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EFL Students' Attitudes Towards Using English Songs and Films to Enhance Their Learning Skills:

The Case of Master ll Students at Belhadj Bouchaib University Ain Temouchent

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Dedication

I dedicate this humble work to my lovely family:

My beloved parents, my dear aunt my brother Abdelhai

My sisters: Hayet, Sarah, Zahra. My twin brother Mohammed.

Without their help and support I would not have succeed

My dear binomial Zineb and to all those I love

Mama BRADAI

I dedicate my dissertation work to my family.

Special feeling of thanks to my loving parents .

To my dearest sisters Ayda and Meriem and my lovely brothers Yahya and Zakaria .

To my lovely best friend and my partner in this dissertation Mama Bradai .

To My dear special friend who never left my side, being the help and the support all the time.

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I

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Abstract

This study is mainly concerned with students' attitudes towards the effect of using English songs and films to enhance their learning skills in EFL learning. The research was conducted in the English department at Belhadj Bouchaib University Ain Temouchent. For the data collection, an attitudinal questionnaire was administered to twenty (20) students of Master two linguistics. Besides, an interview was conducted with three (03) English teachers. Concerning the data analysis, we have used Statistical Package for Social Sciences (SPSS) for statistical analysis. Based on the outcomes, the conclusion derived reveals that the students' positive attitudes towards using English songs and films to enhance their learning skills and they perceived it as an effective and motivating tool.

List of Acronyms

BBUAT: Belhadj Bouchaib University of Ain Temouchent

EFL: English as a Foreign Language

FL: Foreign Language

F LLS: Language learning strategies

LL: Foreign Language Learning

SL: Second Language

SLA: Second Language Acquisition

SPSS: Statistical Package for the Social Sciences

TL: Target Language

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General Introduction

In a world where English is a global language and the most commonly spoken, students are dedicating their time to study it, they are very motivated and conscious that learning English and improving their learning skills can help them progress in life, both personally and professionally and enhance the use of this foreign language (FL) successfully for communication in any context. Despite the multiple techniques used by English as a foreign language (EFL) students to improve their communicative ability, they experience many difficulties that provide pressure for them to change and practice other strategies as a result of the failure of the old methods, thus many EFL students seek to develop new learning strategies to learn this language.

As a strong need for having a good communicative skill, most EFL students proposed a new strategy represented in using English songs and films as a pedagogical tool. It has got a significant place in the EFL learning process as authentic material, The natural language employed in songs and films play a crucial role in the process of learning a foreign language as it gives the student an idea about the daily spoken English of the native speaker rather than the standard English which is taught in the academic settings because being able to understand and deal with English native speakers indicates the high proficiency and mastery of this language. That is, students are provided with the opportunity to learn new words, idioms and to become familiar with English accents and dialects through listening to songs and watching films. It is worth mentioning that songs and films are sources of pleasure and relaxation which reduce stress and anxiety as well as promote the motivation to learn.

The researchers have conducted a wide investigation in the field of foreign language learning (FLL) on how the students acquire unfamiliar vocabulary, learn new information,

and the kind of strategies used to deal with all these. Our research study is mainly concerned with the effectiveness of using songs and films as a learning tool, in addition, investigate its impact on students attitudes to develop their four learning skills in the department of English at Belhadj Bouchaib University Ain Temouchent (BBUAT)

The present study aims at investigating the effect of using songs and films in foreign language learning (FLL) as a tool that contributes to the enhancement and the development of the students' learning skills. More precisely, the main objective of this study is to identify students' attitudes towards the implementation of songs and films as a supplementary educational resource and to shed light on its importance in enhancing EFL students' learning skills.

The research study about the efficiency of using songs and films in the EFL learning process, requires putting forward two main questions:

1. What are students' attitudes towards using English songs and films as a pedagogical tool to enhance their learning skills?
2. How effective is this method in enhancing students learning skills?

In an attempt to answer the research questions, we will hypothesize that:

1. EFL students hold positive attitudes about the effectiveness of using songs and films in improving their learning skills.
2. Using songs and films as a learning strategy has a great efficiency to enhance EFL students' learning skills.

The mixed methods research is adopted as a methodology in conducting this research, that combines both qualitative and quantitative methods for the data collection and analysis. As for the data collection, we have used two research tools, they refer to a questionnaire and

an interview, which are drawn from two main sources: a randomly selected group of Master two linguistics students and three (03) English teachers in the English department at BBUAT. The questionnaire aims at gathering numerical data about the students' attitudes towards using songs and films to improve their learning skills. As for the qualitative data, we interpret the results obtained from the teachers' interview about their views and opinions concerning the importance of using songs and films in the classroom.

The overall structure of this dissertation is composed mainly of three chapters, besides, the General Introduction and General Conclusion. The General introduction presents the topic of the research and states the problem by indicating the gap, as it provides an outline for the reader about how the work will be organized. It consists of: the statement of the problem aims of the study, issues and hypotheses, research techniques and methodology, and structure of the dissertation. Then, it is followed by the first chapter entitled " Review of the Literature" which is divided into two main sections that review the main theoretical concepts upon which this study is based. The second chapter named "Functional Framework of the Study and Data Analysis", that consists of two sections, the first one presents and explains the procedures for data collection and data analysis and it introduces detailed information about the participants involved in the study. The second section is concerned with the outputs reached after collecting and analyzing the data. The last chapter is called "Discussion of the Findings" in which we have discussed the findings and results of our study to answer the questions and to prove or invalidate the hypotheses we have suggested. Finally, the dissertation ends with a General Conclusion, where the important points of the research are summarized.

Review of the Literature

Introduction

The present chapter is the theoretical framework upon which our research is based, it reviews the main concepts and terminology related to the notions of attitudes, songs and films, and learning skills. It aims at exploring the effect of using songs and films in English learning, it also sheds light on Gardner's theory in second language acquisition (SLA). This chapter is divided into two sections, the first section is concerned with songs and films as a tool of learning, it introduces the definition of attitudes and the importance of songs and films as authentic material in English as a foreign language (EFL) classroom. The second section is composed of different definitions of learning skills and stresses the main obstacles that EFL students encounter in the learning process.

Section one: Attitudes towards songs and films as a learning strategy

1. Attitudes

Attitude is a positive or negative way or manner of feelings, thinking, or acting about someone, something, or events. According to Hogg and Vanghan (2005) attitude is a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events, or symbols. It is the basic determinant of our behavior towards all aspects of our social environment. "attitude is accepted as an important concept to understand human behavior and is defined as a mental state that includes beliefs and feelings''(Latchanna & Dagnew, 2009). Attitudes about learning a second language are directly associated with the efficiency of the students in EFL classes, students' good or poor attitudes determine the ease or the difficulties in the foreign language classroom. According to Lennartsson (2008) students' beliefs can be an obstacle if they believe that they cannot learn the new language successfully. Thus, a negative attitude can lead to obstacles in

learning a foreign language while a positive attitude has a direct effect on learning a second language successfully.

2. Authentic materials

Authentic materials are tools that are used by native speakers in their daily life, these materials can be written and audio-visual, extracted from different sources including original textbooks, songs, videos, advertisements that have been designed for native language speakers." Authenticity relates to the language produced by native speakers for native speakers in a particular language community''(Porter & Roberts, 1981; Little et al, 1989). Authentic materials are very useful in the language learning environment for the reason that the student will figure out the real-world of the language and how it is used rather than the artificial language of the classroom. When considering the use of authentic materials Widdowson states that "it has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic''(Widdowson, 1990). Besides, the use of authentic materials in language learning has a positive effect on student motivation, it helps them to establish a meaningful relationship with the target language and guides them towards the language they need for their particular context according to Nutall (1996)"Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people''. For these reasons, man EFL teachers choose to supplement their classroom materials with authentic, real-world language content that engages their students, gets them excited to learn English, and allow them to further develop their language skills.

3. Learning aids

Learning aids are becoming the new norm in the classroom, that may include written materials, visualizations, charts, figure, process, videos, and many other appropriate items they are considered as any devices, materials, or sources intended to clarify or describe a topic. Such a way of learning has a great impact on how students retain information, it is an effective tool that helps students grasp the concept of learning new skills by seeing and hearing, as well as to convey knowledge more clearly because it deals with all the vague and unclear aspects by proving the process of perception. Using learning aids is an exciting way of exploring an interesting learning environment that stimulates students and engages them to increase classroom interaction and relieves anxiety, fears, or boredom. Some of the most common learning aids are available according to two types: visuals and audio aids.

Visual aids are those instructional aids that are used in the classroom to encourage students learning process that provoke the sense of vision, they are represented by pictures, models, charts, slides…etc. according to Burton (1955) " visual aids are those sensory objects or images which initiate or stimulate and support learning''.

Audio aids are training or educational materials directed to the sense of hearing that expose students to native speakers' pronunciations. Park (1999) describes audio aids as "types of equipment that are directly connected to the ear through which ideas and thoughts are communicated to the mind, these materials include spoken words, recognizable sound, songs, and music''. Radio, sound recording equipment, songs are examples of audio aids.

4. The importance of songs and films as supplementary resources

English songs and films as a regular part of the EFL classroom, share the same advantages and have a successful pedagogical value. The combination of the target language with a melody has various benefits, first, songs help to reduce anxiety and provide a

harmonious classroom, Tseng(2012) mentions that to create a more relaxed classroom atmosphere, teachers should use activities like songs to decrease anxiety. Furthermore, films exposed the EFL students to natural language produced by native speakers" movies provide language learners with the opportunity to view the social dynamics of communication as native speakers interact in authentic settings'' (Herron, et al., 1995; Lonergan, 1992; Kerridge, 1982; Singer & Singer, 1998; Swaffar & Vlatten, 1997; Wellman, Keniston &Westby, 1978; Coniam, 2001). Reading songs' lyrics and film subtitles has a significant role in developing the students' communicative skills. Reading and listening to a foreign language at the same time allows students to assimilate the syntactic and phonetic understanding of it. Thus, it builds familiarity with vocabulary and sounds and the students will be able to make sense of what he/she hears and reads, as it is argued by Herron and Hanley (1992) "watching movies serves as a bridge between learning skills and language objectives and using them in ESL classroom provide background information that activates foremost knowledge, which is important in stimulating the four skills'.' Additionally, Failoni (1993) asserts that "practically, all grammar points can be found in music texts, and the texts also offer a wide variety of vocabulary, all of which can be utilized in practice the four communication skills''. Besides the increase of reading speed and listening comprehension, songs and films contain authenticity and have the power to enrich students' vocabulary and help with memorization and retaining a set of conversational phrases and idioms.

5. Songs and films as a pedagogical tool

When using songs and films as means of teaching, there several aspects that should be taking into consideration to fulfill the purpose of learning. First, teachers should be aware that they are not teaching how to sing or using films for pleasure, however, they are teaching a target language. Second, the list of films and songs should be well selected and appropriate

for the age and level of the students. Keskin (2011) assures that " the age of the students, their interests, their language level and the language of the song should be taken into account before choosing songs''. Through the use of songs and films, the teacher can develop different activities that engage the student in the classroom, for instance, the teacher may ask students to express the topic addressed by the film or the song.

6. Gardner's theory in SLA

When considering the use of songs and films in EFL learning, it is worth mentioning Gardner's (1983) multiple intelligences theory, in which he proposes that intelligence is thought to be a significant factor where learners differ from one another in their ability of understanding complex ideas and grasping matters. Gardner has categorized a set of abilities to be considered as individual intelligence and he claims that intelligence varies in term of eight types namely: visual, verbal, mathematical, kinaesthetic, interpersonal, intrapersonal, naturalistic, and musical intelligence, more specifically, visual and musical intelligence that are the focus of this research. Multiple intelligence theory has proved that intelligence affects the process of second language acquisition when EFL teachers try to develop techniques and methods to meet students' needs, these techniques are related to Gardner's intent of using different types of intelligence. Students who have a strong musical and visual intelligence will find the use of songs and films in the classroom as the best strategy of learning, thus, songs and films become a worthwhile endeavor.

Section two: the learning skills

1. **The listening skill**

Listening is a process in which the listener pays special attention to the other party, as listening is a skill and art because it depends on complex mental processes. Given the necessity of thinking and listening with each other, it is well known that this skill has an essential role in the learning process. Moreover, " listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages (Purdy & Borisoff, 1997:6). In other words listening is the ability to receive and explain messages in the communication process and it is the key to all effective communication. As mentioned in Nunan (2003:24) "Listening is an active, purposeful process of making sense of what we hear." It means that without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

1.1   The importance of listening skill

Listening has a big role and hugely important in the communication of people's daily life. As Guo and Wills (2006) mentioned "it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values" (p:3) On another hand in learning a language for communicative goal, here listening plays an important role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of the message sent can be based just on the tone of voice, pitch, and accent; and this is only possible when we are listening. Whereas the statistics of some studies concerning language skills acquisition has proved that we communicate, we gain 45% of language competence from listening, 30% from speaking, 15% from reading, and 10% from writing.

1.2   The Listening process

There are two concepts explored relating to how listening comprehension process happens in human beings brain which is bottom-up and top-down processes.

a_Top-down process: It occurs when we use basic knowledge to understand what we are listening to. According to Jack and Willy:

> The top-down view suggests that the listening actively constructs the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listener uses previous knowledge of the context and situation within which the listening takes place to make sense of what he or she hears. Context and situation include such things as knowledge of the topic at hand, the speaker or speakers and the relationship to the situation, as well as to each other and prior events.

In another word, it indicates generally to using comprehensive factors for decision making.

b_Bottom-up process: According to Jack and Willy:

> The bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts. According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are formed together to form complete meaningful texts.

Further, the bottom-up process focuses on listening for details and it occurs when we understand language sound by sound or word by word with less use of basic knowledge.

In short, Flowerdew and Miller (2005), claim that

At the level of the group beginners are likely to need spending more time on developing basic bottom-up skills of the decoding. For more advanced learners, however, who have mastered basic phonology and syntax, emphasis on the development of top-down skills of applying schematic knowledge may be more appropriate, although even advanced learners need to work on bottom-up features of fast speech .

2.   The speaking skill

Speaking skill is one of the four learning skills (reading, writing, listening) and it is generally considered as the most important skill, "speaking is the use of language to communicate with other" (Fulcher, 2003:23). Sometimes speaking skills that a person possesses from nature, or are learned and acquired through self-education, and the development of this skill depends on practice and listening so that the individual can express his needs connect with and understand others . According to Bailey (2000), "speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information"(p:25). Also, Siahaan (2008) claims that "Speaking is a productive language skill "(p:95). This means that it is an ability that allows an individual to understand and produce spoken language for effective personal communication.

2.1   The importance of speaking skill

Speaking represents one of the skills with which a social worker achieves self-satisfaction through his success in interacting with others as a result of being able to highlight his skills and abilities. As Robert Frost said: ''I am a writer of books in retrospect, I talk to understand, I teach to learn.'' it means that speaking skill is the most important skill to

acquire foreign or second language learning; also Brown and Yuke (1983) claim that, "Speaking is the skill that the students will be judged upon most in real-life situations". In another word; if you want to become a social person, you must communicate with your friends and family, transfer your media and others, learn the rules of speaking skills, improve verbal strength, pay attention to whom you are speaking and when you are speaking, so that you can reach your goals. According to Chaney (1998), "Speaking is a crucial part of second language learning and teaching." (p:3) this means that students should have the ability to communicate to share their information. Also, speaking skill has other benefits like Refining consciousness and feeling, practicing imagination and innovation, and expressing feelings, ideas and develops self-confidence, the ability to fluency in expression, and independence of opinion.

2.2   The Aspects of speaking

Some aspects in speaking have to be achieved by the learners; because it poses some challenges and defines some guiding principles for understanding this skill and the design instructional activities thus preparing learners to communicate effectively in real-life situations. Furthermore, those aspects represented in (fluency, comprehension, grammar, vocabulary, and pronunciation) , which described by Brown (2001: 406-407) as the following :

   a. Fluency: refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

   b. Comprehension: is a student's competence to comprehend what all of the speakers say to them.

  c. Grammar: is the way to organize the words into the correct sentence. This is important

that if the speaker can master grammar to organize the word so the speaker also easily speaks English well.

d. Vocabulary: is the basis of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in our minds. Vocabulary is about the choice of the word which is used appropriately based on the context of speaking.

e. Pronunciation is an important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.

3. The Reading skill

Reading is a mental process, and it means the reader's awareness of the written text, understanding it and comprehending its contents, and it is an interactive process between the reader and the writer, and it is considered an activity to obtain information, as this information is read either silently or aloud, besides, the person reading must be able to pronounce and understand the words and the letters, signs, and symbols in the text, and reading requires supportive skills such as writing, speaking, and listening.

According to Whalon (2009) " reading is recognizing and manipulating spoken words in the language". This means that reading skills lead a person to interact and gain meaning from written language. Moreover, According to Leu and Kinzer (1987) " reading is development, interactive, and global process involving learned skills. The process specifically incorporates and can be positively and negatively influenced by non-linguistic internal and external variables or factors" (p:9). Therefore, the main purpose of reading is to seek and acquire the information involving the contents of reading and understanding the meaning of the reading text.

3.1   The importance of reading

One of the main reasons why reading is important is that it helps grow mentally, emotionally, and psychologically ; studies have shown that reading is a cognitive and intellectual process that stimulates the mind to work continuously, and that it would reduce the occurrence of various mental illnesses, keep the brain active and increase its ability to focus and analyze. Furthermore, reading has great importance to making one's knowledge, new and useful information and mentioning that the more knowledge becomes more capable of confronting life and gifts difficulties by using his knowledge gained through the reading process. To conclude, "Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift ." Kate Dicamillo.

4.   The writing skill

Writing skill is one of the productive skills that should be mastered in using a language. According to Rivers (1981) " writing is conveying information or expression of original ideas consecutively in the new language" (p:294), writing is considered a linguistic skill that enables its owner to convert his ideas and information into a written text for preservation, dissemination, and communication with others, and it is a skill that depends on talent, training, and practice. Also Brown, (2001) claimed that "writing is a thinking process" (p:336). Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. In short, writing skill is the art of expressing thoughts, feelings, and points of view using language as a medium to convey them and present them to others in the form of a written topic.

4.1   The importance of writing skill

Writing is a vital element in developing several human talents, including alertness, focus, memory, organization, and methodology. Writing is an introductory step for learning, in addition, writing is one of the most important and prominent methods of communication between people from ancient times to the present times, and because of its great importance throughout human history, specialists considered the discovery of writing as one of the most important human achievements throughout history. Furthermore, "Writing, the art of communicating thoughts to the mind through the eye, is the great invention of the world ...enabling us to converse with the dead, the absent, and the unborn, at all distances of time and space." (Abraham Lincoln). Writing has also other benefits like : An important way to express feelings; a method of creativity, highlighting talents and abilities; it develops a person's mental capabilities .

5.   EFL students' obstacles in learning skills

A learning obstacle is anything that prevents learners from fully participating in learning. During training, most learners must face a lot of different barriers to learning ; and most problems that we face in our learning is represented in the barriers of the four learning skills. Further, as it is known that there are a strong relationship between listening and speaking. Thus, poor listening practice will lead automatically to poor speaking competence. According to Kelly (2000:11)

> A learner who mispronounces a range of phonemes can be extremely difficult for a speaker from another language to understand. This can be very frustrating for the

learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker.

Problems in listening emphasized by Field (2003) are those: Learners know the word, but get the wrong sense. Phonetic variation of a word misleads them. (reduction, assimilation, elision, cliticization, resyllabification). Learners know the word in written form but not the oral version. Learners have difficulty to catch the word from a connected speech such as a dialogue. As for reading obstacles and writing obstacles can occur alone but are often present together; because there is a bidirectional relationship between spelling and word reading; for example, difficulty in one area can influence performance in the other area. in another word when we have reading disorders include dyslexia, reading disability, reading disorder, specific reading comprehension difficulties. Writing disorder labels also vary, with some being dysgraphia, writing disability, writing disorder, and specific writing disorder. In short, " all these problems are very real in our classrooms and worthy of investigation and remedial action in the classroom" (Kelly, 2000, 12).

Conclusion

This literature review explored previous research findings of the use of songs and films as a pedagogical tool and its relation to student engagement and motivation in the EFL classroom. It was completed to gain an understanding of how songs and films serve the EFL student learning process. This literature review will be useful when discussing the effectiveness of songs and films as a means of learning. The next chapter will present a detailed description of how this study will be conducted.

Functional Framework of the Study and Data Analysis

Introduction

This chapter is methodological as well as empirical. It is concerned with research design and the analysis of data to test the hypothesis of our investigation and answer the questions stated in the general introduction, in addition, it is organized into two sections. The first section describes the research method and setting of the study besides the sample of the population. Then, it introduces the fundamental tools of data collection which are: questionnaire administered to Master 2 students in the department of English at Belhadj Bouchaib university, and an interview conducted with three (03) English teachers. And procedures of data analysis that consist of statistical package for social sciences (SPSS) that is used for quantitative data. As for the second section, it deals with the results gathered from the questionnaire and the interview, it is divided into two parts, the first one reports the results obtained from students' questionnaire and the second part is devoted to the results gathered from teachers' interview.

The outcomes are presented in percentages demonstrated in figures and pies charts, its main aim is to determine students' attitude towards the use of songs and films to improve their learning skills and ensure readability and visibility. This will ease the discussion of the findings in the following chapter.

Chapter Tow **Functional Framework of the Study and Data Analysis**

Section one: Research Design

1. Research methods

To carry out our investigation, we have adopted a mixed-method study as our data collection and analysis methodology, since, it maintains reliability in reporting the results of the investigation, this helps us "to obtain as many perspectives as possible on the phenomenon being researched " (Croker, 2009:17). Thus, both qualitative and quantitative approaches are used to collect and analyze the intended data for a better understanding of the problematic phenomenon as it is defined by Dornyei (2007:163) "a mixed-method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process" the main reason for choosing a mixed research method is to gain a holistic understanding and better comprehension of the selected topic.

2. Setting of the study and sample of the population

2.1 Setting of the study

The inquiry takes place in a real-life setting, that is, in the department of English at Belhadj Bouchaib University Ain Temouchent BBUAT during the academic year 2020-2021. The reason for which this choice is made is that university students are more aware of the language learning strategies they use in EFL.

2.2 Sample of population

The population of this study were Master 2 linguistics students at BBU, the total sample of participants consists of twenty (20) students, their English level is intermediate and advanced. This selection is made in terms of random sampling because it is impossible to engage all the students in the inquiry. According to Cohen et al (2007), a random sampling

involves "choosing the nearest individuals to serve as the respondents and continuing that process until the required size has been obtained or those who happen to be available and accessible all the time". Besides the students, three (03) English teachers were deliberately selected to answer the interview questions.

3. Procedures of Data Collection

To obtain valid data in any research, different techniques are used. For our data collection, We have hired quantitative and qualitative methods, and which are conducted through a questionnaire and an interview to answer the research question.

3.1 The Students' Questionnaire

With the purpose to collect information relevant to our study, a questionnaire was used and being an important data collection tool for investigating a specific problem. According to Bell 1999 " questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents have to provide the answers ." However, other researchers may use a questionnaire as a deductive method to collect reliable data to test existing theories. Moreover in our study, the students' questionnaire deals with exploring the views on the effectiveness of using songs and films in English learning and the impact of using it as a tool to improve their learning skills. It is designed for master 2 English students of about 40 students and distributed to 20 students, we have received all of their answers. It consists of ten (10) items divided into closed-ended and open-ended questions. This questionnaire consists of questions that are designed to show the students' attitude and views toward using films and songs in EFL learning and focuses on the role of using films and songs as a tool to improve the learning skills. Also to clarify the barriers that faced students in improving their learning skills.

3.2 The interview

In addition to the questionnaire's result, we have added another research technique to support our study which is the interview, to get a better and valid response to clarify information of this study. The interview is a method of face-to-face conversation between the interviewer and the person being interviewed, whereby the interviewer gathered responses from the interviewee to select a potential human resource. It is an important data collection technique that includes verbal communication between the researcher and the subject. According to Kvale, (1983: 174)"an interview whose purpose is to gather information of the life world interviewee concerning the interpretation of the meaning of the described phenomena". It is conducted among three (03) English teachers, it includes six (06) items of open-ended questions. Therefore, the interview is a tool to understand the teacher's point of view about using films and songs in EFL teaching.

4. Procedures of Data Analysis

Regarding data analysis, this study is based on a mixed method study. In other words, quantitative data is analyzed by using SPSS.

4.1 Statistical Package for Social Sciences (SPSS)

SPSS was first released in 1968, meaning "Statistical Package for the Social Sciences". According to (Landau and Everitt, 2004), "It is also a software package for the presentation and statistical analysis of quantitative data ". It is used to analyze the closed-ended questions of the questionnaire. The result of the closed-ended question is shown in a collection of figures, pie charts, to provide numerical data for a given answer.

Section two: The results

1. **Presentation of the questionnaire result**

Q1: How do you assess your English level?
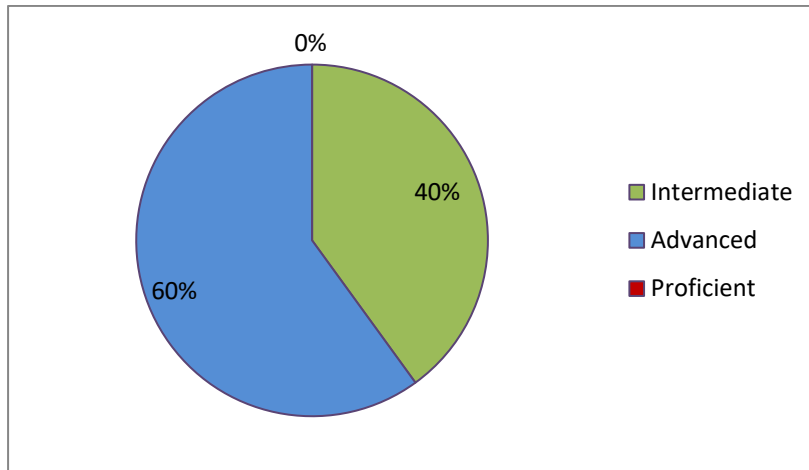
Figure 01: Students' English level

As can be seen in the figure, the English level varies from one student to another. The results demonstrate that twelve (12) students represent 60% are advanced and eight (08) students represent 40% are intermediate and none of them has reached the level of proficiency.

Q2: Is it easy for you to absorb the content of authentic materials?
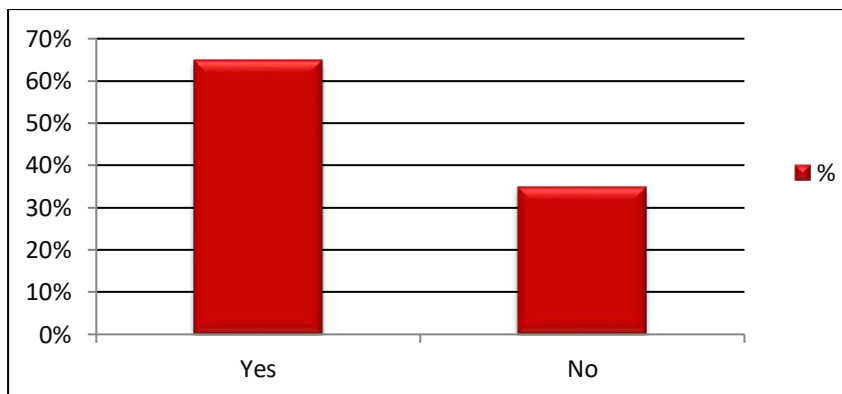
Figure 02: Students' absorption of authentic materials' content

This figur indicates that thirteen (13) of the students that represent 65% can understand the content of authentic materials, while seven (7) of them who represent 35% assert that they do not absorb information through authentic materials.

Q3: Do you tend to learn by heart songs and film scenes?
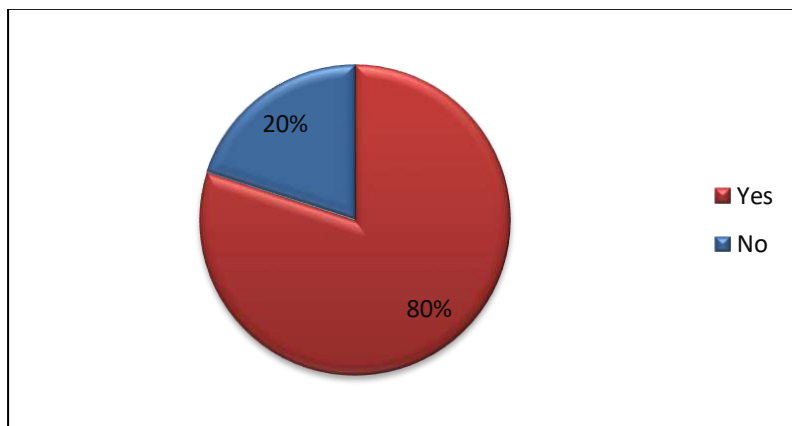
Figure 03: Students' tendency towards songs and films scenes learning

The results reveal that 80% of the respondents have the tendency to learn English songs and film scenes for the seek of examining the language, yet, 20% of them are not interested.

Q 04: How often do you use songs and films to learn the English language?
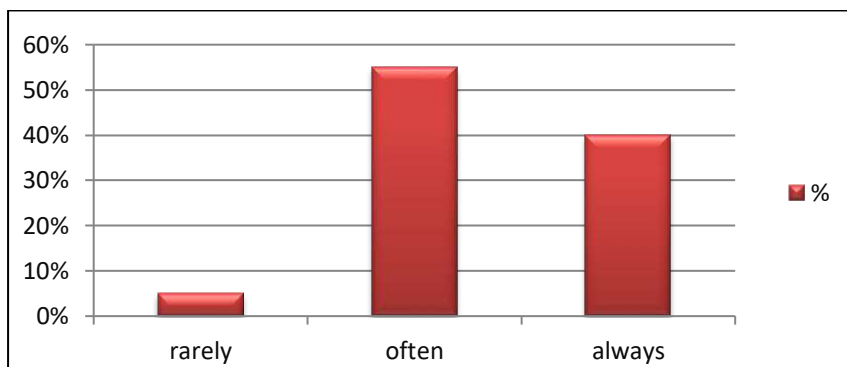
Figure 04: Students' frequencies of using songs and films to learn English

As it appears in the figure above, eleven (11) students representing 55% they often used English songs and films to learn the language, while, eight (08) students representing 40% always use it. And only one (01) student who represents 5% answered rarely.

Q05: Do you use films' subtitles and songs' lyrics?
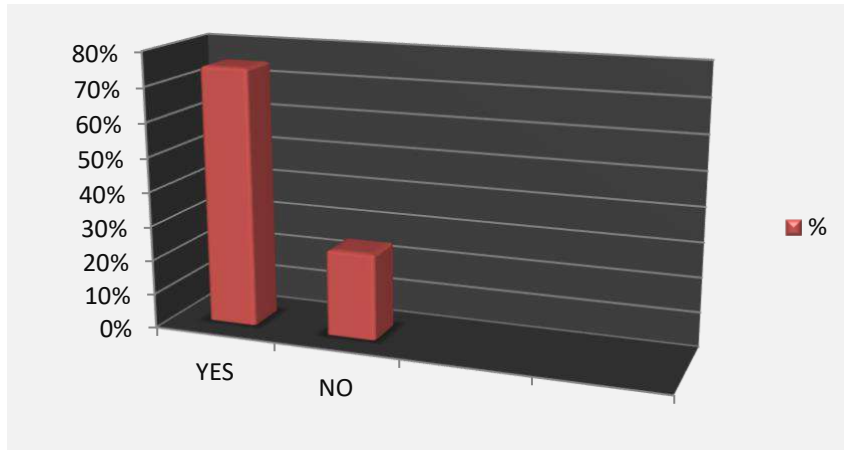
Figure 05: Students' use of films' subtitles and songs' lyrics

As it is apparent in figure 05, five 05 students representing (25%) have claimed that they use films' subtitles and songs' lyrics. However, fifteen (15) of them (75%) do not use subtitles and lyrics while watching films or listening to songs.

Q 06: Did songs and films help you in developing your English language? (How)
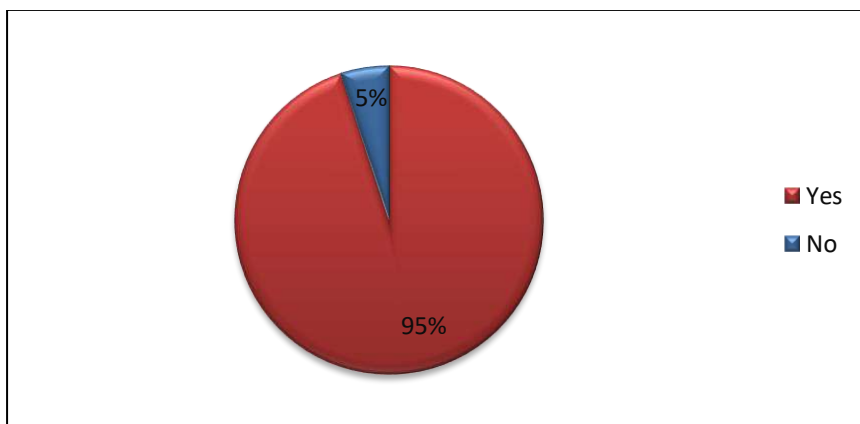
Figure 06: The importance of songs and films in developing the English language

The majority of the participants 95% argue that songs and films have an important role in developing the English language, they claim that it is a good way of learning new words and enrich vocabulary due to imitation and repetition as well as translating and comparing subtitles to the Arabic language, they believe that listening to native speakers provides an opportunity to enhance the English pronunciation. Only one participant who represents 05% finds that films and songs are useless in developing the English language.

Q 07: Which one of the following learning skills you want to develop through the use of English songs and films?
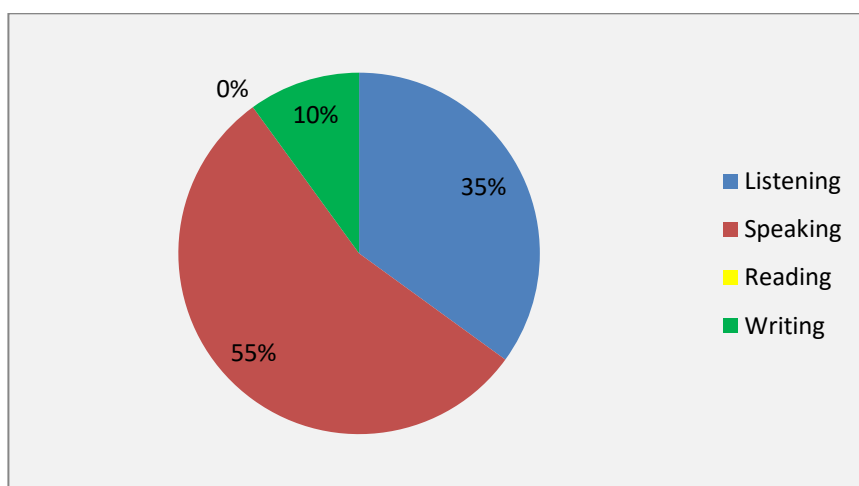
Figure 07:Students' important skill to develop

From the figure07, it seems that the majority which representing (55%) of the students, want to develop speaking skill through the use of English films and songs. However, (35%) of them aims to develop listening skill. On the other hand, only a few (10%) of them want to develop writing skills. As it is remarked, no one aims to enhance her or his reading skill through the use of English films and songs.

Q 08: Do you find that the use of English songs and films interesting and enjoyable in classrooms? (justify)
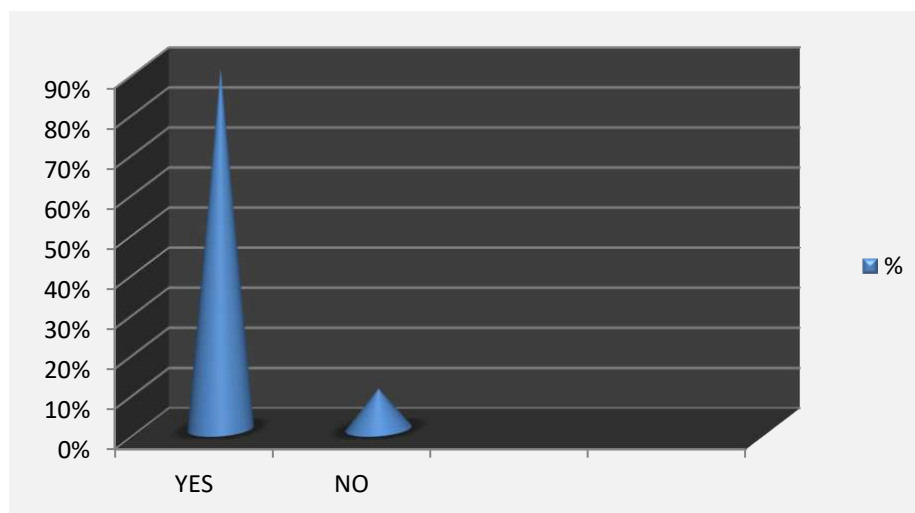
Figure 08: Atmosphere Created by Songs and Films inside the Classroom

From the collected data, we notice that the majority (18) of the participants representing (90%) believe and find that the use of English films and songs is interesting and enjoyable in the classroom. However, only two (02) of them representing (10%) do not find the use of English films and songs enjoyable in the classroom. And they justify their responses by emphasizing that it will create a noisy atmosphere, and students will lose attention. While some of them prefer to listen to songs and watch films alone rather than in the classroom.

Q 09: What are the difficulties have you encountered while using songs and films as a learning tool? (Explain)

According to the results obtained from students' answers to this question, it is remarked that nearly all the participants claim that they have problems in understanding the multiple accents in the English language and unfamiliar vocabularies. However, some of them state that the main obstacle that they have is the fast speaking of native speakers which leads to difficulties to catch all the words. While in contrast, we find some students that do not have any difficulties when using films and songs as a learning tool.

Q 10: How many English sentences have you learned from films and songs?
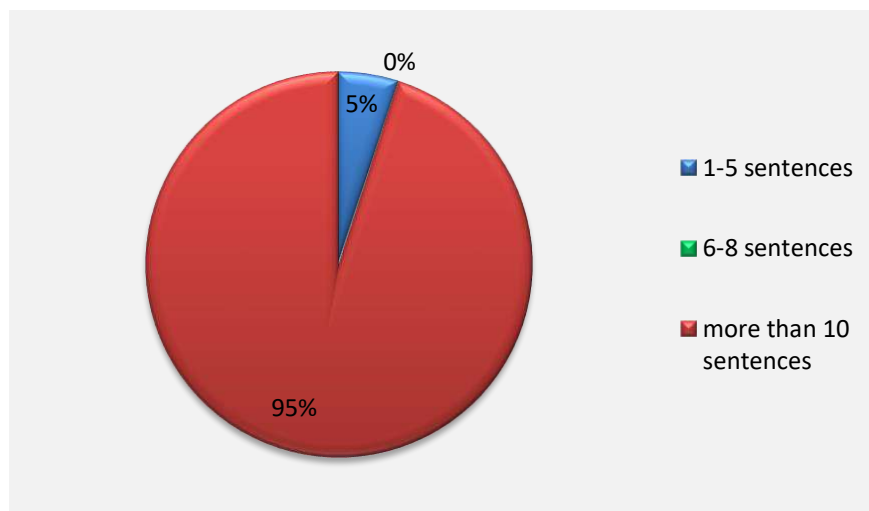
Figure 09: The Average of English sentences learnt from songs and films

The students' responses indicate that the majority (19) of them representing (95%) said that they have learned more than 10 English sentences from films and songs. However, only one student representing (5%) claims that He/She has learned only from 1 to 5 English sentences.

2. Presentation of the interview result

This part contains the results obtained from the interview conducted with three teachers in the Department of English at the University of Belhadj Bouchaib Ain Temouchent. Moreover, these results show the analysis of the teachers' sayings concerning their point of view about the use of films and songs in EFL, more details are presented below.

Q.1. How long have you been teaching English?

Participant 1:

The first teacher answered that he has been teaching English for 4 years.

Participant 2:

The second one says that she has been teaching English since 2017.

Participant 3:

For the third teacher, she answered that his experience of teaching English goes back to 2012.

Q.2. Have you ever used songs and films as a teaching tool to enhance students' learning skills?

Participant 1:

The first respondent says that he has used songs and films as a teaching tool to improve students' learning skills.

Participant 2:

The second one responds with "Yes" she has used films and songs many times in the classroom to enhance students' learning.

Participant 3:

As for the third interviewee, also she answers with "yes". She has used songs and films as a teaching tool, saying that it is a fruitful method.

Q.3. Do you consider English songs and films as a source of motivation and reducing anxiety in classrooms?

Participant 1:

The interviewee expresses his opinion that he agrees that songs and films are a good way to make students motivated when used cautiously with suitable age brackets.

Participant 2:

According to the second interviewee, she considers English films and songs as a source of motivation and reducing stress for students in the classroom as well as it helps improve the four skills, it also attracts the interest of the students, thus, they will be more interested to understand what the film is about and songs also help improve the listening skill. In addition, English movies and songs help to discover new words and enrich students' vocabulary.

Participant 3:

The third participant claims that she does not consider it as a source but as a tool of motivation. And about her experience, she felt that it reduces anxiety.

Q.4. What are the aspects that you should consider when using films and songs in EFL teaching?

Participant 1:

Regarding the aspects considered in using films and songs in EFL learning, the participant states the following: Age bracket, selecting appropriate songs and film for the targeted learning item, ease of language used in those tools, time management, adequate preparation of the lesson.

Participant 2:

The participant asserts that films and songs should be short to avoid boredom and at the same time meaningful with good content, In addition to that, the messages of the films or the song should be positive.

Participant 3:

As concerned this interviewee, she said that they should choose films and songs that have a relation with the level, the age of the learners and also pay attention to the goals that they want to reach as an educator.

Q.5. What are the obstacles that affect your students' learning when using songs and films as a learning tool?

Participant 1:

As for the obstacles that students encounter, the first interviewee responds that class management such as space sitting, time limitations, and students' behavior are the common obstacles that affect the learning situation.

Participant 2:

The second participant relates her students' difficulty of learning on the disability of understanding native speakers.

Participant 3:

Concerning the third respondent, she has the same problem as the second participant, that is, their students are unable to understand native speakers.

Q.6. What are your suggestions to improve students' English learning?

Participant 1:

As for the suggestions that improve students' English learning, the first participant calls for encouraging autonomous learning and put forward suitable interconnected curricula besides, make available at hand learning tools.

Participant 2:

When it comes to suggestions for better English learning, the second respondent suggests establishing a program that engages all the learning skills to work out the language.

Participant 3:

As for the third participant, she proposes to focus on speaking activities to practice the language and create a good learning environment.

   Conclusion

This chapter introduces both the research design and presentation of the findings of the current study. The first section is related to data collection tools and the procedures of data analysis. First, it introduces the research methods, including sample population, and then explains the tools used to gather information from participants, also includes Method used to analyze quantitative and qualitative data, which is Statistical Package for Social Sciences (SPSS) . Moreover, the second section describes the results collected from the questionnaire and the interview to highlight the attitudes of students and teachers towards the use of English songs and films for the sake of enhancing the students' learning skills. Indeed, these results allow us to know that students and teachers have positive attitudes, in another word, a wide view concerning the positive side of films and songs as a tool of EFL learning. However, it is remarked that some responses show that some obstacles face the students in using these tools to improve their learning skills. In short for further details and analysis, the next chapter is devoted to the discussion of the findings.

Discussion of The Findings

Introduction

In this chapter, the survey results obtained from the questionnaire distributed to English master 2 students and the interview conducted with the English teachers will be discussed to answer the research questions and confirm the hypothesis raised in the general introduction. The discussion of the findings that are collected from the students' questionnaire and the teachers' interview will be tackled concerning the review of the literature presented in chapter one.

This chapter discusses students' views and attitudes towards using films and songs as a tool in EFL learning and teaching and reveals its effect on the classroom atmosphere. Also demonstrates the most advantages of using songs and films in developing student's learning skills and finally deals with the difficulties of using songs and films as a learning tool and the main strategies used to overcome these difficulties.

1. Discussion of students' questionnaire and teachers' interview:

1.1 Students' attitude and view

The outcomes of this work show that students are more interested in watching films and listening to music. It reveals that (80%) of the students tend to learn by heart English songs and film scenes (see figure3, p:23). In this way, Knee (2001) argues that "*movies can be integrated into English lessons to foster not only the linguistic competence but also the interactional competence of the students*" as for songs, Mier (2013) found that " *music can function as a classroom community-building activity as well as an educationally significant experience*". This proves the students' level of English language, so that (60%) of the

students are advanced and (40%) of them are intermediate (see figure1, p:22), and this goes

back to their tendencies of listening to music, watching films, and learn them by heart. As for

the use of English songs and films for the sake of studying the English language, (50%) of the

students often use it and (40%) of them always use it (see figure4, p:24). This result

indicates that EFL students are more interested in any resources that are natural and

authentic, this confirms Nutall's idea (1996) in the literature review (see chapter one, p:6).

The use of songs and films in EFL learning shows the awareness of the students to improve

their English levels through connecting the relationship between their mother tongue and the

target language. It is worth reminding that the acquisition of a second or foreign language is

one of the most challenging activities that the learner experiences. However Tognozzi (2010)

claims that "movies can capture the students' attention towards the target language", and as

Palmer(2011) states "music can pull your students into a discussion, get them to consider

controversial issues and set a tone for a great class".

Moreover, regarding the teachers' interview, all the participants do use films and

songs in EFL classrooms as a teaching tool to enhance their students' learning skills, one

teacher claims that " *I use songs and films in teaching the English language*, *it is a fruitful*

method especially to increase learners' English vocabulary learning". Also, another

participant says that " *I use English movies and songs in the classroom because they contain*

good topics, in addition, new words so that students can use to enrich their vocabulary". In

this context, Al-Seghayer (2001) confirms that "*the integration of movies in the EFL*

classrooms is one of the most effective methods in teaching vocabulary as it provides learners

with a rich context that includes a variety of interesting methods to recognize and learn

vocabulary". According to Trollinger (2010) "*the study of language in relationship to music*

perception shows a strong relationship between musical perception and processing with

language" Therefore, teachers confirm that they have positive attitudes towards English

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songs and films because they help the students to learn a language successfully. Latterly, several researchers in their studies, have discussed the benefits of presenting information using multimedia components such as visual text, spoken text, graphics, and videos on language learning such as (Al-Seghayer, 2001; Chun &Plass, 1997; Duquette&Painchaud, 1996; Ehsani&Knodt, 1998) as (Sun & Dong, 2004) assert that " *Information presented in text, spoken words, graphics, and video formats can be integrated to create an authentic, attractive, and multi-sensory language context for EFL learners*". Kost, Foss, and Lenzini (1999) found that EFL learners performed better on both production and recognition vocabulary tests when they were allowed to use a combination of visual text and graphics. for instance, 65% assert that they can understand the content of authentic materials (see figure 2, p:23). In the same context, Widdowson (1990) states that the content presented to the language learner should be authentic (see chapter one, p:6).

For the student's view about the use of films and songs in their EFL learning, we find that the majority of students believe that the use of movies and songs to learn English as an additional language is very useful and assistant for them,

Finally, along with the answers deduced from students' questionnaire and teachers' interview and as we have mentioned in the literature review about the notion of attitude (See chapter one, p:5) we can say that EFL students have a positive attitude towards the use of songs and films as a learning tool, since it helps them to enhance their competences in the learning process of English language acquisition and improve their learning skills. In general, it should be noted that films and songs are helpful tools to improve students' English language. Indeed, most students believe that learning skills are the important thing that every foreign language learner should develop. In addition, most students assert that films and songs are useful tools in learning skills development.

2. The effect of songs and films on the classroom atmosphere

The findings reveal that (90%) of the participants find that the use of English songs and films interesting and enjoyable in classrooms (see figure8, p:26). This clearly shows that most students believe that incorporating songs and films into a classroom environment is an opportunity to acquire a foreign language. In this respect, classrooms with good conditions are a contributing factor for raising students' interest in language learning. Hence, these tools are the source of the input that learners receive and through which they develop language skills. This encounters the idea of Lo and Li (1998)

Songs offer a change from the routine procedures in the classroom. They are invaluable tools to develop students' language abilities in listening, speaking, reading and writing and can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythms, adjectives, adverbs and so on (cited in Villalobos, 2008: 44).

Also, this is supported by Eken's argument (2003) that a film's rich and popular context makes it both a medium of enjoyment and a popular of people's daily conversations. Also, King (2002) argues that "*the integration of movies in language classrooms is effective when meaningful and useful tasks are planned to assist learners along with watching the film*". The main reason how songs and films provide a pleasant classroom environment is that they have changed the usual way of language learning and motivate students while reducing anxiety and stress.

However, on the other side we find that (10%) of students do not find the use of English films and songs enjoyable in the classroom, they justify their responses by saying that "*they will focus only on the songs and the instruments may make a lot of noise in the classroom* " also "*because in the classroom there is a lot of noise* ". This is due to their

negative views towards English songs and films in the classroom. The results of the research show that a small number of students tend to form psychological barriers, which prevent a positive attitude towards learning. This admits that the emotional filters are powerful such as low motivation, lack of self-confidence, and high anxiety.

As for the responses that have been concluded from the teacher interview, we find that using songs and films in EFL teaching is a source of motivation and reduces anxiety in the classroom. A participant says that " *yes, I consider English songs and films as a source of motivation and reducing anxiety in classrooms when used cautiously with suitable age brackets*". The results are related to the idea of Arnold and Fonseca (2004:126) in which they confirm that songs and films could be a way of " *fostering a relaxed, motivating and productive classroom atmosphere*".

In short, the research results show that the use of songs and films in the classroom is a source of motivation and relation which is attributed to the students' positive emotions and attitudes as well as increase learners' interest in language learning.

3.   factors affecting students' use of songs and films

3.1   motivating factors

Students show positive attitudes towards the use of songs and films to learns EFL, most of them agreed on the fact that songs and films play an important role as a tool in the development of learning skills for EFL learners. Thus, the majority of the students representing (55%), want to develop their speaking skills through the use of English films and songs, and (35%) of them aim to develop their listening skills (see figure7, p:26). This goes hand in hand with Brown (2006) view in which he affirms that procedure of any

listening activity can be done by activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research. In other words, using films and songs in the foreign language classroom could enhance the students' motivation to learn the English language.

In addition to that, when we asked them about the average of English sentences learned from songs and films, we find that the majority (19) of them representing (95%), learned more than 10 English sentences. However, only one student representing (5%) claims that He/She has learned only from 1 to 5 English sentences (see figure9, p:27). Moreover, songs and films are also easy to obtain; they present new vocabulary and expression in the context. Through those tools, students can become familiar with the pronunciation of native speakers, they also provide topics for discussion. the use of films and songs in language learning can greatly promote and facilitate learning because they can meet diverse needs Learning style and intelligence, while it provides excellent authentic material to expose students to real language, students can learn how people interact in the real world and daily life, and stimulate students' emotions, enrich their vocabulary and inspire their motivation to learn.

Overall, the survey results show that integrating songs and films into the EFL classroom is an effective teaching tool that can help students improve their language skills, including speaking, fluency, listening, vocabulary acquisition, pronunciation, and interactive skills, And spoken language. In addition, the research results also show that the use of songs and films in EFL classrooms can promote learning-oriented interaction, the interaction between students, and a positive learning environment.

3.2   Advantages of using songs and films in developing learning skills

As is mentioned previously, English songs and films have a positive effect on EFL students in terms of developing their learning skills. The outcomes have indicated that English songs and films offer many benefits in favor of students. In an attempt to determine the advantages of songs and films in SLA, a set of questions was administered to a group of students to test the validity and the importance of such a way of learning a second language. Thus (95%) of the students claim that one of the most important advantages that attract them is "*learning new words and enrich vocabulary*". One student says that "*songs help me to learn new vocabulary and grammatical structures* ". So that nineteen (19) of the students who representing (95%) have learned more than ten (10) English sentences through songs and films (see figure9, p:27). the participants of our research study have proposed some methods of learning by songs and films that helped them in developing their English language which is: First, translating unfamiliar words to their mother tongue which ease acquiring new information. Besides, seventy-five percent (75%) of the students use the subtitles. One student claims that "*I listen and read the English subtitles then, I compare it to the Arabic language*".

Second, students have found that both imitation and repetition have a significant role in the process of SLL, in addition, listening to a native speaker helps to become familiar with the English pronunciation, this result encounter the idea of Pennington (1996) "*listening and repeating seem to be a two way street: focused listening can improve oral production and practice in oral production can improve auditory perception*" which means that is useful for enhancing both listening and speaking skills and he also claims that " *it appears that while both imitation and discrimination drills have an important place in the teaching of*

pronunciation as a means to help articulation become more automatic and routinized, they are best seen as a step towards more meaningful, communicative practice " (Pennington, 1996) in the same context, one of the students asserts that " *Repetition is very useful to enhance the vocabulary, although it is dull and boring, songs and films make it very entertaining and fun*". Another student says that "*The most important thing in learning any language is the pronunciation, and hearing is the key to that door. Also, it helps you to enrich your vocabulary*". In this regard, Nation and Newton (2009) state that "*listening is the way of learning the language. It gives the learner information from which to build up the language necessary for using the language*" (cited in Soufi, 2013: 26). In other word listening skills plays an important role in learning a second language or foreign language, because if you do not understand what you are hearing or the meaning, it is hard to speak the language. In addition, listening may be the foundation of other language skills. Another participant asserts that "*Listening to native speakers has a great deal in enhancing one's pronunciation and vocabulary* ".

This finding is in line with several studies (Yuksel&Tanriverdi, 2009; Zarei, 2009; Hsu, Hwang, Chang, & Chang, 2013) who argued that the integration of movies in the language classroom could significantly enhance and improve the students' vocabulary acquisition, retention, and recognition. Al-Seghayer (2001) confirms that the integration of movies in the EFL classrooms is one of the most effective methods in teaching vocabulary as it provides learners with a rich context that includes a variety of interesting methods to recognize and learn vocabulary. That is to say, through watching movies and listening to songs, people get a rich vocabulary and grammatical structure package, this vocabulary and grammatical structure must be used in different environments, such as daily interaction.

One participant states that " *songs and films are beneficial because it helps me to become familiar with different English accents and dialects"*. This confirms that songs provide *"wonderful opportunities to expand vocabulary and gain familiarity with colloquial expressions and certain grammatical structures*" (Milano 1994:1). In this way, Miché (2002) and Failoni (1993) point out "*that authentic music provides different pronunciations and a wide variety of dialects of the target language"*. Additionally, the result of the interview show that teachers use songs and films as authentic material because they are beneficial in exposing their students to the natural language of the native speaker, one teacher says that " *I provide my students with authentic materials for instance movies, songs, video clips to help them develop their foreign language acquisition*"

Moreover, the participants have found that songs and films an enjoyable learning tools (see figure8, p:26). the result demonstrates that ninety percent (90%) representing eighteen (18) of the students see the use of songs and films as a form of amusement since they create a comfortable atmosphere in the classroom, This result corresponds to the statement by Tseng (2012) in the review of the literature. Only two students are against this idea, they believe that songs and films in the classroom create a noisy atmosphere. In addition, Smaili (2012, p122) states that " *movies are an enjoyable source of entertainment and language acquisition*" as for songs, Millington (2011, p136) argues that songs are enjoyable, he asserts that the students " *often think of songs entertainment rather than study and therefore find learning English through songs fun and enjoyable*". Relying on teachers' responses to the interview, one interviewee claims that "*according to my experience, I feel that songs and films are congenial for reducing anxiety, as well as its provide fun and pleasure* " another participant says that " *it is an opportunity to teach students relaxing atmosphere"*. That is, songs and films promote motivation and create a stimulating atmosphere that attracts students' attention to learn the English language unconsciously. As it is stated by Chan and Herroro, (2010) "

using movies in the ESL, classrooms or as an outside school activity can support motivation of the learners, because of their playful component, and they can be used as task activities to give an ideal environment for learning, as well as encouraging participation and interaction among students" along with Ibid who states that " *by reducing anxiety, songs can help increase student interest and motivate them to learn the target language*". Incorporating songs and films in classroom raise the student's motivation and interest to acquire a foreign language and enhance his learning skills. This argued by Chunxuan (2009) asserts that "*By repeatedly listening to and learning these songs, students will gradually correct their errors and achieve a more native-like pronunciation*". Furthermore, *"movies provide language learners with the opportunity to view the social dynamics of communication as native speakers interact in authentic settings" (Herron, et al., 1995)*

In short, songs and films can be regarded as an adequate means to learn EFL effectively, as well as, provide the students with an exciting and motivating learning atmosphere, as it can be used as a tool to develop the students' learning skills.

4. Difficulties of using songs and films as a learning tool

As stated in the review of literature, EFL students can be affected negatively by many obstacles from the use of songs and films to enhance their learning skills (see chapter one, p:16). As Martinez (1995) describes this sentiment when discussing how linking music to course content may be challenging.

The outcomes reveal that (65%) of the students found difficulties in absorbing the content of authentic materials (see figure8, p:26) that is, the students may face challenges with the use of songs and films. Some participants reported some problems that prevent students from

using this method of learning easily. The common problem is the speaking speed of native

speakers, as one student asserts " *it is difficult to catch the target language when the speakers*

talk in a fast way". Non-native speakers become deficient in understanding what English

people try to convey when they speak rapidly, according to Underwood (1989) " *speed can*

make listening passage difficult. If the speakers speak too fast students may have serious

problems understanding L2 words. In this situation, listeners are not able to control the

speed of the speakers".The students find it difficult to control the rapid speech of the English

speakers and how quickly they talk.

Furthermore, one of the major obstacles is the variety of dialects and accents in the

English language, one of the participants states that" *the multiple accents and dialects used in*

songs and films cause the difficulty in EFL learning". The dialect used is entirely different

from what the student used to study in the academic settings, EFL students will be exposed to

the spoken dialect rather than the standard language. In addition, the different accents of the

native speaker can be a frustrating step in the process of EFL learning. Unlike the

pronunciation of the student's mother tongue, the English pronunciation is hard to be

understood, from the results of the interview, two teachers have stated that their students are

unable to understand native speakers, this is due to the prosodic features of the spoken

language such as stress, tone, rhythm, intonation…etc, which affect the listening skill. This

result goes hand in hand with Bloomfield et al. (2012) and Walker's (2014) statement which

argues "*that one of the serious problems of listening comprehension is related to the*

pronunciation of words that is different from the way they appear in print". (cited in

Gilankjani and Sabouri, 2016).

Some of the participants reported that they have experienced difficulties in recognize

unfamiliar words since they are dealing with a foreign language, this confirms the research

results of Hansan (2000) that is unfamiliar vocabulary is one barrier that EFL learners face while listening.

Relying on the results gathered from the teacher's interview, one interviewee shows other obstacles that affect the learning situation such as time limitation because using songs and films in the classroom requires a sufficient time to display the content and make discussion in which the students interact and engage. In addition, student's behaviors also have a significant role in creating an unpleasant learning environment by making unnecessary noise or interrupting other's students discussion…etc. And this may be caused by the messy seating arrangement and the huge number of students in the classrooms.

5. Strategies used to deal with those problems

For further concerns of the research, some suggestions have been provided by the teachers to improve the use of songs and films as a learning tool and cope with student's problems. According to the interview responses, one of the teachers states that for having positive results of learning through the use of songs and films, students should pay attention to the details of the spoken words and get the main idea. Other teacher suggests that the students should be updated and learn how to work with the new norms of teaching. As for the last one, he asserts that it is better to establish a congenial curricular that correspond with the use of songs and films to facilitate such a way of learning.

In addition to these strategies, teachers should take into consideration some aspects that contribute on the effectiveness of using songs and films, as one respondent says that "aspects to be considered when using songs or films as a learning tool would be: Age bracket, Selecting appropriate songs and film for the targeted learning item, Ease of language used in those tools, Time management, Adequate preparation of the lesson " . in this way Albers and Bach (2003:241) described how "it took a considerable amount of musical research to select

the songs to be played for each class period". Teachers should be also aware of the suitability

of activities and develop the student's sense of responsibility as well as support their good

attitudes to raise their motivation for learning.

Conclusion

This chapter provides clear answers to the research questions of the study stated in the

general conclusion and confirms the suggested hypothesis. The results of the study show that

the participants have responded positively to the use of songs and films as a learning tool and

it is regarded as an effective way to enhance their learning skills. In addition, the English

teachers support this method of learning a second language in the classroom for its

effectiveness in providing motivation and a relaxing atmosphere.

Despite some secondary problems of using songs and films as a means of learning, the

majority of the students show a positive attitude towards it and they consider it beneficial in

EFL learning.

General Conclusion

This research investigates student's attitudes towards using English songs and films for the sake of enhancing their learning skills. In other words, the purpose of the study is to find out whether EFL students think that English songs and films are an efficient learning strategy to develop their learning skills.

To manage this research, we have adopted a Mixed Methods approach, in which both quantitative and qualitative methods were used to collect and analyze data. As for data collection, we have used two research tools represented as a questionnaire administered to a selected randomly group of master 2 English students. In addition to an interview conducted with three (3) English teachers, they were selected on purpose from the English Department at Belhadj Bouchaib University Ain Temouchent. Regarding data analysis, the "Social Science Statistical Package" (SPSS) was used to analyze the numerical data gathered from The closed-ended questions of the students' questionnaire. That is for the sake of providing answers to the research questions and examine the hypothesis that has been suggested.

Depending on the findings explained in Chapter Three, the students have a positive attitude towards using English songs and films as a teaching tool to enhance their learning skills. Furthermore, songs and films allow the students to enhance their vocabulary, grammar, fluency, and pronunciation as well as acquiring new words, thus, help them to express themselves easier. That is songs and films are a good way and efficient tools to improve student's learning skills. This goes hand in hand with a group of studies (Baratta& Jones, 2008; Martín &Jaén, 2009; Ismaili, 2013; &Rokni&Ataee, 2014; Yaseen&Shakir, 2015) when they revealed that movies can become an integral part of the curriculum due to their significant effect on the development of the basic language skills: reading, listening, speaking, and writing. in the same context,Orlova (2003) indicates that using songs and

chants in YL [young learners] classrooms serve several methodological purposes such as teaching listening, speaking, writing, vocabulary as well as practicing the rhythm, stress, and intonation patterns of the English language. . Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Moreover, songs and films give learners the opportunity to come into contact with real everyday language. It is also found that songs and films play an important role in motivating students and create a comfortable atmosphere in the classroom.The finding show that the majority of student 95% (55 %+ 40%) use songs and films to learn the English language , and see it as a good tools to discover and acquire the target language. In addition , almost all the students 95% confirm that songs and films help developing their English language since they have an important role in improving the their learning skills because of all the new vocabulary and phrases.

Regarding the teacher's interview, the current study shows that teachers believe that songs and films must be integrated into the curriculum design and to be used in the classroom. They also affirm that songs and films help students to identify the culture and the use of language in daily interaction. Additionally, (93%) of the students affirm that songs provide a relaxed atmosphere in the classroom and agreed with the statement that the use of songs and films in their lessons reduced their anxiety and significantly increased their motivation to learn the English language.

About the limitations of this study, we only analyzed the answers of twenty (20) students. In addition, it is very important to understand teachers' views on the effectiveness of songs and films in foreign language teaching and learning and the development of learning skills, since they are in contact with EFL students, they can observe their behaviors and see whether English songs and films help them or not.

Overall, we acquired the result of this study from student's questionnaire and teacher's interview, clarify the main obstacles that students face when using songs and films as a tool in learning EFL in addition, we suggest some strategies to cope with these obstacles. For example, students should pay attention to the details of the spoken words to get the main idea also they should be updated and learn how to work with the new norms of teaching. Moreover, teachers affirm that it would be better to establish a similar course corresponding to the use of songs and films to promote this way of learning.

To sum up, our dissertation is concerned with students' attitudes towards using English songs and films as a resource to enhance their learning skills. We hope that our research can serve students who are interested in researching the same field, other studies could be done in the same field. For instance, investigating the effectiveness of English songs and films in teaching vocabulary.

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Appendices

Appendix A:

The Students' Questionnaire

Dear students, we are conducting a study on the effectiveness of using songs and films to enhance students' learning skills, you are kindly asked to answer the questions below . This questionnaire is only destined for academic purposes

Thank you in advance for your collaboration.

How do you assess your English level?

Intermediate ☐   Advanced ☐ Proficient ☐

Is it easy for you to absorb the content of authentic materials?

Yes ☐   No ☐

Do you have the tendency to learn by heart songs or movies scenes?

Yes ☐   No ☐

How often do you use songs and films to learn English language?

Rarely ☐   Often ☐ Always ☐

Do you use films' subtitles and songs' lyrics?

Yes ☐   No ☐

Did songs and films help you in developing your English language?

Yes ☐   No ☐

if yes, how?

…………………………………………………………………………………………

……………………………………

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…………………………………………………53……………………………………………………

………………………………………………………...

Which one of the following learning skills you want to develop through the use of English

songs and films?

Listening ☐   Speaking ☐   Reading ☐   Writing ☐

Do you find that the use of English songs and films interesting and enjoyable in classrooms?

Yes ☐   No ☐

if no,

justify………………………………………………………………………………………………

…………………………………………….

…….....…………………………………………………………………………………………

……………………………………………………………

What are the difficulties have you encountered while using songs and films as a learning

tool?

Explain?….……………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………

How many English sentences have you learned from films and songs?

1-5 sentences ☐   6-8 sentences ☐   more than 10 sentences ☐

Appendix B:

The Teachers' Interview

This interview is part of our research study on students' attitudes towards the use of English songs and films in order to enhance their learning skills. The aim of this interview is to obtain your view and perception about this inquiry.

1. How long have you been teaching English ?

2. Have you ever used songs and films as a teaching tool to enhance students' learning skills ?

3. Do you consider English songs and films as a source of motivation and reducing anxiety in classrooms ?

4. What are the aspects that you should consider when using films and songs in EFL teaching ?

5. What are the obstacles that affect your students' learning while using songs and films as learning tool ?

6. What are your suggestions to improve students' English learning ?

Thank you for your collaboration.

Résumé

Cette thèse est une étude approfondie sur l'efficacité de l'utilisation des chansons et des films par les étudiants de l'anglais comme langue étrangère pour améliorer leurs compétences éducatives. Les résultats de la présente étude, menée sur des étudiants de deuxième année de Master en anglais au l'universitaire Belhadj Bouchaib, Ain Temouchent, ont montré que l'utilisation de cette méthode assure le succès sur le progrès d'apprendre la langue anglaise bien que quelques difficultés. Ainsi, cette étude a permis de conclure que les chansons et les films anglais a un impact positive sur l'acquisition de la langue anglaise

 Les mots-clés: les chansons et les films anglais, étudiants d'anglais comme langue étrangère, l'attitude, les compétences d'apprentissage.

Résumé

ملخّص

ملخّص

هذه الأطروحة هي دراسة شاملة حول فعالية إستعمال الأغاني والأفلام من طرف طلبة اللغة الإنجليزية لتطوير مهارتهم

التعليمية. قد بينت نتائج هذه الدراسة التي أجريت على طلبة السنة الثانية ماستر بجامعة بلحاج بوشعايب ، عين تيموشنت

، أن إستعمال هذه الطريقة يضمن النجاح في تعلم اللغة الإنجليزية على الرغم من بعض الصعوبات . وهكذا مكنتنا هذه

الدراسة على أن الأغاني والأفلام الإنجليزية لها تأثير إجابي على إكتساب اللغة .

الكلمات المفتاحية : الأغاني والأفلام الإنجليزية ، طلبة اللغة الإنجليزية كلغة أجنبية ، سلوك ، مهارات التعلم .