD.”**

PREGRADUATE MONOGRAPH
PRIOR TO OBTAINING THE
DEGREE OF BACHELOR IN
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DEDICATORY

I would like to dedicate this work to my parents and brothers who supported me with love, sacrifice, and patience to reach my goal.

To my family and friends, especially to my cousin who, with wise words, encouraged me not to give up and go on towards my goal.

Nelly



DEDICATORY

I dedicate this work, first of all, to God, and with great love to my parents, who supported me with sacrifice, persistence, and wisdom.

To my son who has been the strength that has helped me to reach all my goals, and to all my friends that supported me with their advice.

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AUTHORS



All the content of this thesis is the exclusive responsibility of its authors.

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INTRODUCTION

Traditionally, the learning process had put the teachers as the centre of it. Teachers were seen as the main resource of information, and students were expected to learn what was taught to them. As a result, students could not participate actively in the learning process. The use of traditional methods might have made English a monotonous subject, and children were not motivated to learn English. Besides, research shows that passive involvement generally leads to a limited retention of knowledge by the students. The only way to get a full retention of information is by hearing, smelling, seeing, doing, feeling, tasting, etc. One of the best elements to reach this kind of retention and an active learning in children is through the implementation of musical games in the classroom.

Active learning is the most effective method because when learning is effective, children do most of the work. Children use their brains to assimilate and apply what they have learned. In other words, active learning energetically strives to take the responsibility for their own learning. Children take a more dynamic role in deciding how and what they need to know, what they should be able to do, and how they are going to do it. Musical games are part of the active learning. Through musical games, children are not only motivated to learn, but at the same time they can also acquire other knowledge useful in their daily lives.

Besides, games are incorporated into the learning process to provide an exciting environment to motivate children to learn and use vocabulary as much as



possible. Games can give practice in all the skills, and also develop children's movements and coordination

Since games bring a lot of benefits to both children and teacher, games should not be treated as a marginal activity. Instead, they should be one important activity to motivate children in the English learning process.

With the use of games in classroom, children can interact with one another better and can improve in their oral communication skills so as to communicate their ideas effectively to others. Games can focus on accuracy of language and the communicative function, which is fluency. The skill involved in playing language games is language proficiency.

Games add an element of fun and help to stimulate thinking as well as to motivate learning. Language games can provide challenges to young minds and provide a competitive element that enhances effective learning. Language games can be used to engage children in cooperative and team learning.

The purpose of this study is to show that using educational games in the classroom can increase student language proficiency and overall class enjoyment. Also, this study intends to prove the implementation of games in Kindergarten by looking at the procedures that the teacher must adopt in the use of games.



CHAPTER I

1.1 WHAT ARE GAMES?

They are a kind of competition that has a set of rules, points are often accumulated, and, sometimes, other stuff like toys and charms are used. The goal of the players is to win, learn, and have fun. Games are considered as an activity that keeps an essential relationship with the psychological development of a human being. Games are a kind of manifestation of children's active lives.

One of the most important methods in the learning process is Suggestopedia, which uses games as an efficient way to facilitate the learning process. Lozanov, who developed this method, said that by using this method, one can teach languages approximately three to five times as quickly as conventional methods. However, it is not limited to the learning of languages, but language learning was found to be a process in which one can easily measure how much and how fast something is learned.

Some of the key elements of Suggestopedia include a rich sensory learning environment (pictures, color, music, etc.), a positive expectation of success, and the use of a varied range of methods: dramatized texts, music, active participation in songs and games, etc.

In educational environments, games attempt to represent reality; as such a game is subset of reality in an abstract or model form. A game is a safe way to experience facets of reality and to learn from it. The educational aspect of a game is not to be underestimated; some games are actually designed to sharpen children's brain.



Many children learn to manage with real situation based on experiences from games. In addition, it adds joy and fun and other social aspects with regards to the relationship with the other players in the learning process.

1.2 THE IMPORTANCE OF GAMES IN CHILDHOOD

Albert Einstein once said, "Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."

Games are very important in the life of a child because they will help them to develop their imagination, creativity, and they will help them to reach their development mile stones. Games constitute a way of interaction between the children and the environment, which is qualitative different from the adults. Games have biological and psychological bases, which constitute a way of adaptation to reality that is part of children's organisms.

Games are a much needed activity in childhood. Teachers may have come across children playing and get sure children are having a fun time. The reason is that games are the building block of a child's intellectual skills. The parents should realize that through play, their child develops social skills, problem solving skills, and also interpersonal skills.

Parents should ensure that their child plays with other children. This is important because it helps in the emotional and social development and also in learning skills such as negotiation. By playing with children of their own age group, a child learns lessons in sharing, giving, and taking; and so they create a good social



environment. That is why some educators say that ***play is an integral part of learning.***

A child is born with an innate talent and an urge to learn new things through exploration. For instance, when a toddler starts to walk, he does not like to be carried around. He wants to walk. As a child grows, parents should encourage new skills and also teach him/her new things through play. This is when games become an important activity in childhood.

Games are important in childhood because they help prepare a child for school. Engaging in play activities helps to nurture social and language skills. When a child engages himself/herself in hands-on play activities at home, it helps to refine his listening and reasoning skills. There are many multi-sensory games activities that teach a child to understand and learn through touch, sight, and sound. Also, games are important in childhood because they help in the physical development of the child. Outdoor games also help to nurture and co-ordinate the sensory-motor development of a child.

Singing along with a child or engaging in play activities involving rhyming words enhances the language learning. Experts say it is necessary to nurture oral language skills in the early years of childhood than teaching word recognition and letter sounds. As a parent or teacher, it is important to understand that talking to a child would enable him/her to pick up the language quickly. Apart from engaging in talking, singing songs, reciting poems and story-telling, games should enhance language skills in a child.



Through games, children not only learn many new skills, but also develop confidence in them. One thing worth mentioning is that parents and teachers must learn to respect the interests of their children and let them take the lead while playing. Games help in developing a healthy and long-lasting relationship between a child and his/her parents or teachers. They also help the parents or teachers to gain an insight into the thought process of their child

1.3 THE GAME AND THE LEARNING SCHOOL PROCESS

Games have a great importance in the learning school process, an incredible amount **of interaction** happens when children are playing. Students learn to reason, negotiate, and solve problem. They develop large and small motor skills, and broaden their language skills and vocabulary. Students learn to take risks and develop confidence and competence.

According to Suggestopedia, learning is facilitated in an environment which is as comfortable as possible. Pleasing, relaxing, and stimulating arrangement of the classroom is deemed to be crucial to learning. To do this, teachers should use games and soft music in the classroom. Also, as stated above, learners not only learn by means of direct instruction, but also indirect instruction that is why there are posters hung around the classroom to encourage “peripheral learning.”

Increased attention span is one important benefit of playing games. There are many other reasons to invest time in playing games. By playing games, children can learn to take turns, pay attention to others, be considerate, follow the rules, predict outcomes, determine consequences, think critically, get along socially with others,



and use their imagination. All these skills are useful for success in the classroom and in their personal and professional relationships.

Children love playing games. They love it even more when it means spending time with classmates and teachers. Playing games promotes personal interaction and helps create opportunities for open communication. While teachers play together, children may start conversations they may have felt comfortable with. Besides, turn-based games introduce and encourage social skills and help children (and adults) learn to win and lose gracefully.

Game playing is not passive like watching TV. A regular game gives students a positive structure and an opportunity for connection and communication. Good communication during a child's early years builds confidence, accelerates learning, and promotes a positive influence that extends through adolescence and beyond.

Use competitive games in class to help children release tension in a safe, acceptable way. Play games that allow opportunities for expressions of antagonism in a safe context. Play cooperative games together. Almost any game can be played so that the goal is a collaborative one, be it a board game or a more physical outdoor game.

There are four critical areas of learning:

Social Skills: they are one of the most highly sought skills today and are essential to satisfy child relationships. They give students a more successful present and impact their futures by providing playthings and play experiences that encourage



interaction, conversation, and negotiation. Board games, in particular, are excellent in all 4 of these areas, but most game playing involves these four skills.

Mental Skills: Games and activities with items to sort, classify, compare, contrast, and match further children's learning of simple math concepts and ready them to begin recognizing written numerals and letters. Game play, with turn taking and use of simple logic skills (a good example is dominoes), is valuable for recognizing same and different characteristics.

Physical Skills: Physical activity is a healthy way children can spend time together at school, but rather will take on more of the aspect of recreation and relaxation. Also, this skill develops physical movements of children and their growing.

Creative Skills: This is not just about being artistic. Expressing one's originality and imagination are major parts of it, but it also includes the ability to solve problem. As our world gets more and more complex, this skill becomes even more important to encourage and develop in our children.

All of these skills, however, pale in comparison to the real benefit of playing games, and that is that the mental health of our children is directly related to their ability to play.



1.4 GAME IMPORTANCE IN KINDERGARTEN

Physical surroundings and atmosphere in the classroom are the vital factors to make sure that "the students feel comfortable and confident," and various techniques, including games and music, are used by the trained teachers.

The importance of games for children in the context of their social and linguistic development is widely acknowledged. Games are a valuable, fun, and interesting way of helping children to work together and to raise the level of cooperative consciousness within the class. The Strand: Games of the Educational Curriculum enhances the development of skills and provides opportunities for social interaction. A programmed balance of games ensures that the child experiences a wide variety of activities that provide enjoyment and challenge, and that fosters a lifelong interest.

Games involve children at three levels: at a physical level, at an emotional level, and at a cognitive level. Games range from active games that require space for movement to quieter games and activities that can be used in the classroom.

Five is the perfect age to begin playing board games and card games with students. Board and card games help teach students about aspiration, success, and disappointment. Games give the opportunity to teach preschoolers about rules, about integrity and honesty, and about luck. Games also can help increase child's ability to focus his/her attention. Playing board or card games also is a very social occasion. Game playing enables and encourages preschoolers to practice important social skills that they will need to play well with other children. When a teacher plays



games with children, he/she emphasizes the fun of game as much as possible, rather than focusing on "who is winning."

Besides helping to acquaint children with "life lessons" and to practice valuable social skills, most good children's games also offer preschoolers the opportunity to be sharp in academic skills. Games that involve moving pieces around a board, spinning a spinner or throwing dice, and counting up as high as six, provide the perfect introduction to board games.

1.5 CHILD GAMES WITH SONGS IN THE LEARNING PROCESS.

Musical games are also used in the learning language process; these help to create motivation about starting language learning, and create a fun, a relaxed, and a confident environment. Suggestopedia seems to have laid sound grounds for effective learning compared to mechanical approaches due to the fact that its emphasis is on the affective side of the human being. The humanistic philosophy behind it is that if students are relaxed and confident, they will not need to try hard to learn the language, as learning the language will just come easily and naturally. Thus, Suggestopedia has been useful as it seems to have covered the way for the awareness in English language teaching environments about the fact that language acquisition requires a state of gameness highly affected by the existence of positive emotions.

The most distinguished features of Suggestopedia is the centrality of music and musical rhythm to learning

There are three features of music:

- To facilitate the establishment and maintenance of personal relations.



- To bring about increased self-esteem through increased self-satisfaction in musical performance.
- To use the unique potential of rhythm to energize and bring order.
- The last function is the one that Lozanov calls upon in his use of music to relax learners as well as structure, pace, and punctuate the presentation of linguistic material.

1.6 GAME CLASSIFICATION

There are different types of games, but in this project ,we will just focus on the ones that are involved the learning process.

- ❖ Physical games
- ❖ Board games
- ❖ Role-playing games
- ❖ Unstructured games.

1. Physical games: Here are a variety of examples of the range of activities children should be participating in. Some aerobic activities can be categorized as both moderate and vigorous, depending on the level of exertion that is used.

Keep in mind that each listed activity is not suitable for children of all ages. Your child should be physically and developmentally ready before trying a new activity.

What Children Can Do!



- ❖ **Moderate-intensity aerobic activities**
- ❖ **Vigorous-intensity aerobic activities.**- Active games involving running and chasing; jumping rope; running; sports.
- ❖ **Muscle-strengthening activities.**- Games such as push-ups (with knees on the floor); resistance exercise using body weight or resistance bands; sit-ups (curl-ups or crunches); swinging on playground equipment/bars.
- ❖ **Bone-strengthening activities.**- Games such as hopscotch; hopping, skipping, jumping; jumping rope, running; sports such as gymnastics, basketball, volleyball, and tennis.

2. Board games: They in particular, are excellent in interaction and conversation, but most game playing involves these skills. Most board games for preschoolers involve either counting or color matching, for instance. Similarly, most card games for preschoolers involve matching suits or numbers or comparing numbers. Games like picture lotto can help expand your preschooler's vocabulary and give her practice at analyzing and matching pictures.

3. Role-playing games: Role-playing games are dedicated to providing the best educational enrichment possible. They provide a fun and safe environment in the classroom to help motivate and enrich the minds of today's children. Role-playing games can provide these positive aspects in order to improve the learning process.

- ❖ Teaches your child personal responsibility both in the game and in real world using fantasy scenarios.



- ❖ Allows your child to experiment, succeed, fail, and learn in a safe environment that teaches about real life consequences.
- ❖ Is completely computer and technology free with a focus on interaction between players and making new friends.
- ❖ Allows your child to become a hero and maybe even the stuff of legends.

One of the things to keep in mind is that players want to play certain roles. Even more, players want to switch roles. Then teachers know there are aggressive players, cautious players, defenders, peacekeepers, etc. It amazes especially when it is played with mixed sexes, how people take a certain role and switch it. Even in cooperative games like Pictionary, teachers have creative roles, leading roles, operational roles, etc. Keep in mind that good game gives room to various roles. In games, people sometimes want to try and play different roles not just as the learning process but for variation. Some things to keep in mind:

- ❖ Aggressiveness: can the player play aggressively?
- ❖ Luck: can the player be lucky, take chances?
- ❖ Cooperation: can players work together?

4. Unstructured Games: Unstructured games have no rules or obvious goals. It is guided only by bay's creativity and use of "found" objects. In unstructured games, the caregiver resists the urge to show the "correct" way to do or order something. As long as a child is safe, anything is game.



A sock can become a mitten. Crawling, strolling, or walking around outside also create great opportunities for unstructured play and discovery. Children can hold rocks and leaves, look at ants and caterpillars, etc.

Unstructured games have many benefits for children learning, including the following:

- ❖ Nurturing creativity
- ❖ Helping mastery of a new skill or concept through practice
- ❖ Teaching patience and resilience through trial-and-error
- ❖ Learning to love nature, books, sports, and learning itself
- ❖ Bonding with adults
- ❖ Learning about the world and baby's place in it
- ❖ Teaching pride in accomplishment

Almost any little thing presents an opportunity to combine games and learning in a child's life. Thus, teachers must play with children and let children play by themselves. Use games with set rules and patterns, but also let children experiment and have fun in his/her own way.



CHAPTER II

METHODOLOGY FOR THE IMPLEMENTATION OF MUSICAL GAMES FOR CHILDREN AS A STRATEGY TO LEARN ENGLISH

2.1 INTRODUCING VOCABULARY THROUGH MUSICAL GAMES

Our methodology is based on the Suggestopedia approach to learning English. As this method of learning is continued, children will feel very comfortable in their progressing approach. When children are about five years old, they are immersed with our teaching theory, learning about their school, clothes, food and other themes that we try to extend.

Children begin to learn with topics they know and have interest in, and they can build on what they know. We have to create the atmosphere to make them use different tools and contexts for communicating. We make them participate in games, songs, chants, role play, oral guided composition, and mind maps. Through all these activities, they practice the English language in a natural and fun way; they learn language in an unconscious and mechanical way, where they are not aware that they are acquiring a second language.

Our teaching process is a give and take situation where the children are constantly responding to and initiating communications. Children then repeat the language they are learning through practice, and more practice. They are not aware of the second language acquisition where mimes, symbols, and realia are important clues that we use.



2.2 WHY TEACHERS USE GAMES IN CLASS TIME

- ❖ Games are fun and children like to play them. Through games, children experiment, discover, and interact with their environment.
- ❖ Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus.
- ❖ The game context makes the foreign language immediately useful to the children. It brings the target language to life.
- ❖ The game makes the reasons for speaking plausible even to reluctant children.
- ❖ Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- ❖ Even shy students can participate positively.

2.3 THE ROLE OF THE TEACHER USING GAMES

The teacher has an important role when using games in the classroom because it depends on him/her if the activity is accomplished successfully. She/he must use real-life, concrete examples to teach the pupils the necessary vocabulary that they need to use if they had to converse on the given topics. The teacher prompts his/her class for appropriate vocabulary that they could use when they have to produce. Here there is the role that teachers fulfill when using games in the classroom.



- ❖ Explaining clearly what is to be done.
- ❖ Motivating children to participate in an active way.
- ❖ Modeling the games to give comprehension.
- ❖ Guiding children during the game.
- ❖ Checking answers at the end of an activity.
- ❖ Making sure everyone participates.
- ❖ Controlling the time of each game.

2.4 HOW TO CHOOSE GAMES

Adapting the games to fit your child's needs and skill level is a hard and careful task because we have to take into account many aspects to be successful. First of all, we have to keep in mind that games have to have the following features:

- ❖ A game must be more than just fun.
- ❖ A game should involve "friendly" competition.
- ❖ A game should keep all of the students involved and interested.
- ❖ A game should encourage students to focus on the use of language rather than on the language itself.
- ❖ A game should give students a chance to learn, practice, or review specific language material.

Then we have to consider the following aspect when we choose a game.

- ❖ Choose an age-appropriate game or one with different levels so that your child can advance.



- ❖ Play games that involve memory. Card games such as Old Maid, Crazy Eights and Go Fish teach memory skills, counting, and language skills.
- ❖ Consider games with large pieces for easy handling by small hands. Large-sized dominoes and decks of oversized cards are good choices.
- ❖ Make up different rules if your child needs help in a certain area. If a board game involves moving game pieces by counting, for instance, put small, colored dots on each space. Have your child name the colors for extra points. Or print letters of the alphabet on small blank stickers, attach them to the spaces and have your child name the letters.
- ❖ Play games such as Let's Go Fishing and Hands Down to promote eye-hand coordination.
- ❖ Choose games that are fast-moving and have lots of action. Games that involve counting, a spinning board, or dice are good choices. The Itsy Bitsy Spider let kids use their hands to develop fine motor skills.

2.5 HOW TO ORGANIZE THE CLASSROOM WHEN WE USE GAMES

Creating centers in the kindergarten classroom benefits both the teacher and the students. A center-based classroom allows the kindergarten student to learn through self-discovery and to take responsibility for his own choices. Implementing centers in the classroom also provides the teacher with opportunities to spend one-on-one time with the children throughout the day. By adhering to a daily schedule and creating centers when you set up a kindergarten classroom, the students will learn how to complete tasks independently, and the teacher can do a much better job of meeting the student's individual needs.



- ❖ Think ahead. If you mix up the rules or get confused, the children will rebel. The class can fall over blame. Rehearse games yourself or with friends before class.
- ❖ Distinguish noise from chaos. To prevent noise, make students sit near the teacher and explain clearly what they are going to do.

2.6 LESSON PLANNING ACCORDING WITH STUDENTS NEEDS AND STYLES

In many ways a teacher's preparations of curriculum have to have in mind the many individual differences among the children and their needs.

So our Lessons and Activities include:

- ❖ Suggestions that encompass all learning style preferences.
- ❖ Offer learning center suggestions to enhance each of the eight multiple intelligences.
- ❖ Cover all aspects of the developmental domains.
- ❖ Try to get involved in other subject areas that are thematically based to appeal to the interests of the children according to their different styles of learning, for example:

There are several learning styles:

- ❖ Learn by listening to the teacher as a model.
- ❖ Learn by seeing a teacher's demonstration of the meaning of the new word.



- ❖ Learn by looking at visual (flash cards, pictures, photos, etc) which means that children learn best when they are allowed to actually look at what is being presented to them.
- ❖ Learn by using the body, this means that we pay attention best when we are allowed to explore “hands on” the information we are trying to learn.

2.7 RESOURCES TO DEVELOP THE LEARNING PROCESS

The best way to teach in kindergarten is throughout playing. Use numerous educational games popular today with children. Try to make your lesson lively and interesting with the help of showing the children some pictures, telling them easy and interesting stories, and so on. For this purpose, we need many resources and also short activities besides educational games.

1. A quick warm-up for the beginning to get your students into the right mood for learning.
2. An idea for a brief vocabulary review before starting a new text.
3. A light filler to provide relief after a period of intense effort and concentration.
4. A brief orientation activity to prepare a change of mood or topic.
5. Use of Realia: It may be done by bringing real objects to classroom such as postcard with book, pen, schoolbag, vegetables and everything that is worth to be brought to the classroom.
6. Pictures: This is incredibly efficient for the reason that it facilitates the process of learning for children. Teacher can teach children animals merely throughout showing them pictures of animals.



7. Context: Though challenging sometimes is in reality a good technique particularly when it comes to abstract words such as happiness or lucky or to go on a trip. Use the words in a real environment or context. Do not forget to help them find helpful strategies to memorize the words. At the same time, try to motivate them and stimulate their interest.
8. Mime and Pantomime: It may be done with the help of gestures and facial expressions and also through actions.
9. Through drawing, cutting and manipulating items, they are constantly practicing their oral language, social skills and critical thinking.

2.8 SKILLS THAT CAN BE DEVELOPED USING GAMES

Spontaneous play occurs when children do an activity freely. If children organize a ball game, a dramatic play, or a game of hide-and-seek, they are meeting their needs for spontaneous play. Spontaneous play is different from enrolling children in a little league or signing them up for dance lessons. Children benefit most from a balance of activities adults plan and lead and activities that children plan and lead on their own.

Games can be an effective and enjoyable way for children to develop skills:

- ❖ Language skills when they play name games, sing songs, and recite jump rope rhymes.
- ❖ Thinking skills when they construct a block tower, follow directions to a game, and figure out pieces to a puzzle.



- ❖ Small-muscle skills when they string beads, make clay figures, and cut with scissors.
- ❖ Large-muscle skills when they play ball, roller skate, and run relay races.
- ❖ Creative skills when they make up stories, put on a puppet show, and play with dress-ups.
- ❖ Social skills when they team up to play ball games, discuss rules for a card game, and decide who will play what part in dramatic play

There are five skills in learning English as a foreign language, which are listening, speaking reading, writing and critical thinking. For each of them there is an assessment stage, where we are aware of their needs.



CHAPTER III

APPLICATION AND RESULTS

3.1 AN EXAMPLE OF A CLASSROOM APPLICATION

A typical class involves the application of the psychological and instructional techniques; in this case, musical games. Moreover, as we based our class on Suggestopedia, it includes the three stages in the following order:

1. Material presentation 2. Primary Activation 3. Secondary Activation

A sample lesson material that we have prepared is given in the Appendix and it involves components exemplifying the techniques of the Suggestopedic approach.

The format of the didactic material is also peculiar to Suggestopedic approach. That is, the vocabulary items are more highlighted presented in the game. This is followed by a brief explanation of the aim covered in the lesson.

In a sample lesson based on games, the teacher first activates students through musical games and introduces the new vocabulary giving the children several minutes to check the new words through pictures. After the presentation, there is the second activation stage. The second activation stage involves communicative and imaginative activities related to the didactic material. For instance, the students may be divided into groups and according to the instructions of the teacher they start playing. In addition, songs underline the importance of positive mood into the classroom. There may also be a ball throwing game in which students throw a ball to each other and the one who receives the ball should produce



the new vocabulary throwing the ball to other child. The teacher may have the students producing the acquired knowledge by using the game a set of times.

3.2 APLICATION: LESSON PLANS

Children in the classroom played a series of different musical games to improve their vocabulary about the human body, farm animals, and colors and shapes. We conducted them with musical games in our class application during two hours. We have prepared and applied these lesson plans.

3.2.1 LESSON PLAN 1: THE HUMAN BODY

LESSON PLAN

Topic: Human body

Level: FIRST LEVEL

Aim: At the end of the lesson children will be able to identify and name their body parts.

Warm up: Musical Game “Head, shoulders, knees, and toes”

“Head, shoulders, knees, and toes”

Head, shoulders, knees, and toes

Knees and toes,

Head, shoulders, knees, and toes

Knees and toes,

Eyes and ears, and mouth, and nose

Head, shoulders, knees, and toes

Knees and toes



(Teacher sings the song and touch each part of the body according to the song. Students follow him/her)

Presentation:

Game: Simon says

By playing this game teacher presents and introduces new vocabulary about body parts.

Simon Says: "Simon says touch your knees". You could change Simon to your name to avoid confusion. When Teacher says a sentence without the word "Simon" (e.g. "Touch your knees") then children shouldn't follow that instruction. If a child makes a mistake she/he has to sit out until the next round.

Procedure:

1. Teacher sets the classroom in a circle to have a total visual contact with the students.
2. Teacher presents at the front of the class a silhouette of the human body.
3. Teacher models three times the game in order to students understand what it is about. Teacher starts by saying "Simon Says touch your nose", and teacher performs the action and so on with the rest parts of the body.
4. Teacher asks a volunteer to play with him/her this game, thus students will get the way students have to play.
5. Teacher encourages all the students to participate in the game and when the teacher pronouns any part of the body, he/she uses a special voice tone to get students incorporate in the new vocabulary.



6. After playing this game several times the students get the meaning of the new vocabulary, thus students have introduced the topic of the lesson.
7. To make sure students understood the new vocabulary teacher and students sing the song from the warm up.

Practice:

1. Teacher gives a different worksheet to each student where they have to join the dots discovering and identifying the part of the body they have.
2. Teacher asks to each student to show the part of the body that he/she discovered asking them to pronounce it.
3. Another activity to practice the new vocabulary: Teacher gives students a worksheet where students have to identify each part of the body.
4. After that, Teacher pronounces a part of the body and students listen and paint it.
5. After finish these activities, teacher asks his/her students to keep them on their lockers.

Production:

1. At this step students must bring materials to do the project: "My body's photo frame."
2. Materials: Foamex (several colors), glue, scissors, color pencils, color frost, pencil, ribbons, and worksheet with the silhouette of the body.
3. Teacher gives the worksheet with the silhouette to the students in order to paint and join the body parts.
4. Students must cut and paste on the Foamex, forming a human body.



5. Next, teacher gives students some stickers to adorn the picture frame.
6. Finally, each student shows his/her project. The student must repeat the body part names and put it on the board to exhibit to the rest of the class.



3.2.2 LESSON PLAN 2: COLORS AND SHAPES

LESSON PLAN

Topic: Colors and shapes

Level: FIRST LEVEL

Aim: By the end of the lesson children will be able to recognize and use name of colors and shapes efficiently.

Warm up: Musical game of colors



“Colors”

Red and yellow, blue and green

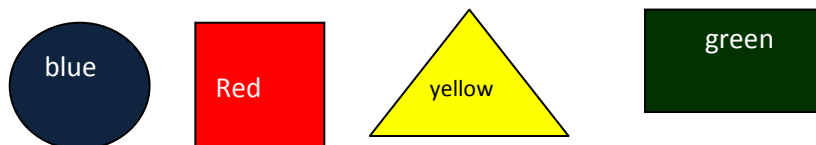
Red and yellow, blue and green

Red and yellow, blue and green

(Children sing the song and at the same time they show the color that is indicated in the song)

Presentation:

1. Teacher brings and shows children the basic shapes and each one with a different color:



2. Teacher repeats several times each color by showing them
3. Teacher and children play the **“Shape Color Musical Game”**:
 - ❖ Arrange various shapes with different colors of construction paper in a circle.
 - ❖ Play some music and have the children march around the circle.
 - ❖ Stop the music and all the children must sit down next to a color.
 - ❖ Pick a color and sing the song of color (from warm up)
 - ❖ Teacher says "Who is beside the shape color (name a shape color) and ask the child Please stand up, and the child next to the shape color mentioned must stands up.



❖ Continue until all of the children get a turn.

4. After playing the game, the teacher makes sense on the colors and shapes using real objects around the class.
5. Teacher puts on the board a poster about colors and shapes and start by repeating them.
6. Later, Teacher starts by saying a color with the name of a shape showing them one by one.
7. Teacher gives children a worksheet with different shapes, forming a robot where they have to identify and listen to the colors and shapes.

Practice:

1. Children get the worksheet to form the shape by joining the dots and start by recognizing each shape asking the teacher what they can see on that copy.
2. Teacher repeats the last time each shape with its color asking to take out color pencils. Thus, children listen to the teacher`s instruction to start the task.
3. Students recognize and paint the robot.
4. Teacher asks children to finish and show the whole class their job by grading it.



Production:

1. Teacher shows children a model about the project “ *A rainbow Mobile with Cloud Shapes*” that will be developed in classes.
2. Teacher asks the class to take out the material to do the project.
3. The materials are: scissors, thread, water colors, two cardboard A4, and a half of a plastic dish.
4. Children draw clouds shapes that they have learned, then they paint them in blue and cut them.
5. In the half dish children paint it with different colors that have learned using their fingers.
6. Children have to join the cloud with the rainbow using thread making a mobile.
7. Finally, children show the finish projects by hanging them on the window.





3.2.3 LESSON PLAN 3: FARM ANIMALS

LESSON PLAN

Topic: Farm Animals

Level: FIRST LEVEL

Aim: By the end of the lesson children will be able to identify farm animals and distinguish which can be pets.

Warm up: Rhyme: Open, close them.

Presentation:

Farm Game: This is a fun game on the topic of animal names and noises. At the beginning of the lesson, we use this game to introduce the new vocabulary about animals and their noises. Teacher plays some music about animals while they are playing the Farm Game.

Procedure:

1. Sit each child in a different part of the classroom and assign them as different animals, to make it clearer you can give each child a mask of the animal they are representing.
2. Teacher walks around the room and talks to each child who can only reply as an animal. Example. Teacher says "Hello Carlitos", and he replies : "Moo!" (cow). Teacher says to another child "What's your name?" and he/she replies "pio pio!" (chicken). Teacher says "How are you, Paola?" and she replies "Bow-wow!" (dog) and so on.



3. After playing the game teacher arranges the students in a circle around the class, and sticks on the board some flashcards about different animals.
4. Teacher starts by talking with the students about what kind of animals they like recognizing them on the poster.
5. Teacher asks students to identify animals by their color encouraging them with some help.
6. Teacher plays a song showing some pictures to make clearer the meaning of the song. The song is OLD MACDONALD.

OLD MACDONALD

Old MacDonald had a farm. E-i-e-i-o.

And on his farm he had a (Chick). E-i-e-i-o.

With (chick- chick) here.

And (a chick- chick) there.

Here (a chick), there (a chick),

Everywhere (a chick- chick).

Old MacDonald had a farm. E-i-e-i-o.

Teacher must continue with:

.....cow..... a moo- moo

....horse..... a neigh- neigh

Practice:

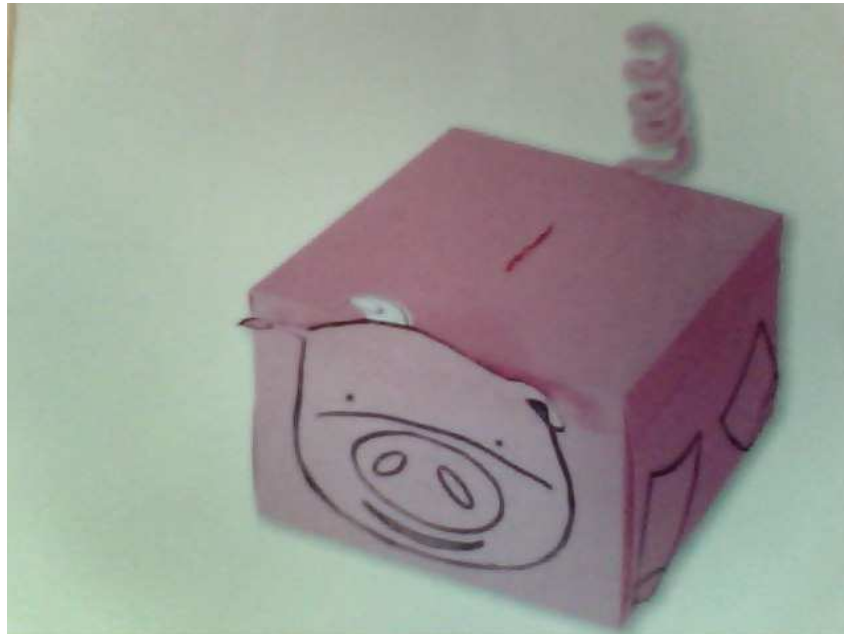
1. Teacher starts by dividing the board in two parts. On the one side teacher draws a house, and on the other side a farm.



2. Teacher asks children to name animals which live in a farm and which live at house, repeating each time that they are farm or house animals.
3. Teacher encourages children to explain the difference between pets and farm animals.
4. Teacher gives each child a worksheet asking them to look at the picture. Then, persuade them to tell which animal lives on the house and which lives on the farm.
5. Teacher asks children to take out their color pencils. Children have to cross out the animals which are pets and color the farm animals.

Production:

1. Teacher shows children a model about the project “ *My little Pig Money box* ” that will be developed in classes.
2. Teacher asks the class to take out the material to do the project.
3. The materials are: scissors, pink water colors, a small box, and a black marker pink cardboard.
4. Children paint the box in pink.
5. On the top of the box children make a little hole.
6. After that they draw the pig face on the cardboard and stick it on the front of the box.
7. Finally, children show the finish projects by telling the name of the animal and it color.



3.3 CONCLUSIONS AND RECOMMENDATIONS

3.3.1 CONCLUSIONS

The main goal of this research was to determine if the use of playing musical games in the classroom would positively impact children learning and performance of the language. Musical Games combined with Suggestopedia appears to be an appealing method as it has put forward a bunch of unusual and seemingly interesting techniques tied together for the first time in English language learning. For this reason, we used musical games , relaxing, pleasing and stimulating environmental set-up, and motivated students, giving positive messages with their attractive appearance and never-ending energy so it has the potential to increase motivation among the learners, to try and use the “product”, which is English here.



In addition to creating motivation about starting language learning, Suggestopedia seems to have laid sound grounds for effective learning compared to mechanical approaches due to the fact that its emphasis is on the affective side of the human being. We can say that if learners are bored, angry, frustrated, nervous, unmotivated, or stressed, they may not be receptive to language input and so screen the input. This screen is referred to as the affective filter, but if students are relaxed and confident, they will not need to try hard to learn the language as learning the language will just come easily and naturally. Thus musical games have been useful as they seem to have paved the way for the awareness in English language learning environments about the fact that language acquisition requires a state of playing highly affected by the existence of positive emotions.

Based on the findings of this research, it is clear that both student achievement and enjoyment of class using musical games combined with Sugesstopedia increased in children that participated in musical game playing as opposed to those taught in a more traditional method. The following can be concluded from the data:

Using musical games as a new style of learning can increase children achievement, enjoyment, and motivation. Thus, children learn English unconsciously and in a fun way.

3.3.2 RECOMMENDATIONS

As seen above. we have made a brief study of several ideas and techniques to increase children motivation through musical games, and we can give a few recommendations and observations that we found during this study.

- ❖ Teachers should use a variety of educational strategies.



- ❖ Teachers should move away from their confidence on traditional education.
- ❖ Children need to be engaged in class and interact to each other about topics.
- ❖ Children need to be taught socialization skills as well as listening skills and speaking skills.
- ❖ Children need to feel comfortable in the classroom environment in order to fully engage in learning process.
- ❖ Children need to know that their input will be listened to and respected without fear of rejection from their peers.



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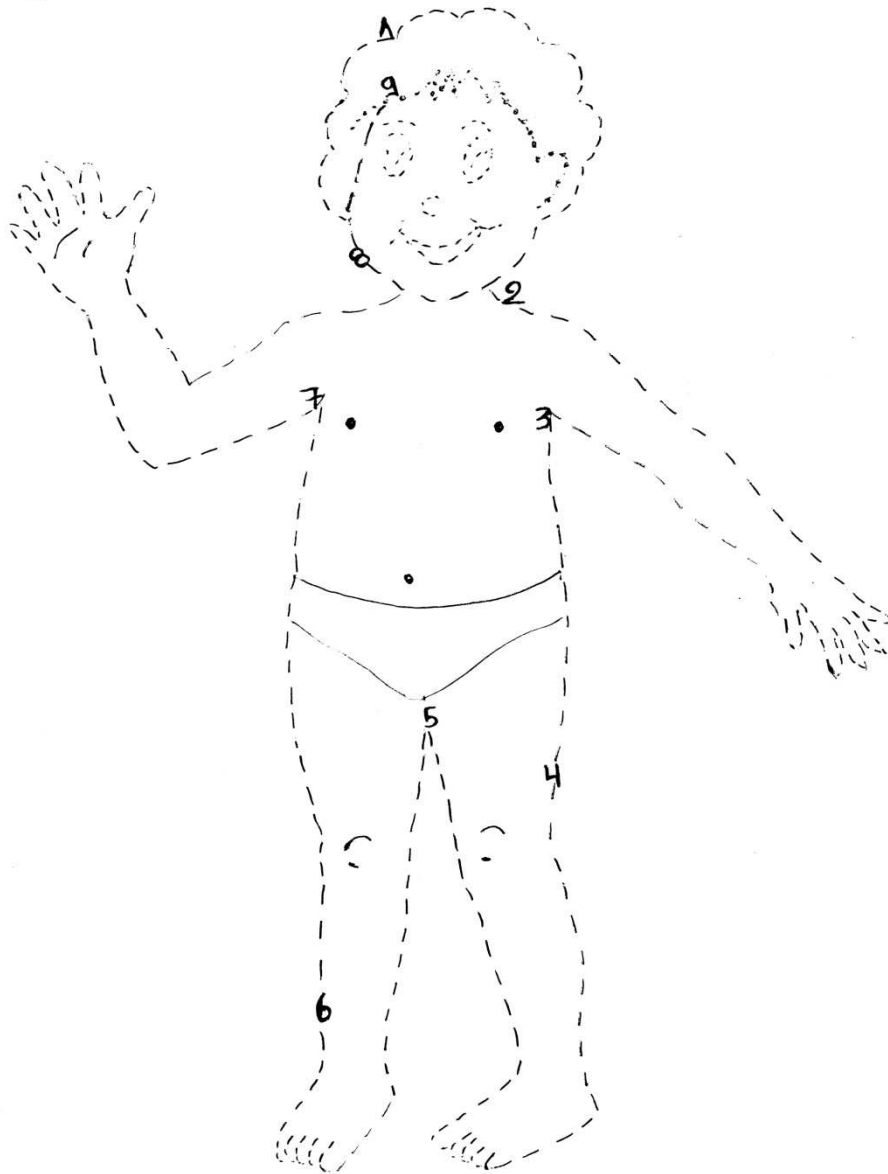
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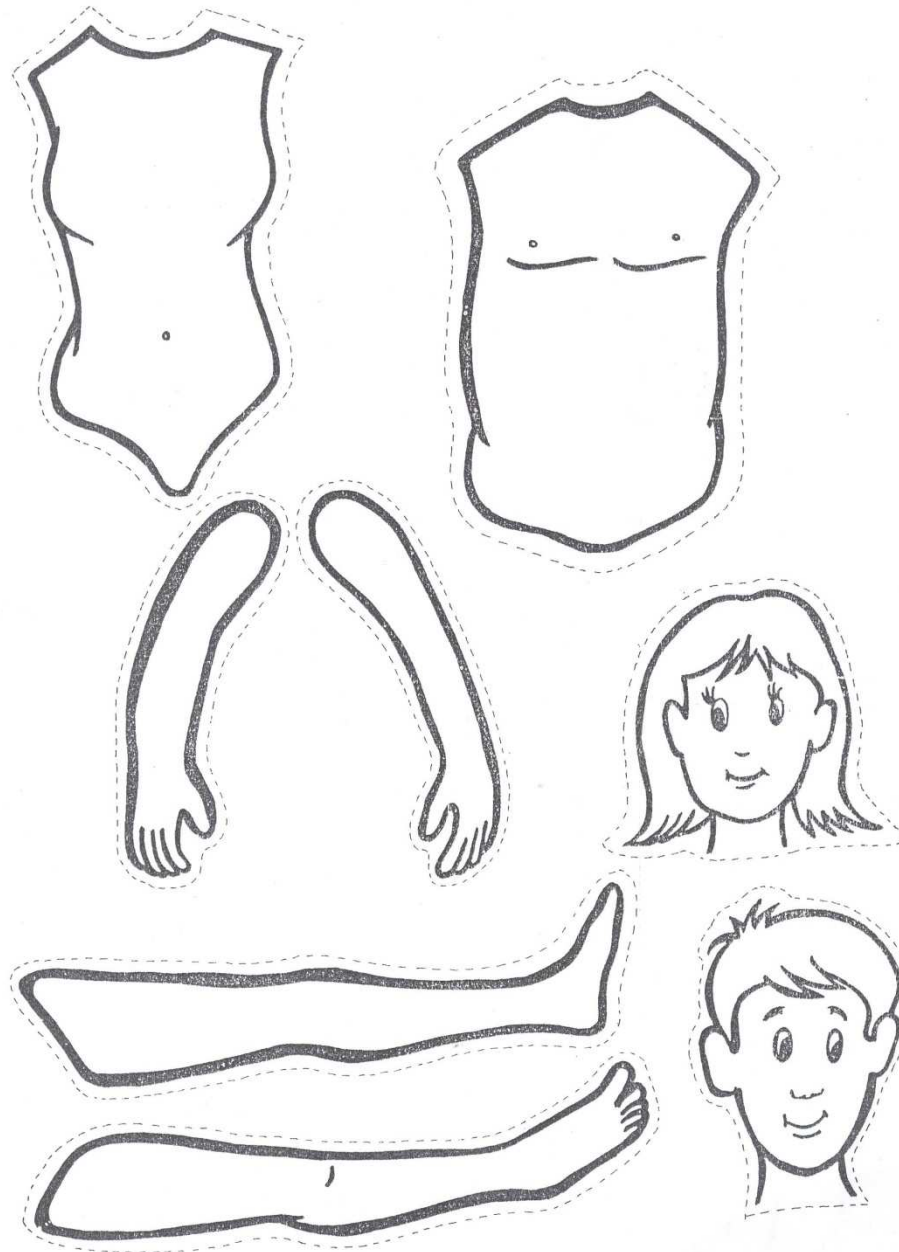


Appendix

 JOIN THE DOTS

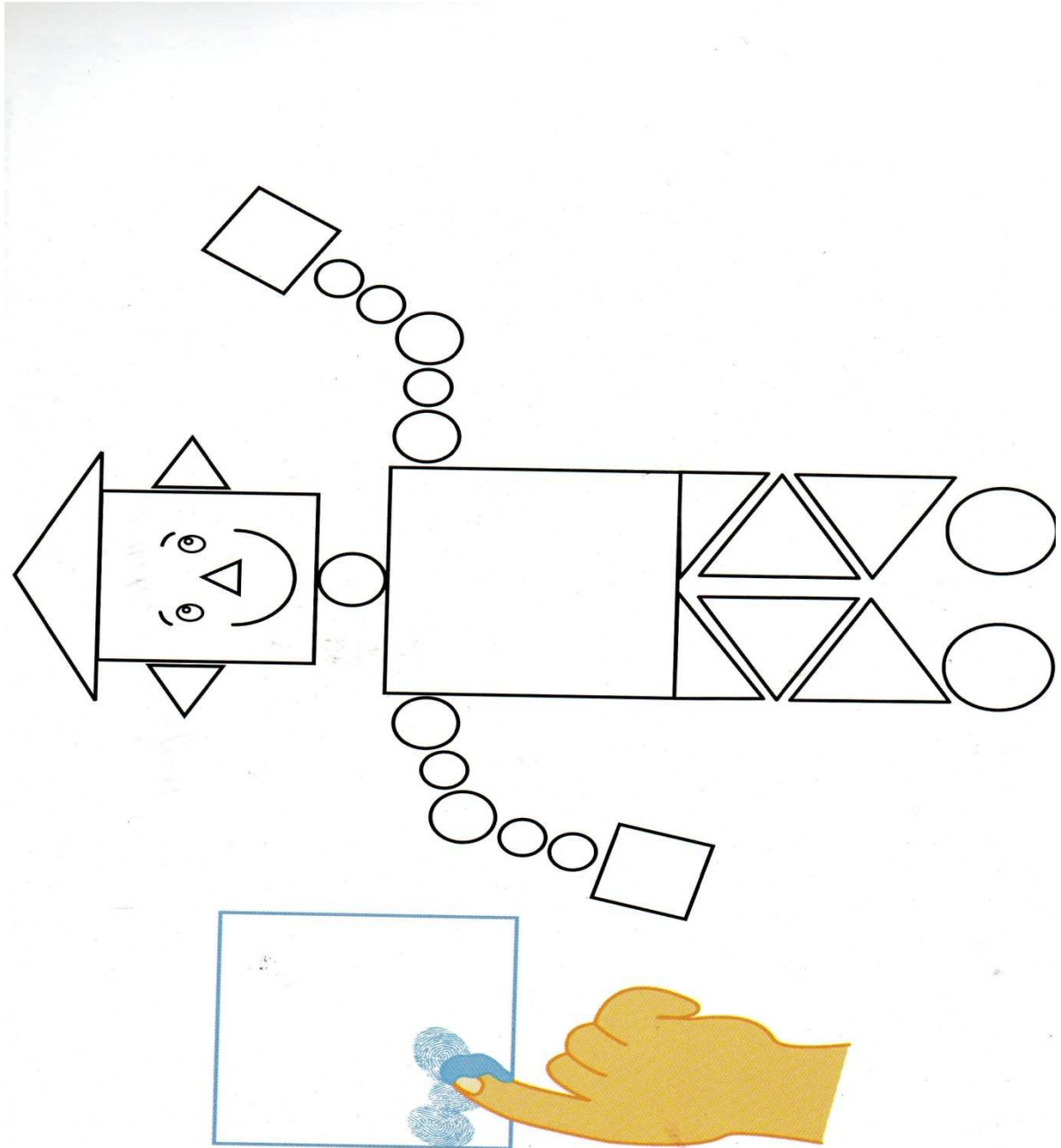


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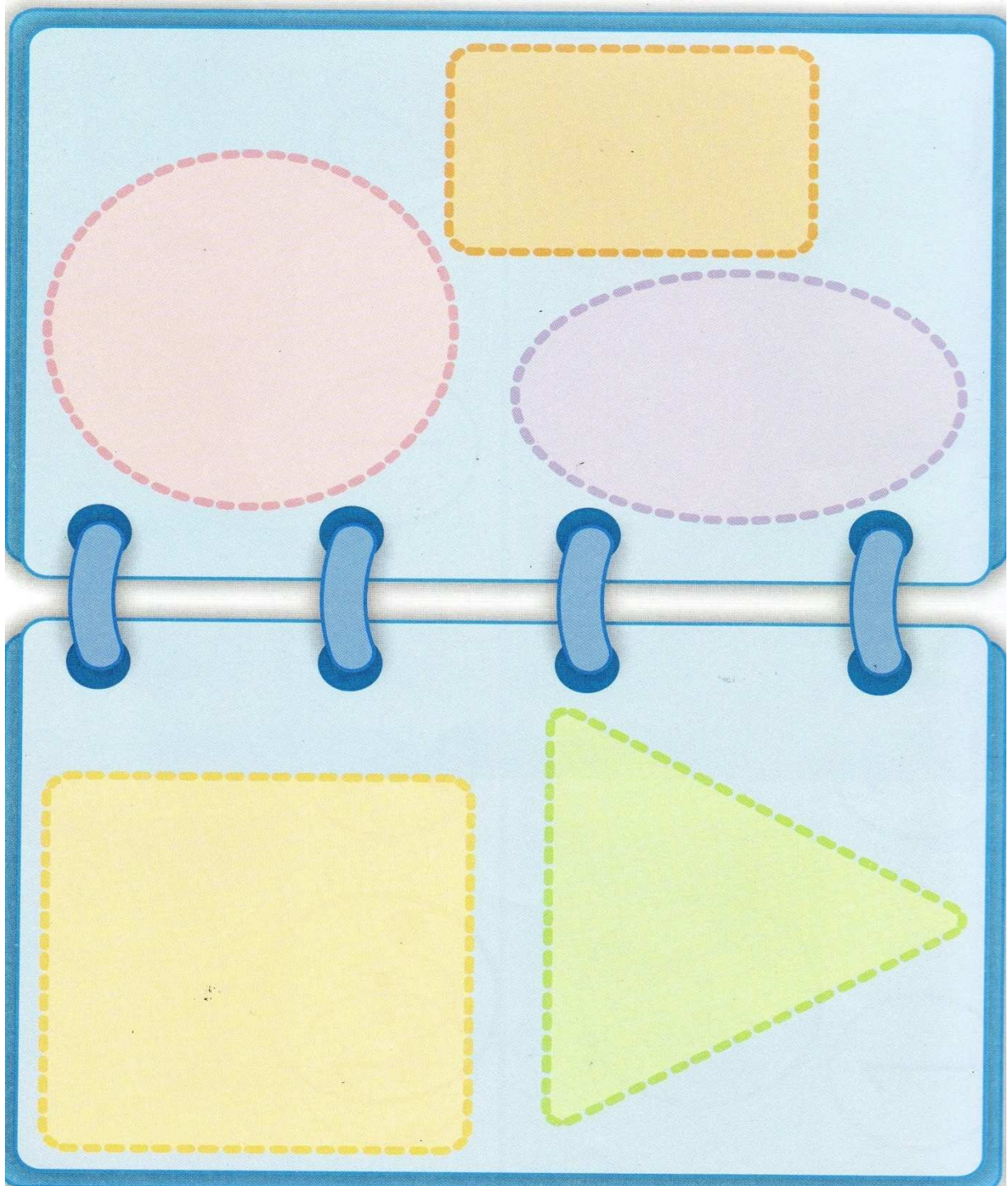


Paint the robot using your fingers and recognize the colors and shapes.



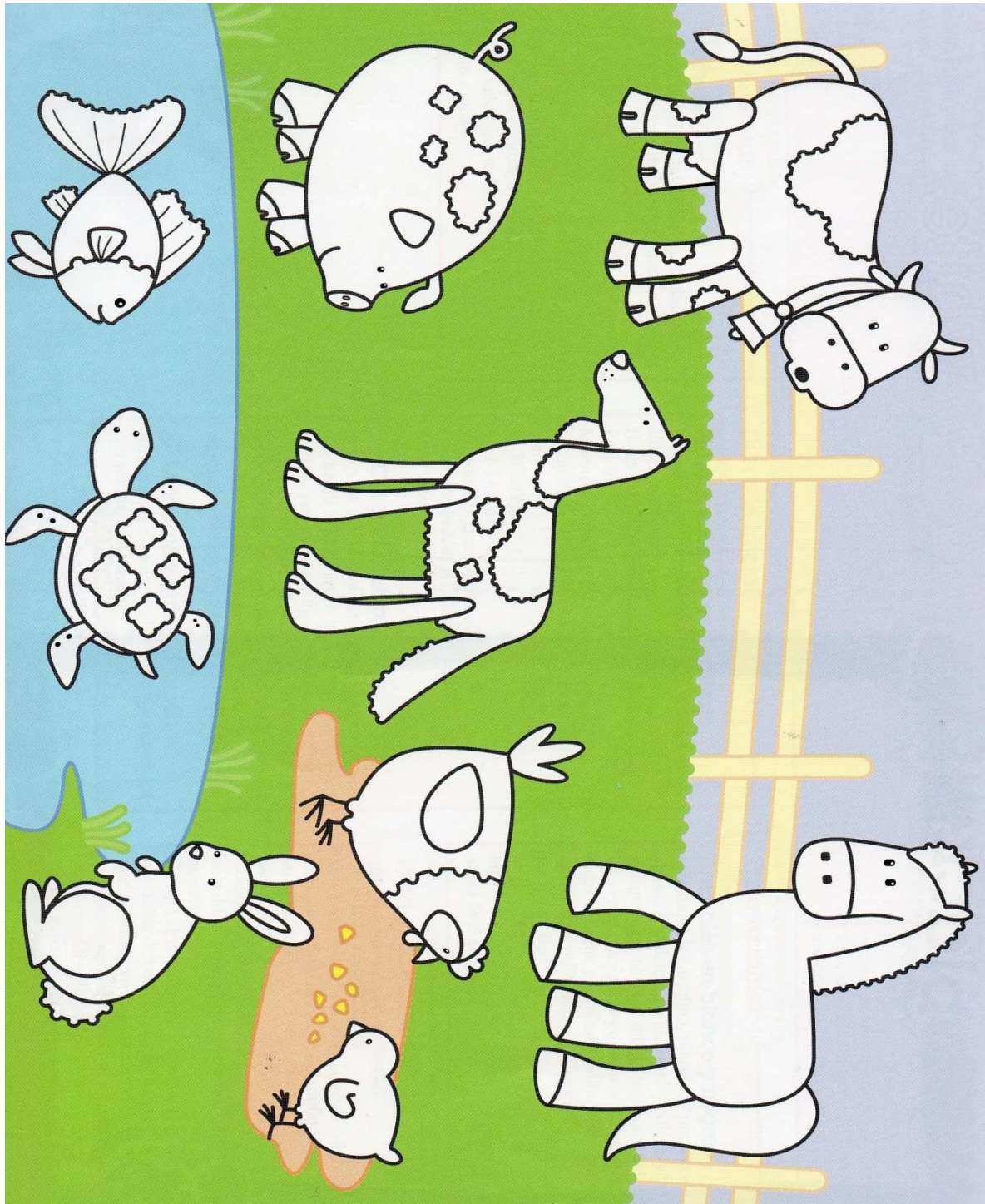


Join the dots and identify the corresponding shape.





Color the farm animals and cross out the animals which are pets.





Musical Games & Activities



Alphabet Line-up: Give each S an alphabet flashcard. Play the ABC song and have the Ss skip around in a circle singing along to the song. Stop the tape at random points and the Ss have to line up in the correct alphabetical order according to their cards.

Alphabet Wave: Divide the a-z flashcards among all your students. Put Ss in a line and play the ABC song. As it plays each student must hold up their corresponding alphabet flashcard.

Christmas Song: This is a Christmas song which is perfect for young children. Sing the following words to the tune of the French song "Frere Jacques":

Father Christmas
Father Christmas
He got stuck
He got stuck
Coming down the chimney
Coming down the chimney
What bad luck
What bad luck



Easters Songs (1): To 10 little elephants / Indians: "1 red, 1 blue, 1 green Easter egg; 1 orange, 1 yellow, 1 pink Easter egg; 1 white, 1 brown, 1 black Easter egg; 9 Easter eggs for me!"

Easter Songs (2): To the tune of buns in the bakers shop: "9 Easter eggs in the chocolate shop, I like chocolate lots and lots, Along came (child's name) with (local currency) one day, She/he bought an Easter egg (or you could incorporate the color of the egg they prefer) and took it right away". I cut out and laminated large egg shapes and blue tacked them to the board. The children could then come and choose the color they wanted.



Head, Shoulders, Knees & Toes: Have the Ss do all the actions to the song on the tape (touching the parts of their body along with the song). After that have a speed round at a fairly quick pace. Have a final round at high speed. All kids love to do it fast.

Hokey Pokey: A fun song for body vocab. Arrange the Ss in a circle and sing while doing all the actions.

If You're Happy And You Know It: Before you play the song practice yelling out commands:

Clap your hands (clap, clap, clap)
Repeat again.
Stomp your feet (stomp, stomp, stomp)
Repeat again.



Shout horray. (HORRAY!!!)
Repeat again.



Musical Flashcards: Ss walk around some flashcards in a circle as some music is playing. When the music stops T shouts out a flashcard and the Ss must race to step on that card. The first S to step on it keeps the card (1 point) and the game continues.

Number Group Game: Play some music and have your Ss walk/skip around the classroom. Stop the music suddenly and call out a number (up to the number of Ss in your class). The Ss must quickly get together in a group of that number. Any Ss who didn't make it sit out until the next round.



Rainbow Song: There are a few things you can do with this song. *Variation 1.* Lay out colored paper in front of your students in the order in the song, and get them to touch each color as the song is played. *Variation 2.* Lay out colored paper in a random order and get the Ss to arrange them in the order of the song. *Variation 3.* Have the Ss lay out their coloring pencils in the order of the song. "Red and yellow and pink and green, purple and orange and blue. I can sing a rainbow, sing a rainbow, sing a rainbow too".

Ring A Ring A Roses: Over exaggerating the sneezes and the fall to the floor makes this song all the more fun. "Ring a ring a roses, pocket full of posies, Atishu Atishu, we all fall down".



Where is Pinky?: Good practice for "Where is...?" Students hide hands behind their back. Teacher sings: "Where is pinky?, Where is pinky?" (show left hand, moving only the pinky finger), "Here I am" (show right hand, moving only the pinky finger, two pinkies greet each other) "Here I am", "How are you today, sir?", "Very fine I thank you", "Run away" (hide left hand), "Run away" (hide right hand). Continue with all fingers and thumb. Students sing along and love it!



Pictures of a Classroom Application





