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**Improving Students' Speaking Skill and Vocabulary through
the Integration of Songs in EFL Classes:**

**The Case of Third Year Students at Belhadj Bouchaib University
Centre**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement
for a Master's Degree in Linguistics*

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Dedications

To my dear parents:

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Abstract

Through the previous and the recent conducted researches, integrating songs in EFL classroom is still considered as requisite for the development of students' speaking skill and vocabulary. It has been proved to be one of the pedagogical strategies that teachers have to adapt in order to develop the learners' competences in producing utterances in the target language. Indeed, this project has been designed specifically to spot light on the role of songs. This work aimed at investigating the crucial role of the integration of songs in foreign language classes. It was quantitatively and qualitatively conducted through questionnaires set to the third year English students and oral expression teachers at the university centre of Ain Temouchent. This study shed light on the attitudes of this population towards the integration of songs in EFL classes, with the intention of eliciting reliable data about the way that integration songs can be a key in enhancing speaking skill and vocabulary. The results of this study revealed different opinions from both participants concerning the integration of songs in the oral sessions. The findings suggested that teachers and learners may welcome songs integration in oral classes, and learners who are frequently exposed to songs can develop their speaking skill and vocabulary. They also see that songs have an importance to be used in classroom. While teachers admitted that songs have some positive impact on the students' speaking competencies, although they are not used to this pedagogical tool.

List of Abbreviations and Acronyms

CMP: Contemporary Music Approach

CUBBAT: Centre Universitaire Belhadj Bouchaib Ain Temouchent

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

LMD: Licence Master Doctorate

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**GENERAL
INTRODUCTION**

General Introduction

Focusing on the oral skill in teaching a foreign language is an important aspect since the aim is to enable the learners to communicate effectively in fluent and appropriate language. To develop the communication skills of learners; teaching oral skills should be given priority and should be introduced first in courses, because when we learn a language we will first hear, then speak and later on we learn how to write or read. An effective pronunciation skill as well as acquiring an acceptable amount of vocabulary items so as to speak English comfortably and fluently is one of the needs of students. Students can be motivated to speak during the oral expression and improve their speaking skill when the teacher uses motivating aids. Therefore; many experts consider songs as a valuable pedagogical strategy that can help learners to improve their listening skill and pronunciation, thus, potentially helping them to improve their speaking skill. Referring to this context, the researchers have observed that foreign language learners do face obstacles in learning vocabulary and pronunciation. As a consequence, learners cannot communicate successfully and express their thought. Hence, this issue has led to investigate the efficiency of this pedagogical tool “song” in the evolvement of skill of speaking and vocabulary, under the following problematic: “How can songs be a key to the development of learners’ speaking skill and vocabulary?” In order to have a reliable answer to the stated problem, two peripheral questions are posed as follow:

- 1- To what extent the integration of songs in oral classes can improve speaking skill and vocabulary?
- 2- What are the learners’ and teachers’ attitudes towards songs as a pedagogical device?

On the basis of the afore-stated questions it has been hypothesized that:

- 1- Learners who are frequently exposed to songs can develop their speaking skill and vocabulary.
- 2- Teachers and learners may welcome songs integration in oral classes, since it is multi-purposes device.

To check the validity of the above mentioned hypotheses, an empirical research work has been undertaken at the Department of English at Belhadj Bouchaib University Centre, Ain Temouchent. Researchers believe that the integration of songs in EFL classroom would affect the learners positively in terms of increasing the degree of their oral production and enhancing their vocabulary. This will improve their performance through enabling them use the target language in any context without hesitation. The purpose behind this study is to shed light on the role that English songs as a teaching tool to the oral expression course, may have on improving students achievements in speaking skill and vocabulary. Subsequently, the researchers have generated other-sub objectives to the research questions:

- 1- To make evidence for the importance of the integration of songs in improving learners' speaking competence and vocabulary.
- 2- To prove that the adaptation of songs would be an appropriate way to improve the learners' speaking skill and enhance their vocabulary.

To check the validity of the proposed hypotheses, data will be collected through questionnaires. The first one is destined to third year English students at Belhadj Bouchaib University Centre, Ain Temouchent; the second one is attributed to the oral expression teachers. It is intended to check whether learners are aware of the importance of the integration of songs in a learning setting to improve their speaking skill and enhance their vocabulary. The analysis aims at proving the efficacy of this kind of tools in developing

learners speaking and vocabulary on one hand and in revealing the strategies that should be adopted by the teachers for the purpose of making songs beneficial on the other hand. Therefore, this work is divided into three chapters.

The first chapter is theoretical; it is devoted to the literature review related to the importance of speaking skill to foster students' oral skill beside other skills. It also exhibits the effect of songs on enhancing students' speaking skill, and speaking sub-skills such as pronunciation, mastering vocabulary and memorization as well. In order to endorse this learning situation, some positive effects of songs integration in EFL classes are stated.

The second chapter is designed to describe the methodology followed and data description. In order to collect these data two questionnaires are attributed to third year English students and the oral expression teachers of Belhadj Bouchaib University Centre, Ain Temouchent, to investigate the validity of suggested hypotheses. This implies that the research has been carried out using both quantitative and qualitative methods.

The last chapter is devoted to the interpretation of the data gathered from both students' and teachers' questionnaires, and some pedagogical strategies for teachers are provided.

Indeed, all the chapters are devoted to present an idea of speaking skill in relation to songs through using it in oral sessions where students have to express themselves through speaking. Moreover, this research work tried to provide outcomes of songs on speaking skill, and how it can enhance students' communication.



CHAPTER ONE

**LITERATURE
REVIEW**

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1.1 Introduction

Songs play a significant role in motivating learners. They can support the development of learners' ability in speaking skill as well as providing opportunities for learning pronunciation and vocabulary. This chapter concerns using songs in EFL classroom to improve learners' achievement in speaking skills. It defines the productive skills in general, and supplies definition more precisely to the speaking skill as well as songs. In addition to this, it shows how language and music can be correlated. It also speaks about how music incorporation could enhance speaking. Indeed, it explains why it is advisable to use songs in EFL classroom. Finally, this chapter mentions a number of musical methodologies.

1.2 Language Skills

Language skills are of a great importance; however in our study, a focus is destined to the core of this investigation, i.e.: listening and speaking skills since it concerns oral expression.

1.2.1 Receptive Skills

When we learn a language, there are four skills that we need in communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills" : they include the receptive skills: listening and speaking, and the productive ones: reading and writing.

Listening is the first language skill. It is probably the most important skill since it represents the first step which permits acquiring the three other language skills.

The four basic skills are related to each other by two parameters:

- *The mode of communication: oral / written.
- * The direction of communication: receiving / producing the message.

We represent the relationships among the skills in the following table:

	Oral	Written
<i>Receptive</i>	Listening	Reading
<i>Productive</i>	Speaking	Writing

Receptive skills are the ways in which people extract meaning and get the message (s) from the discourse they see or hear. There are generalities about this kind of processing which apply productive skills besides both listening and reading. But, there are also some differences concerning the ways we can teach these skills in the classroom.

1.2.2 Listening

Listening provides a foundation for all aspects of language and cognitive development; it plays a life-long role in the processes of learning and communication. A study by Wilt (1950), found that people listen 45% of the time when communicating, is still widely cited. Wilt (1950) found that 30% of communication time was spent in speaking, 16% in reading, and 9% in writing. These findings confirm Rankin's (1928) idea which revealed that people spend 70% of their waking time communicating and that three-fourth of this time is spent in listening and speaking. We probably spend more time using our listening skills than any other kind of skill. Like other skills, listening takes practice. What does it mean to really listen?

1.2.2.1 Listening Process

Real listening is an active process that has three basic steps:

- **Hearing:** Hearing just means listening enough to catch what the speaker is saying.
- **Understanding:** The next step of listening happens when we take what we have heard and understand it in our own way.

- **Judging:** After understanding what the speaker has said, we think about whether it makes sense. Do we believe what we have heard?

1.2.2.2 Procedures to be a good Listener

In order to be a good listener, it is necessary to consider some procedures which result in a successful process.

- Give your full attention on the person who is speaking. Do not look out the window or at what else is going on in the room.
- Make sure your mind is focused, too. It can be easy to let your mind wonder if you think you know what the person is going to say next, but you might be wrong! If you feel your mind wandering, change the position of your body and try to concentrate on the speaker's words.
- Let the speaker finish before you begin to talk. Speakers appreciate having the chance to say everything they would like to say without being interrupted. When you interrupt, it looks like you are not listening, even if you really are.
- Let yourself finish listening before you begin to speak! You cannot really listen if you are busy thinking about what you want say next.
- Listen for main ideas. The main ideas are the most important points the speaker wants to get across. They may be mentioned at the beginning or end of a talk, and repeated a number of times. Pay special attention to statements that begin with phrases such as "My point is..." or "The thing to remember is"...
- Ask questions. If you are not sure you understand what the speaker has said, just ask. It is a good idea to repeat in your own words what the speaker said so that you can be sure your understanding is correct.

- Give feedback. Sit up straight and look directly at the speaker. Now and then, knob head to show that you understand. At appropriate points you may also smile, frown, laugh, or be silent. These are all ways to let the speaker know that you are really listening. Remember, you listen with your face as well as your ears!

1.2.3 Listening in a Second/ Foreign Language Learning

Listening comprehension is the receptive skill in the oral mode. Listening means understanding what we hear. In our first language, we have all the skills and background knowledge we need to understand what we hear, so we are probably not even aware of how complex the process is. Here down we will briefly describe some of what is involved in learning to understand what we hear in a second language.

There are two kinds of listening situations in which we find ourselves: Interactive, and Non-interactive. Interactive listening situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, having a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some non-interactive listening situations are listening to the radio, TV, films, lectures, or sermons. In such situations we usually do not have the opportunity to ask for clarification, slower speech or repetition. Omagio (1986) proposes that the following are the micro-skills involved in understanding what someone says to us. The listener has to:

- Retain chunks of language in short-term memory.
- Discriminate among the distinctive sounds in the new language.
- Recognize stress and rhythm patterns, tone patterns intonational contours.
- Recognize reduced forms of words.
- Distinguish word boundaries.
- Recognize typical word-order patterns.

- Recognize vocabulary.
- Detect key words, such as those identifying topics and ideas.
- Guess meaning from context.
- Recognize grammatical word classes.
- Recognize basic syntactic patterns.
- Recognize cohesive devices.
- Detect sentence constituents, such as subject, verb, object, prepositions, and the like.

On the other hand, Choate (1987) offers a structured listening activity. Four major steps that lead to comprehension of a selection read aloud by the teacher include:

- Developing the concepts in the text by promoting discussion that ties the concepts to the learners' backgrounds.
- Establishing a purpose for listening.
- Using visual aids while reading aloud to help the learners focus attention and to reinforce concepts.
- Asking questions that promote both literal and interpretive responses.

Abelleira (1987) argues that listening should be taught as a separate mode. The first three of five components in her approach to introducing listening to learners are included to make sure that the learners understand how the auditory system functions, consider the science of sound, and know some rules that relate to successful group discussion. The last two components are a list of objectives for the instruction: the learners should learn to decode; follow verbal instructions; infer word meanings; listen for details, sequence, and main idea; distinguish fact from opinion; and identify mood. These objectives matched closely the instrument that Abelleira (1987), used to demonstrate that the method is effective. Interestingly, they are also very compatible with those on many standardized reading tests.

Lundsteen (1985) points out that the quality and appeal of what one is asked to listen to is instrumental in determining how well a listener attends, and she suggests that the same textual qualities that promote attentive reading comprehension should promote more skillful listening.

Extensive listening where the teacher encourages learners to choose for themselves what they listen to and to do so for the sake of pleasure and general language improvement has deep impacts on learners' language learning. Extensive listening usually takes place outside the classroom, at home, when travelling, when holidaying, when resting and even when eating. The motivational power of such an activity increases dramatically when learners make their own choices about what to listen to. Materials for extensive listening can be found from a number of sources. A lot of printed publications are now available in audio tapes. Many learners will enjoy listening to those publications rather than reading them. Teachers, need to encourage extensive listening, they can have the learners perform a number of tasks. They can record their responses, fill in report forms, write comments, assess the level of difficulty or summarize the content of a listening tape. The purpose of this or any other task is to give learners more and more reasons to listen. If they can then share their experiences with classmates they will feel they have contributed to the progress of the whole group.

1.2.4 Reading

When we read a story or a newspaper, we employ our previous knowledge as we approach the process of comprehension. In all cases, we deploy a wide range of receptive skills depending on our reading or listening purposes to catch the meaning. Understanding a piece of discourse involves much more than just knowing the language. G Cook (1989: 69) points out: "In order to make sense of any text we need to have a pre-existent knowledge of the world ". Such knowledge is often referred to as schema. We all have in our heads mental

representations of typical situations that we come across. When we are stimulated by particular words, discourse patterns or contexts, such schematic knowledge¹ is activated and we become able to recognize what we see or hear because it fits into patterns that we already know. When we see a written text our schematic knowledge may first tell us what kind of text genre we are dealing with. If we recognize an extract as coming from a novel we will then have expectations about the kind of text we are going to read. These expectations will be different if we recognize an extract as coming from an instruction manual. Knowing what kind of a text we are dealing with allows us to predict the form it may take and -as we read- what is coming next.

1.2.5 The Process of Listening and Reading

The processes we go through when reading a novel or listening to radio are nearly the same. We all go through the following steps:

- Good readers and listeners are able to pick up the topic of a written or spoken text very quickly. With the help of their own knowledge they quickly get an idea of what is being talked about. This ability allows them to process the text more effectively as it progresses.

- Both readers and listeners guess in order to understand what is being written or talked about, especially if they have first identified the topic. Sometimes they look forward, trying to guess (predict) what is coming; sometimes they make assumptions or guess the content from their initial glance. Their subsequent reading or listening helps them either to confirm or just read their predictions.

- Good readers and listeners are able to understand the gist of discourse without worrying too much about the details. Reading and listening for such "general" comprehension means not stopping for every word, not analyzing everything that the writer or speaker

¹ Schematic knowledge: Prior knowledge of a topic, used in helping to understand a text.

includes in the text. A term commonly used in discussions about reading is "skimming" which means running your eyes through a text to get a quick idea of its gist. By encouraging students to have a quick look at the text before diving into it for details, helps them get a general understanding of what it is all about.

- In contrast to reading and listening for gist, we frequently go to written and spoken text because we want specific details. We may listen to the news, only concentrating when the particular item that interests us comes up. We may quickly look through a film review to find the name of a director or the star. In both cases we almost ignore all the other information until we come to the specific item we are looking for. In discussions about reading this is frequently referred to as "scanning".

- Sometimes we read and listen in order to understand everything in details.

This is usually the case with written instructions or directions, or with the description of a scientific procedure. This happens when someone gives us his/ her address and phone number and we write down all the details. If we are in an airport and an announcement about a flight is made, we listen in a concentrated way to everything that is said.

- Readers and listeners are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writer or speaker is implying or suggesting.

1.3 Productive Language Skills

The productive language skills are speaking and writing. These are different in the sense that speaking is rather spontaneous, more chaotic and disorganized than writing which is more coherent, structured and organized.

1.3.1 Speaking Skill

Speaking is the productive skill in the oral mode. It is, just like the different abilities, more complicated than it appears at first and involves extra than just pronouncing phrases. On maximum simple level, to speak manner speaking with different people. . But whilst we talk about speaking we do no longer imply teaching students to talk as a good ideal as we suggest enhancing their capability to talk or communicate more effectively. Speech is not usually simply basic communication--it involves thinking, knowledge, and skills. It also requires practice and training.

Speech acquisition is a natural process for children. It occurs nearly without effort. The capacity to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To talk in greater powerful approaches calls for precise interest and regular practice. Holbrook (1983) units out three standards for oral language competence: fluency, readability, and sensitivity. To assist children acquire those tiers of development is the duty of educators.

From the previous, we can see that oral language is certainly a crucial hyperlink in the method of children's mastering and thinking improvement. It is not simply a language issue; it is also a highbrow issue which merits critical interest from each instructors and researchers. From the angle of language improvement, speaking offers a basis for the development of other language skills. For maximum youngsters, the literacy studying system in reality starts with speaking-talking about their experiences, talking about themselves. It is through speech that youngsters discover ways to arrange their wondering and focus their ideas Lyle (1993). The neglect of oral language in the classroom will spoil that foundation and significantly restrict the development of other components of language skills.

Cutting-edge research on critical thinking and cognitive improvement indicates that the development of language has a close relationship to the improvement of thinking

capacities, Gambell (1988). This is especially true for simple-level inexperienced learners. Before achieving proficiency in reading and writing--and even after proficiency in reading and writing were carried out, oral language is one of the maximum vital manner of learning and of obtaining understanding, Lemke (1989). For the duration of lifestyles, the speaking skill stays crucial for engagement in highbrow dialogue, and for the verbal exchange of thoughts.

1.3.1.1 Speaking Skill and Interaction

There are three kinds of speaking situations in which we find ourselves:

Interactive, partially interactive, and non-interactive.

Interactive speaking situations include face-to-face conversations and telephone calls, some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. Some few speaking situations may be totally non-interactive such as when recording a speech for a radio broadcast.

Here are some of the micro-skills involved in speaking.

1.3.1.2 Speaking Micro Skills

The speaker has to:

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them.
- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.

- Put words together in correct word order.
- Use vocabulary appropriately.
- Use the language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together so that people can follow what you are saying.

1.3.1.3 Speaking in Communication

Defining the domain of knowledge, skills, or attitudes to be measured is at the core of any assessment. Most people define oral communication narrowly, focusing on speaking and listening skills separately. Traditionally, when people describe speaking skills, they do so in a context of public speaking. Recently, however, definitions of speaking have been expanded. One trend has been focused on communication activities that reflect a variety of settings: one-to-many, small group, one-to-one, and mass media. Another approach has been focused on using communication to achieve specific purposes: to inform, to persuade, and to solve problems. A third trend has been focused on basic competencies needed for everyday life, for example, giving directions, asking for information, or providing basic information in an emergency situation. Many of these broader views stress that oral communication is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal components. Brown (1981).

1.3.1.4 Speaking in Teaching and Learning Process

Given this understanding of the importance of the speaking skill already mentioned in the previous paragraph (1.3.1.3 speaking in communication), the teachers should reflect on their attitudes toward; the teaching- learning relationship. It is advisable to avoid the role of authoritarian knowledge giver. Instead, the teachers ought to be facilitators in learning. In emphasizing the role of oral language in the classroom, teachers are by no means implying that their role is not important; on the contrary, they present a more demanding task. To facilitate a learning process in which learners are given both opportunity and encouragement to speak and to explore their own thinking, the teacher has to do more than tell learners what he or she means, or what the text means. Instead, the teacher has several different roles to play. The teacher can encourage learners to bring their ideas and background knowledge into class learning activities. To achieve this goal, the teacher must be a good and responsive listener to learners' talk. This provides an environment conducive to both teaching and learning. While maintaining the role of a knowing arbiter, the teacher still needs to persuade the learners. The goal is not only to get learners to speak, but also to have them learn and develop through speech.

As the learners' other language skills develop in the course of time, classroom talk can be directed more towards the goals of exploring ideas; increasing and deepening knowledge.

When people with similar cultural and linguistic backgrounds get together they speak to each other easily because, they know the rules of conversation in their language and their shared culture. Speakers from the same cultural background know how to speak to each other, how formal to be, how loud to speak and how close to stand to each other. Such shared cultural habits determine how we speak, the kind of conversation and even guide our behavior in conversation situations.

In any conversation, participants should decide when to speak. This is "turn-taking", a term which refers to the role of each participant in a conversation. Participants do this by signaling either verbally or visually that they want a turn or by recognizing when other speakers are signaling that they want to finish.

A part of our speaking proficiency depends on our ability to speak depending upon our audience and upon the way we absorb their reaction or react to it in a way or another. A part of our writing proficiency depends upon our ability to change our style to meet our readers' interests. Whether people are giving formal written lectures, a speech or an address they always adapt the words they use on the basis of audience reaction. Being a speaker requires a constant alert for the reactions of the people we are interacting with so as to make our communication as efficient as required. Amending it depends on how the other participants in the interaction behave.

1.3.2 Writing skill

Writing is the final step in any language acquisition process. It is a delicate and complicated task. Writing has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text layout manifested by handwriting, spelling and punctuation.

It exists a number of approaches to the practice of writing. We need to choose between them, deciding whether we want learners to focus on: the process of writing more than on its product, the writing genre we want them to imitate, creative writing or how to use computers as a writing tool.

1.4 Speaking Skill in EFL Setting

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants and the purposes of speaking (Brown & Joyce, 1997). Speaking skill involves a communicative ability to use language to chat and transmit messages in different and appropriate situations. It is to interact with participants and carry a message of some sort. (Atma, 2010). According to Nazara (2011: 30): "Speaking is a multifaceted construct".

Speaking is a basic skill that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions. Hedge (2000: 261) defines speaking as "a skill by which they [people] are judged while first impressions are being formed." That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

Speaking is defined as learners' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context, to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In other words they are required to show mastery of the following sub-skills:

- Linguistic competence : this includes the following skills :
 - Using intelligible pronunciation.
 - Following grammatical rules accurately.
 - Using relevant, adequate and appropriate range of vocabulary.

- Discourse competence : this includes the following skills :
 - Structuring discourse coherently and cohesively.
 - Managing conversation and interacting effectively to keep the conversation going.
- Pragmatic competence : this includes the following skills :
 - Expressing a range of functions effectively and appropriately according to the context and register.
- Fluency: this means speaking fluently demonstrating a reasonable rate of speech. Bygate (1987: pp 5-6) points out that traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the productive of auditory signal designed to produce differential verbal responses in a listener. It is considered as a combination sounds in a systematic way, according to language specific principles to form meaningful utterance.

1.4.1 The Importance of Speaking

Language is a tool for communication. Speaking is given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers talk will be reduced; that is to say learners are supported to talk more in the classroom. Ur (2000: p 12) declares also that: “of all the four skill [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing”. Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is "do you speak English?" Or "do you speak French?" but not "do you

write English?” We understand that most of people take speaking and knowing a language as synonyms. Celce-Murcia (2001: p 103) argues that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication”. The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help learners to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well.

Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies. Baker and Westrup (2003: p 05) support that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion”. Indeed, mastering speaking opens various gates in educational and professional life.

1.4.2 Integration between Listening and Speaking

In discussing oral skills, speaking and listening are two basic skills and are essential in acquiring communicative competence in language learning. So, part of being a proficient speaker is listening to oral language and understanding what is said so that the responses will be accurate. A speaker has necessity to a listener because speaking is rarely carried in isolation, as put by Redmond and Vrchota (2007: p 120) “speakers are at the mercy of listeners”. Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling, and reaction to the speakers (Ibid.). Therefore, listening will not occur in isolation as well, there must be a speech to listen to. Finally, for

communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces comprehensible output, and the listener pays attention and then tries process these output effectively.

1.5 Music and Language

The relation between music and language is the subject of research in a wide interdisciplinary field and therefore it is practically impossible to give a comprehensive overview of this complicated issue here. What is most important in the context of the present study is the question whether and to what extent music and language are integrated cognitively in the human brain, in particular with regard to song perception. As background to the discussion of cognitive features a brief introduction about similarities and differences of music and language will be provided first. In addition, beneficial effects of music on verbal learning and on long-term retention as well as reasons for the use of music in language teaching will be considered in the second section.

1.5.1 Parallels between Language and Music

The comparison of music and language is nothing new, the issue has excited interest for hundreds of years and great thinkers of the past such as Rousseau, Darwin, Descartes or Wittgenstein have already addressed it (Besson and Friederici 2005: p 57; Patel 2008: p 4). In the early 1990s advances in brain-imaging methods provided a fresh impetus for research on the relation between music and language (Besson and Friederici 2005: p 57) and since then a renewed interest in the topic has resulted in numerous studies with many of them focusing especially on cognitive aspects.

Sharing a number of common features on the structural level: both language and music consist of sounds and make use of rhythm, pitch, volume, stress and pauses (Fonseca Mora,

2000: p 144; Lowe 2007: p 5). However, slightly below the surface important divergences can be found; for instance, musical pitch and linguistic intonation are organized very differently. Musical beat is typically isochronous and periodic, while linguistic rhythm is not; although, it uses a metrical structure as well. Finally, comparisons of musical and linguistic syntax have shown that although both combine discrete elements into hierarchically structured sequences, music has no counterpart to crucial linguistic features such as linear order or affixation (Jackendoff 2009; Patel 2008). In fact, it has been argued that music and language again show significant parallels, for example, concerning mechanisms for sound category learning, no periodic aspects of rhythm or shared resources for the processing of syntactic structures (Patel, 2008).

Actually, much of what is known about the issue can be interpreted either as a sign for the relatedness of music and language (e.g. Patel, 2008) or as evidence against it (Jackendoff 2009: p 203). From an evolutionary point of view the question of which of the two was first, is hard to answer. Already Rousseau and Darwin argued for a common origin of music and language (Besson and Schön 2001: p 23& 2003: pp 270-271) and most authors in a recent collection by Wallin, Merker and Brown (2000) also seem to concur. For instance, Molino (2000: p 173) suggests that: “Music, language, dance, chant, poetry and pretend play all have a partly common origin”. Jackendoff (2009: p 196) regards the fact that all non-human species have neither music nor language and that every human culture has its local variant of the two as one of the greater similarities, and Patel (2008: p 3) even goes so far to say that “language and music define us as human.” Similarly, music and language also seem to develop in early childhood. Studies by Saffran (2003) indicate important analogous ways parallels in the ways music and language are learned.

Indeed, we notice a surprising level of similarity in infant memory representations for music and for language. In both cases, infants readily represent the input at multiple levels of

analysis, from highly specific surface cues to the structural information that eventually conveys meaning. Moreover, these processes of learning and memory proceed without instruction or reinforcement other than the pleasure of listening and the instinct to learn. [...] From the infant's perspective, music and language may not be nearly as different as they are for the adult listener, at least when considering what is to be gleaned from a listening experience (Saffron 2003: p 39).

Other authors have also commented on the remarkable abilities of young children to distinguish between and learn from sounds (Patel 2008: pp 82-83; Murphey 1990: p97; Fonseca Mora 2000: p 148). For instance, Patel (2008: p 82) reviews studies which show that infants gradually lose the ability to perceive subtle phonetic differences as they adapt to the language and music of their native culture, which suggests that auditory learning is crucial at this early stage.

1.5.2 Differences between Language and Music

The major difference between music and language seems to be their respective function. Whereas language commonly expresses propositional meaning, music can only convey more subtle meanings such as emotions or affect (Jackendoff 2009: p197). Music is commonly considered a self-referential system (Besson and Schön 2003: p273), which cannot refer to extra-musical referents to communicate meaning in the same way as language. Instead, it conveys affective content in most of its social functions (Jackendoff 2009: pp 197-198). Of course, language can express emotional content as well, an aspect that Patel (2008: p 344) regards as a key link between music and language, but language is primarily used for factual communication.

Recently, a study by Koelsch et al. (2004) has demonstrated that music can prime semantic meaning independent of the emotional content of the primed concepts and

independent of direct extra-musical links to language. These and further results led Koelsch (2011: p103) to the conclusion that music can communicate meaning, notably not only meaning related to emotion, or affect, but iconic, indexical, and symbolic meaning (with regard to extra-musical meaning), as well as intra-musical meaning.

In an answer to this, Slvec and Patel (2011) point out that the view of semantics taken by Koelsch (2011) is indeed very broad and that he disregards three key differences between musical and linguistic semantics: firstly, linguistic meaning is far more specific than musical meaning; secondly, linguistic meaning is compositional and can combine meaningful units; and thirdly, linguistic meaning is used for communication, whereas musical meaning clearly is not. As a consequence, even if other researchers have argued that: “Music and language can [...] be interpreted as context-specific manifestations of a common substrate for human communicative capacities” (Cross 2012: p326), it seems that their functions within communicative contexts are fundamentally different. Music has a strong effect on brain as on psychological side; such as reducing anxiety, recovery, and tension relief.

1.6 Music and Brain

The human brain consists of two hemispheres, the right hemisphere and the left one, which are connected with a thick band of nerve fibres the Corpus callosum. Holas (1988) claims that the human brain is unique because it contains billions of neurological connections that work together to carry out complex functions.

Research on Psycholinguistics reveals that songs can activate language acquisition in both hemispheres of the human brain. (Carroll: 2000; Larsen-Freeman and Long: 2000; Williams and Burden: 1997). Songs enter differently from the speech; they enter the brain from left ear to right hemisphere to stimulate language learning in the right hemisphere.

1.7 Language and Brain

The human brain is divided into two hemispheres as already mentioned above. The right hemisphere is specialized in the non-verbal faculties, such as feelings, special artistic and musical abilities; while the left hemisphere is responsible for expressing the thoughts in oral or written words, so this hemisphere is storing all the concepts that are translated into words.

Anton (1990: p 1170) asserts that “when a learning activity combines both left and right hemispheres simultaneously engaged in a particular activity, an ideal learning situation is established and the most productive learning occurs”. A learning activity that engage both hemispheres at the same time such as singing or playing instrument will cause a capability to process information.

There are two major areas of the human brain that are responsible for language:

- Boca’s area, which is thought to be partially responsible for language production (putting together sentences, using proper syntax, etc.).
- Wernicke’s area, which is thought to be partially responsible for language processing (untangling others’ sentences and analysing them for syntax, inflection, etc.).

1.8 Methods of Music Use

Songs has a positive effect on our body and mind, but it has also an importance on enhancing language teaching and learning. There have been some methodologies that have considered songs as a very important tool in language learning, there are stated as follow:

1.8.1 Suggestopedia

This method develop out of believe that human brain could process great quantities of material given the right conditions of learning like relaxation. This teaching method was

developed by the Bulgarian psychotherapist and physician Georgi Lazanov in 1970s, and its valuable element is music in the background. Songs played in the background makes students feel more secure when doing the task at the same time and that will provide a positive environment which the students will feel relaxed and motivated.

1.8.2 The Contemporary Music approach

This methodology is developed by Anton in 1990, according to him; songs are a very important tool to memorize information, in which he believes that “Music is one of the most effective memory aids available to us, especially for recalling grammatical structures”(p:1169). Songs as a tool provide a repetition for some expressions and vocabulary in which it is easy to be retained in memory due to the melody. In CMP, certain beat reminds students of the song, and in turn, the song reminds them of the grammar.

1.9 Reasons for using songs in EFL classroom

Using songs seems to be a good idea; especially it is sometimes the main source of English as a learning environment outside the classroom. Songs have the power to reduce anxiety and provide a harmonious classroom, Keskin (2011) indicates that one of the most important advantages of using songs in EFL classroom is that they increase students’ motivation and save the lesson from being boring and monotonous.

Eken (1996: P: 46) enumerates eight reasons for the use of songs in a language classroom. Firstly, a song may be used to present a topic, new vocabulary or a language point. Then, it may also be used as a practice of lexis. Songs can be used as a material for extensive and intensive listening. Some teachers may use them to focus on frequent learner errors in a more indirect way. Not to mention that songs are a perfect source for stimulating discussions about feelings and attitudes. Learners may talk over with another in pairs or in small groups what happened in the song and then share their opinions with the rest of students.

Additionally, songs may arrange a relaxed classroom atmosphere and contribute to fun and variety in language teaching. Finally, songs may be said to encourage the use of imagination and creativity during foreign language lessons.

There are three major reasons for using songs in EFL classroom, affective reasons, cognitive reasons and linguistic reason. Accordingly, some scholars have elicited other reasons related to affective, cognitive and linguistic features.

1.9.1 Affective Reasons

Affective reasons include various factors such as attitude, interest, motivation, confidence and anxiety.

Dulay and Burt (1975) created the concept of “affective filter hypothesis” to illustrate the influence of the affective factors to foreign language learning. Based on their theory, Krashen (1982) further divided affective factors into three aspects, motivation; self-confidence and anxiety; those factors affect second language learning.

Krashen (1982: P: 45) claims that “for effective learning the affective filter must be weak. A weak affective filter means that a positive attitude to learning is present”. The affective filter of the students is weak when they are highly motivated, confident and feel at ease, they will have a positive attitude towards learning and that moment is when the affective learning will occur. The filter will become stronger when the students are anxious, unmotivated or they simply lack confidence. These negative emotions will limit their language acquisition.

Providing an atmosphere that produces positive emotions for the students, that motivates and encourages them, will lower their effective filter and will create the perfect environment to learn the target language.

Using songs in EFL classroom provide us with a positive atmosphere. It is usually a pleasurable experience for students, and they will consider English songs as part of entertainment rather than work.

1.9.1.1 Fun and Enjoyment

Probably the most obvious advantage to use songs in classroom is that they are funny and enjoyable. Songs can bring variety to the everyday classroom routine. This variety could stimulate interest and attention of the learner, which can help maintain classroom motivation, thereby helping learners to reach higher levels of achievement.

1.9.1.2 Increasing Motivation

The main idea of motivation is to capture students' attention and invoke a desire for learning. "Motivation... is as much a matter of concern for the teacher as it is for the learner; it depends as much on the attitudes of the teacher as on the attitudes of the students". (Rogers 1996: P: 66). The aim is to capture students' concentration, attention and invoke a desire for learning, which would reflect on their knowledge.

Sometimes the motivation is **intrinsic which** refers to an inherent interest in pursuing a topic. These individuals find a subject enjoyable and they naturally desire to master this subject, and it is from within the student it is the feelings, wishes, or the interest that lead to do a particular action. **Extrinsic motivation**, on the other hand, refers to a desire to pursue a subject for reasons outside of the individual, such as rewards, grades, parental or instructor approval, etc. These individuals are motivated to learn a subject not because they want to learn it, but because learning the material will get them good graduating, passing a test, or to avoid a penalty like a failing grade, so it is determined by an external reward.

1.9.1.3 Reducing Anxiety

Using songs in the classroom will create a relaxed and informal atmosphere. Tseng (2012) mentions that in order to create more relaxed atmosphere, teachers should use activities like songs to decrease anxiety. Creating a relaxed atmosphere will make the classroom a non-threatening environment, and that will reduce their anxiety and fear, and that will help them to be more productive.

1.9.2 Cognitive Reasons

Songs give an opportunity to develop automaticity, which is the main cognitive reason for using songs in the classroom. Gatbonton and Segalowitz (1988: p: 473) define automaticity as “a component of language fluency which involves both knowing what to say and producing language rapidly without pauses.” So, songs may automatize the language improvement process, in which songs should be quite, repetitive, logical and persistent.

Listening to certain music can take your mind back decades in an instant. Stansell (2005) indicates that if songs are carefully chosen so that the lyrics and rhythm are properly paired, then this helps the mind to remember the song.

Music listening stimulates some parts in human brain and that will help the students to remember things when they are set to music.

1.9.3 Linguistic Reason

In addition to cognitive reason, there is also linguistic reason for using songs in EFL classroom. Some songs are excellent examples to work with colloquial English that is the language of informal conversation. Using songs can prepare students for the actual language they will be faced with in real life, and offer a good variety of language sample as well as prepare students for the genuine language they will face.

1.10 Advantages of using songs in the classroom

Some teachers may not be aware of the advantages of using songs in the classroom. Through songs students can get to know more about their personality and tastes, and they can create a closer relationship between them. At the end, this close connection will make them feel motivated to work as a team and learn more about the language. The rhythmic and repetitive nature of songs can contribute to those ease the association between the language and the content, which helps pupils to acquire and understand the language. Related to this aspect, Rumley (1999) state that songs offer outstanding opportunities of repetition and practice, which would be tedious if worked through traditional resources.

Lo and Li (1998) also suggested that songs offer a break from the classroom routine and that the use of songs to learn English develops a non-threatening atmosphere in which the four skills can be improved. In addition, Saricoban and Metin (2000) stated that songs are one of the most enhancing and culturally rich resources than can easily be used in the EFL classroom. Songs is used as an excellent way to help learners to learn about a specific culture and may contrast it with other cultures. Finally, songs help learners to use their imagination even if they think that they have no imagination at all.

1.11 Songs in Language Teaching

The perception of songs varies from country to country, from nation to nation, from person to person and from language to language. In some languages, there is even no word that would be translated as songs. Hornby (1995) first defines a song as a short poem that is set with music and intended to be sung. Further, Ratnasari (2007) defines a song as “an artwork that is intended for singing with or without instrumental accompaniments”. El-Nahhal (2011: p 18), sees children’s songs *as* “music, instruments, tunes and rhymes, and it is not an

ordinary message or ordinary words but according to specific rhymes, repetition and structure”. Though most of the previous definitions of researchers’ link songs with music, Ratanasari’s (2007) definition, gives a clear indication that a song is a kind of art that is intended to be sung either with or without instrumental accomplishment. This definition considers songs to be words that rhyme perfectly to give a sense of melody that is repeated, as in the use of chants.

Murphey (1992: p 7) names songs as ‘adolescent motherese’. According to him, ‘motherese’ means the highly affective and musical language that adults use to communicate with infants. As toddlers grow up they get less and less of that language. The language vanishes slowly as children develop and may be replaced by a song. A typical example of ‘motherese’ speech may be a lullaby. Interestingly, people talk about a song at least two dissimilar ways. The first is as a purely musical work. On the other hand, a song might be understood as a rendition, that is, a realization of that song in a performance, a recording or a written material. Additionally, it is crucial to take a broad view of songs. They incorporate not only the tune and the lyrics, but also all of the contexts in which it is created, produced and consumed. It is important where the song was performed and by whom, the audience and the technology that produced it.

According to dictionary.com (<http://dictionary.reference.com/browse/music?s=t>):” music is an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and color”. The second definition says that songs are: “the tones or sounds employed, occurring in single line (melody) or multiple lines (harmony), and sounded or to be sounded by one or more voices or instruments, or both.” In fact, in this explanation it is all about instruments and voice. Simply, music is instruments or voices (or both) people hear. In other words, songs are the organization of sounds and silence into forms that carry culturally derived meaning, cultivated for aesthetic or utilitarian

purposes. Song is an art concerned with combining vocal or instrumental sounds for beauty of form emotional, and melody. Songs most often implies sounds with distinct pitches that are arranged into melodies and organized into patterns of rhythm.

1.11.1 Selection of Songs

Song Lyrics can now be found easily on the internet, so language teachers have access to an enormous variety of music to bring to class. How should songs be chosen? There are no strict rules teachers should obey when selecting a song for a language work, but there are several factors lecturers should take into consideration. It is important to think of the level of the learners. What level are they in? How old are they? What kind of music/songs do they like? In addition, it is essential to evaluate the song itself. Does the rhythm make it comprehensible? Is the singers 'voice clear enough? How fast is the song? How complex are the structures and the vocabulary?

Songs contain many different aspects that can provide the teachers and learners with a valuable opportunity to practise English pronunciation. The use of music in the classroom requires instructors to select the songs carefully. The learners' level is very important; short and slow songs should be used with beginners so that they will be easier for them to understand. On the other hand, advanced learners would feel more challenged if songs have a certain degree of difficulty, for example songs which contain deep ideas like envy, suffering or forgiveness can be more difficult for some learners to understand.

Actually, the learners' age is significant because perhaps adults and teenagers would not necessarily like to listen to a child's song. A very important aspect that cannot be left out is students' likes and dislikes. Because each age group has its own musical favorites and disfavored ones, many teachers decide to use songs in classes, and choose their own preference. However," it is unwise to use both music that the teacher does not like and music

that the learners do not like. It may be a good idea to let the students bring the lyrics of songs they like and then choose appropriate ones". Griffiee (1992: p 7). If teachers use songs that learners feel attracted to, here are more stimuli; hence, it is definitely something to consider, because learners are often strongly motivated to learn the lyrics of a new pop song or an old favorite they have heard and never understood, so their choices for classroom music should not be overlooked. The crucial thing is also the language teaching purpose, the song should have instructional value; it should not be just for fun. The situation is satisfactory when the selected song is a direct component to the lesson, thus contains for example, a practiced grammatical structure or a discussion theme that can be used in a lesson. Besides keeping in mind learners' level, age and preferences, teachers should analyze the song that they want to bring to class.

Evaluating the song's level of difficulty, its content, vocabulary rhythm, pace, popularity and artist is essential because, those factors can determine the attitude learners have towards the song, as well as success in the objectives. Songs should be pre-screened for potentially problematic content, such as explicit language, references to violent arts or sex, or inappropriate religious allusions.

Medina (2002) suggests, however, that teachers have to be careful when choosing story-songs. They have to make sure that the story-song is appropriate in form and that the new-targeted vocabulary is clearly demonstrated. Besides, teachers also have to make sure that the recording is appealing to the learners so that it will increase their motivation to hear, sing, and learn the song after class. In addition, Medina (2002) points out that complicated melodies hinder memorization and force learners to give their attention to learning them rather than concentrating on the song's lyrics. Therefore, she advises teachers to choose uncomplicated tunes. Moreover, Medina (2002) focuses teachers' attention toward the songs' tempo, and insists that they should choose songs with moderate ones. She notes that fast

tempos hinder learners' capability to recognize and learn targeted words. Medina (2002) recommends providing learners with a short list of new vocabulary that is found in the song. She also mentions that the level of proficiency of the chosen song should match the learners' level.

1.11.2 Songs and Pronunciation

Songs can be very helpful as far as learning pronunciation is concerned. They provide the authentic language with all its "traps" (such as connected speech, different pronunciation of the same sound, or difficult pronunciation of some words) laid for learners, who should be exposed to it as much as possible to strengthen their ability to understand it. In the following subsections we will concentrate on three areas of difficulties in pronunciation (sounds, words, connected speech), and on explaining why songs can be useful when the learners are caught into these "traps of language".

1.11.2.1 Sounds Perception

Sounds are the smallest unit from which words are formed and can be categorized as vowels and consonants. For the learners of English some sounds may be difficult to pick out because they do not exist in their mother tongue, and they have to learn to physically produce certain sounds previously unknown to them. Even though it may be a difficult task for some learners, it is quite important because it can sometimes happen that incorrectly pronounced sounds strain communication, and it can also change a phrase's meaning.

Songs can help learners because the rhymes in songs provide listeners with repetition of similar sounds, and when the students choose to listen to songs time and again, they are indirectly exposing them to these sounds repeating them, getting better at recognizing them, and finally producing them.

1.11.2.2 Words Perception

Words are combinations of sounds which form together to give meaning. A word is uttered in syllables, usually one emphasized syllable (the stress) and the rest weak (unstressed).

There are several difficulties that may be encountered by a learner. Firstly, each English word has its own stress pattern, with very complex ‘rules’ to guide learners. Secondly, even when the same words exist in both languages, the number of syllables is not always identical. And lastly, weak syllables are central to English. There are both several difficulties and several ways songs can support practicing these problems. Words in songs fit the music, helping learners associate the number of syllables / stress in these words, with memorable rhythms. Songs contain endless examples of weak syllables, helping to convince learners of the way English is pronounced.

1.11.2.3 Connected Speech Perception

Connected speech is the natural way we speak, linking together and emphasizing certain words, rather than each word standing alone connected speech plays a very important role in English as it is the way English is usually spoken, but unfortunately not always in English lessons, as S. Rixon (1986: p 38) states: “Many learners are accustomed to hearing a very careful, clear pronunciation of words, such as native speakers might use when talking very emphatically or saying words in isolation”. However, native speakers usually connect the words. When the “words are used in a connected natural utterance, some of their sounds are different to those used in very careful speech, and they may become harder for learners to recognize” (S. Rixon 1986: p 39). The problem is that the learner normally learns words individually and, especially at lower levels, tends to pronounce each word separately.

Concerning this problem Shelagh Rixon (1986: p 30), claims that words pronounced in isolation often sound very different from the same words said in connected speech, so there is little point in concentrating too much on single words said out of context. Another problem is that learners “frequently misconceive contraction as being ‘incorrect’, only used in ‘slang’”. But as said a while ago, a native speaker says the words separately either on purpose or when talking emphatically, which means that connected speech is natural, normal and widely used.

Songs help learners practice the described subject matters because they provide real and ‘catchy’ examples of how whole phrases are pronounced often to the extent that students find it difficult to pick out individual words. The music further emphasizes the ‘flow’ of the words. Moreover, songs, like other spoken texts, are full of contractions.

1.12 Vocabulary Acquisition through Songs

Salcedo (2003: p 45) argues that music can enhance vocabulary recall. He states that in a major experiment concerning learners’ ability to recall read poems, results indicated that the participants scored higher when they heard the poem repeated in three verses and with a simple tune than when they heard it without music. Moreover, Duggan recommends using music as an “automatic strategy”. He explains that creating songs using familiar tunes with students assisted them to learn verbs, prepositions, and vocabulary, and even to recall those songs years after graduating. Similarly a group of researchers studied the effect of music on recalling spoken and sung lyrics. Results suggested that music acts as a mediator to enhance memory for spoken and sung lyrics.

In addition, Medina (1993) argues that music should be used in English as second language (ESL) classrooms. She asserts that introducing learners to new vocabulary in association with musical repetition makes the verbal practices more memorable, lowers the learners’ anxiety toward the new words, and increases memorization of the new target

language sounds. Moreover, Medina (1993) notes that vocabulary acquisition through songs can be increased by illustrating with extra linguistic support such as pictures or physical gestures. Medina (1993) adds that songs are valuable because they use a larger variety of vocabulary and different sentence structures than the normal pattern of daily speech, adding that music illustration makes comprehension and recall easier.

Moreover, Mayotte (2004: p 10) mentions that songs can help learners remember certain vocabulary, idioms, and metaphors. She explains that most people can still remember “the lines to their favorite high school songs even after 20 or 30 years”. She argues that if ESL literacy learners first learn to speak or sing a song by memorizing it, it will logically be easier for them later to recognize and learn to read those words from the song when presented in written form, or memorize and use them in future conversations. She also advises that teachers ask learners to read aloud with music accompaniment, making their voices loud or soft, fast or slow, bored or tired, and pausing depending on the music. This can help them develop their speaking in the target language.

1.13 Conclusion

In conclusion, this chapter attempted to show how songs affect language learning and developing speaking skill in EFL classroom. Firstly, the language skills are introduced and the focus was mainly on speaking skill and its importance. Additionally, different definitions of songs and their relation with music were given. Besides, it revealed how songs may enhance the pronunciation and mastering vocabulary. Then, it tries to explain how the human brain perceives music and songs. Therefore, a set of reasons were elicited for using songs as a learning device and revealed the main advantages of this educational procedure.



CHAPTER TWO

**METHODOLOGY
AND DATA
ANALYSIS**

Chapter Two: Methodology and Data Analysis

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2.1 Introduction

This chapter is devoted to methodology and data analysis. It aims at finding concrete answers to the research questions. The data is mainly obtained from the primary sources we have used in our study. First we have introduced the setting where the research is performed, besides the sample population under investigation. Then we have focused on the methodology undertaken to reveal the effect of using songs as a procedure to improve students' speaking skill in EFL setting. Finally, the data analysis is provided to exhibit the outcome reached through the students and teachers questionnaire.

2.2 The Setting and Population

The sample population used in this study is composed of Forty (40) third year LMD students at Belhadj Bouchaib university centre, Ain Temouchent. This sample has been chosen on purpose not randomly because third year students are aware of their vocabulary and pronunciation level and know the content of the oral expression session. We have also chosen the sample of five (5) teachers of English whom we think they can provide us with the information we are seeking for to fulfil our study.

2.3 Methodology and Data Analysis

The researchers have adopted a descriptive method to describe the situation in order to investigate and perform this study. It is both quantitative and qualitative method to reach as many information as possible. The researcher has relied on a questionnaire as a tool for this research.

2.3.1 Qualitative Research

Is considered to be particularly suitable for exploratory research (during the pilot stage of research project, for example). It is primarily used to discover and gain an in depth

understanding of individual experiences, through opinions, and trends, and to dig deeper into the problem at hand. Often qualitative projects are done with few respondents, and are supposed to provide insights into the setting of a problem, serving as a source of inspiration to generate hypotheses for subsequent quantitative projects.

2.3.2 Quantitative Research

Is all about numbers and figures. It is used to quantify opinions, behaviours, and other defined variables, with the goal to confirm casual hypotheses, about a specific phenomenon, and generalize the results from the study sample to the general population (or specific group). Quantitative data collection is often considered to be much more structured than qualitative methods.

2.4 The Pilot Study

The researcher has conducted the pilot study which is pre-tested questionnaire, just to test if the questions are adequate for gathering the amount of information they seek about the topic of investigation, and lead to the expected answers or need to be reformulated again. This pilot study is submitted to a sample of fifteen (15) informants who are supposed to fill in the questionnaire in the classroom with the presence of their teacher. Indeed all the questions were accurate and relevant without making any additional changes.

2.5 Tools of Research

To collect the data of this study, the researchers opt for using one effective method. The data are collected through the use of a questionnaire for both students and teachers.

2.5.1 The Questionnaire

The researchers have used the questionnaire to obtain different perspectives and opinions about this topic. This questionnaire is submitted to Third year LMD students at CUBBAT. Since it is one of the most effective methods; it has been conceptualized according to Walliman (2001: p 236) as “a method of data collection which is very flexible, but it must be used carefully in order to fulfil the requirements of a particular piece of research.” Thus, it is a tool which is used in most of the research works because of its advantages. It can help the researcher to collect data that could not be observed.

2.5.2 The Student’s Questionnaire

A sample of (40) students from the department of English have been chosen on purpose because they are at the core of our interest. Actually, they are adequate for our study for one reason because the students are aware of their vocabulary and pronunciation level and know the content of the oral expression session. Indeed, we are expecting more information about the topic of our concern.

2.5.3 The Teachers’ Questionnaire

The questionnaire was submitted to five teachers from the English department because the researcher thinks they are appropriate to provide the amount of data about the topic under investigation.

2.6 The Description of the Students’ Questionnaire

The questionnaire is submitted to a sample population of forty EFL students. It consists of ten (10) multiple choice questions; mainly all of them are close-ended. The questionnaire contains two parts.

The first part is devoted to “general information”, it consists of two (2) closed- ended questions and they have been asked in order to have an overview about the participants.

The second part is devoted to “the students’ attitudes towards English songs”, it consists of eight (8) closed-ended questions; two questions we can call them partially open-ended (“others” options), and they have been asked to allow the respondents to select what fit their opinions about the situation and find out some specific information concerning the topic, as well as to provide us with other options that we may not think about.

2.7 The Analysis of the Students’ Questionnaire

Question 01: The choice of learning English language

The objective of this question is to know if learning English is a personal choice or imposed.

Table 2.1: Participants’ choice of learning English

Option	Participants	Percentage
Personal choice	40	100%
Imposed	0	0%
Total	40	100%

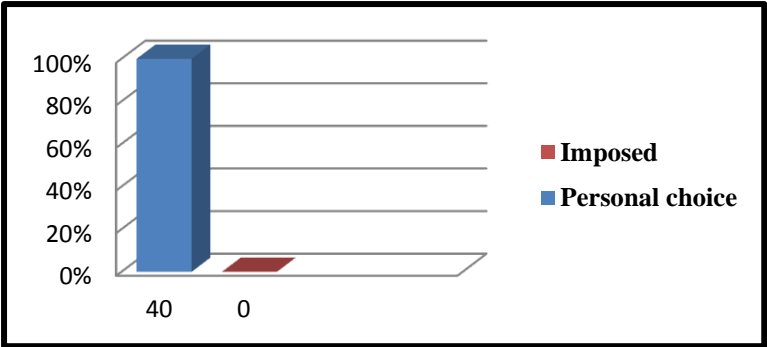


Figure 2.1: Participants’ choice of learning English

The figure above shows the rate of the choice of learning English. As we can see from the bar chart, the students who select learning English as a personal choice represent all the informants. Indeed, learning English is a personal choice.

Question 02: How do you perceive your level in English?

This question aims to know the level of students in English.

Table 2.2: Students' perception of their level in English

Option	Number	Percentage
Beginner	1	2.5%
Intermediate	34	85%
Advanced	5	12.5%
Total	40	100%

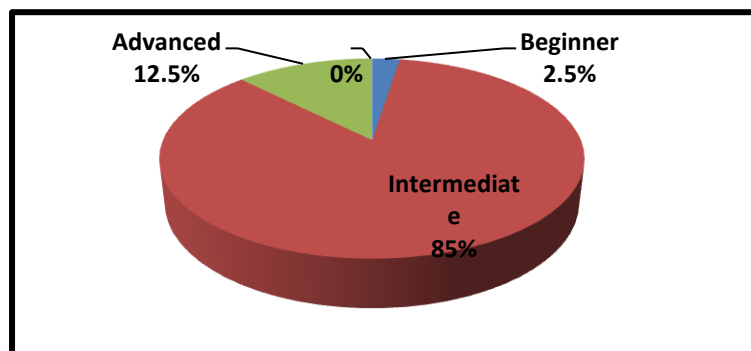


Table 2.2: Students' perception of their level in English

The outcome of the question reveals that (85%) of students has an intermediate level in English. (12.5%) who have declared that they have an advanced level in English. Whereas, only (2%) of the students consider their level as beginner.

Question 03: Classify the following language skills in term of importance

The aim of this question is to know how students classify language skills in terms of importance.

Table 2.3: The classification of language skills in terms of importance

Language skills/ Ranked	First place/ (%)	Second place	Third place	Fourth place
Listening	55%	20%	17.5%	7.5%
Speaking	17.5%	27.5%	27.5%	27.5%
Reading	20%	25%	32.5%	22.5%
Writing	7.5%	27.5%	22.5%	45%

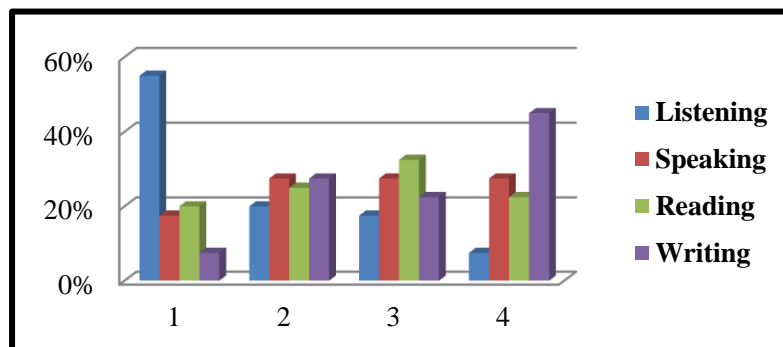


Figure 2.3: The classification of language skills in terms of importance

The aim of this question is to know whether the students are satisfied with the actual classification of language skills in term of importance or not. We found that 55% of our respondents put the "Listening" skill in the first rank, and 17.5% put the "Speaking" skill in the first rank recognizing their necessity and importance. At the third rank, they put the "Reading" skill (20%), while only (7.5%) put the "Writing" skill in the first rank. The majority of students agree that listening and speaking must occur before reading and writing.

These scores exhibit the evidence that foreign language learners want first to learn the oral mode of communication of a foreign language (listening + speaking) before its written mode (reading + writing). However, in practice, the written mode of language is taking priority over the oral one. This fact is not the choice of learners, but imposed by education authorities. A very little value is given to the oral mode for all our exams and examinations are written and require only reading and writing competencies. At the university level, English department students, become aware that a foreign language learner must possess oral capacities since oral situations requiring listening and speaking is more frequent than the written situations. As English teachers, they will be requested to stand before an audience and speak to teach. We can confidently say that without developing the oral skill, learners will always suffer from the handicap of improper communication.

This item shows again the mismatch between learners' interests and preferences and those imposed on them by the program. At the university level, very little time is devoted to the oral skill; students study Oral Expression twice per week during the academic year, then the subject is no more taught in Master one. All the other subjects are taught in a written mode including lot of reading, memorization, writing but very little talk from the students.

Question 04: How often do you speak English in classroom?

This question aims to figure out how often the participants speak English in classroom.

Table 2.4: Students' speaking frequency in class

Option	Number	Percentage
Never	0	0%
Rarely	4	10%
Sometimes	22	55%
Always	14	35%
Total	40	100%

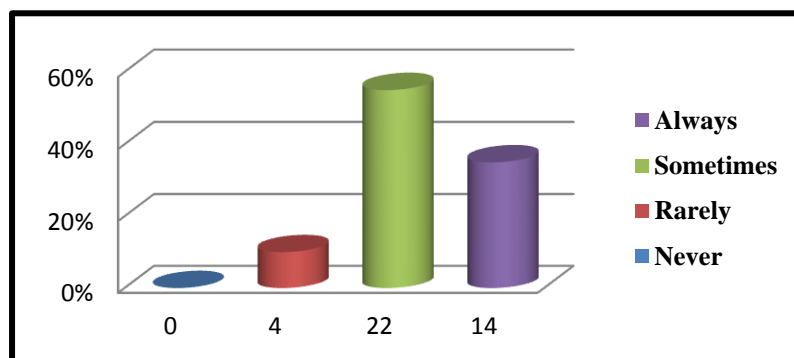


Figure 2.4: Students' speaking in classroom

Results show that four participants (10%) said that they rarely speak English in classroom, and (55%) said that they sometimes speak English in classroom. 35% of our sample claimed that they always speak English in classroom. However, never frequency has not been selected.

Question 05: Do you like listening to music?

The aim of this question is to know if the learners like listening to music or not.

Table 2.5: Students’ attitudes towards listening to music

Yes	No	Total
40	0	40
100%	0%	100%

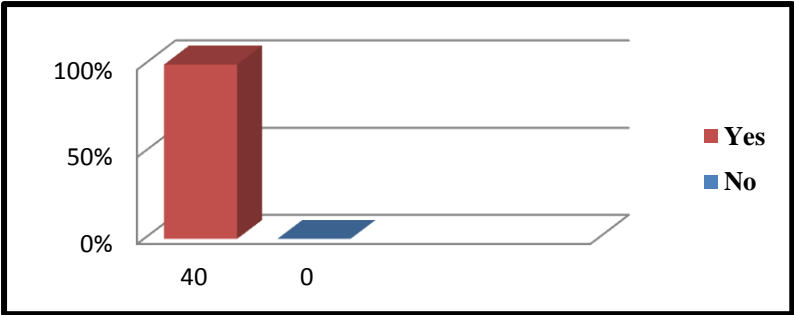


Figure 2.5: Students’ attitudes towards listening to music

We notice from this bar graph above that 100% of our sample population like listening to music. However, no frequency has not been selected.

Question 06: Which among the following musical genre do you prefer?

We have asked this question to know which musical genres do students prefer the most.

Table 2.6: Types of music preference

Musical genre	Pop	Rock	Jazz	Country	Rap	Others	Total
Number	34	2	1	1	1	1	40
Percentage	85%	5%	2.5%	2.5%	2.5%	2.5%	100%

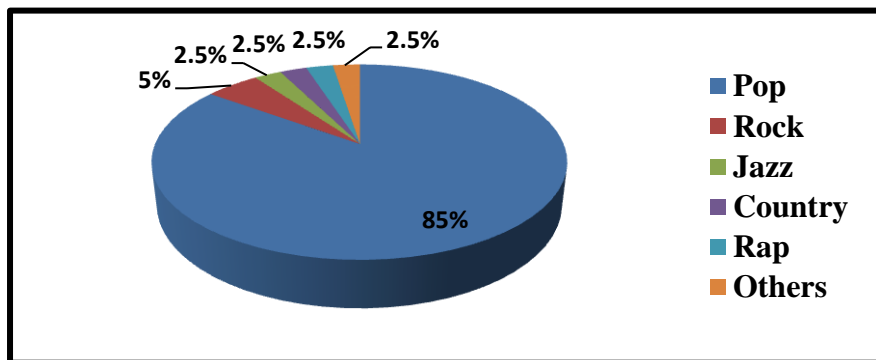


Figure 2.6: Types of music preference

The results show that (85%) of our respondents prefer listening to pop songs. 5% of our sample claimed that they prefer rock music; whereas, the remaining musical genres were of equal proportions (2.5%) for each one.

Question 07: Listening to English songs is necessary to.....(see Appendix I p90).

The aim of this question is to know the effect of listening to English songs.

Table 2.7: The effects of listening to English songs

Option	Number	%
Reduce anxiety	2	5%
Master and memorize vocabulary	6	15%
Learn pronunciation	5	12.5%
Develop listening skill	6	15%
Develop speaking skill	20	50%
Discover different cultures	1	2.5%
Total	40	100%

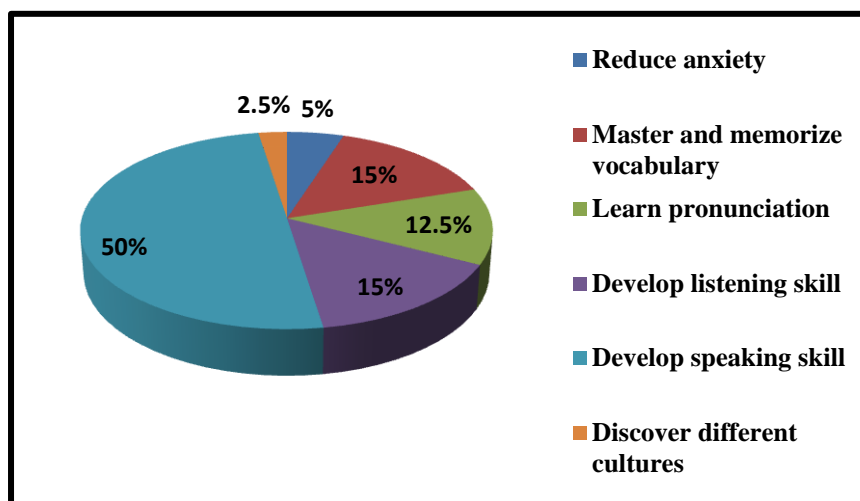


Figure 2.7: The effects of listening to English songs

The relative pie chart above shows that (50%) of our respondents revealed that listening to English songs can develop their speaking skill; on the other hand, the students

who claimed that listening to songs can develop both their listening skill, vocabulary mastery and memorization are with an equal rate (15%). Indeed, we can also notice from the pie chart that (5%) of our participants agree that listening to music can reduce anxiety; whereas, (12.5%) revealed that listening to songs can enhance their pronunciation. Finally, only one student said that listening to songs can make them discover and get in touch with different cultures with a rate of (2.5%).

Question 08: Have you already attended English courses where songs are a learning device?

The aim is to know if students have already experienced courses including songs.

Table 2.8: Learners' attendance oral sessions using songs

Option	Number	%
Yes	32	80%
No	8	20%
Total	40	100%

The results clearly demonstrate that (80%) of the students have already attended courses where songs are used as a learning device; whereas, the rest of them with a rate of (20%) claimed that they have never experienced it before.

Table 2.9: The use of songs frequency in oral courses

Yes		
Rarely	Sometimes	Always
37.5%	40%	2.5%

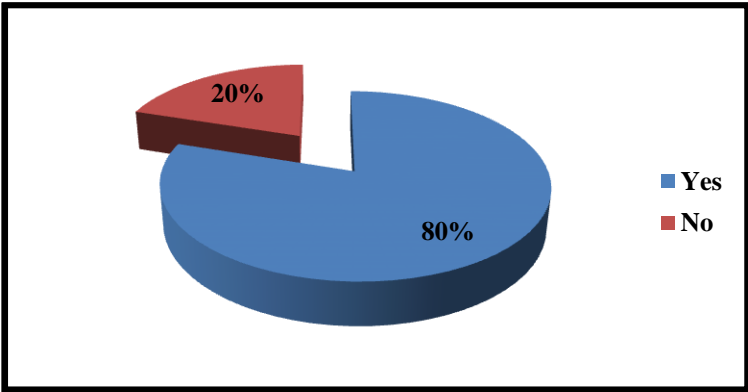


Figure 2.8: Learners attendance oral session using songs

The figure above revealed that the use of songs frequency in oral classes is different. Indeed, only 40% have asserted that songs are sometimes used. 37.5% claimed that it is rarely used, and only one student revealed that it is always used.

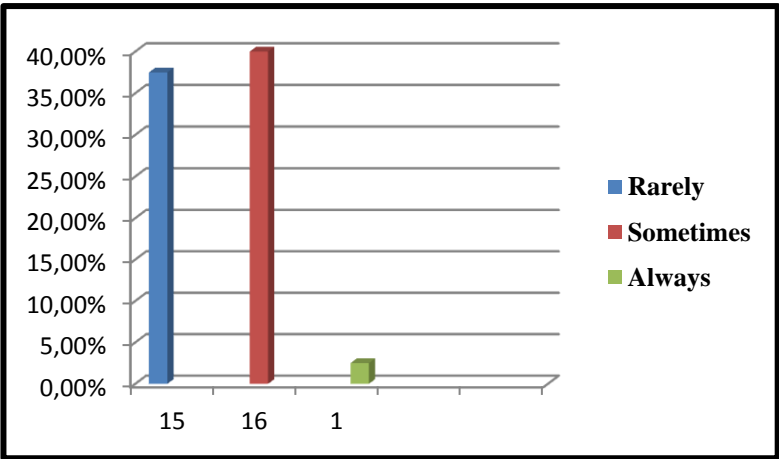


Figure 2.9: The use of songs frequency in oral courses

Question 09: Which teaching aids do you prefer?

This question aims to know which teaching aids students prefer in oral classes.

Table 2.10: Teaching aids choice

Option	Video-tapes	Audio-tapes	Others	Total
Percentage	85%	15%	0%	100%
Number	34	6	0	40

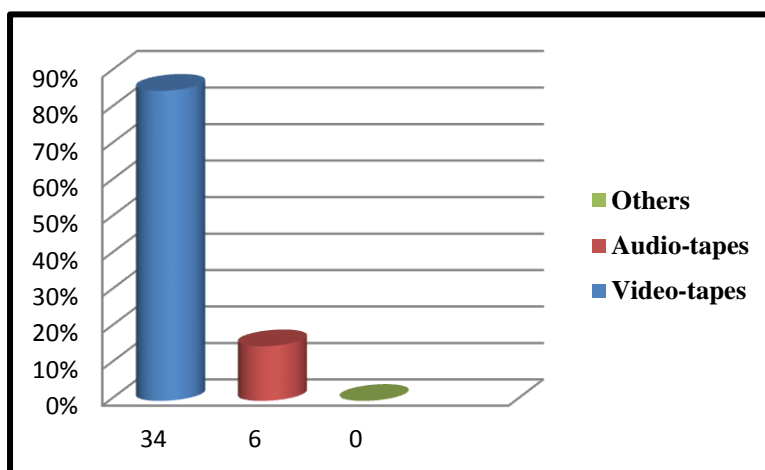


Figure 2.10: Teaching aids choice

Question nine determines students' teaching aids they prefer in their oral courses. It is clear from the bar graph that thirty-four students (85%) prefer the use of video-tapes; whereas six (6) of them have said that they prefer using audio-tapes in their oral courses. Actually, none of the respondents have suggested any other teaching aids.

Question 10: Do you like the use of English songs in oral expression session?

This question aims to know the attitudes of students towards the use of English songs in the oral expression session.

Table 2.11: Students' attitudes towards the use of songs in the oral expression session

Option	Number	%
Yes	33	82.5%
No	7	17.5%
Total	40	100%

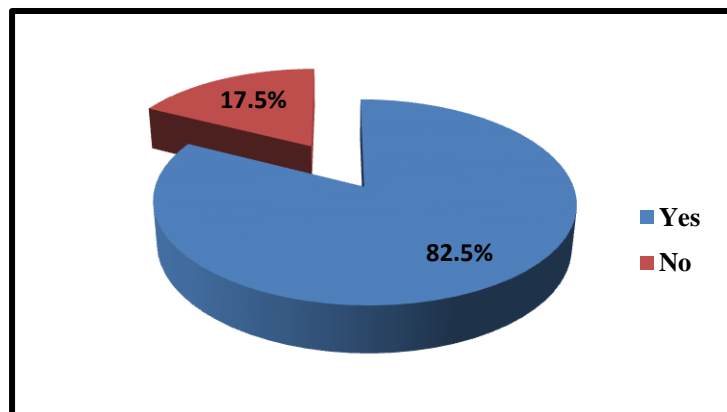


Figure 2.11: Students' attitudes towards the use of songs in the oral expression session

The outcome of the question shows that (82.5%) of the respondents valid the use of songs during the oral expression sessions; while, (17.5%) of the sample population were against the use of songs during their oral courses.

As a matter of fact, thirty-three students which represent the majority of our sample population with a very high rate of 82.5% have agreed on the use of songs in their oral session, we can also notice that two (2) of them said “yes” without giving any justification. Furthermore, thirty-one (31) students of our respondents have revealed several reasons behind

their attitude. Indeed, the common reason and the most shared between these thirty-one students is that using songs during the oral course has an importance in enhancing both speaking and listening skills; also it can give them the power to train their memories to grasp different vocabularies and new expressions. Then, come other important reasons such as the role of songs in making a positive atmosphere. Indeed, it can help the students enjoying and focusing more during their lectures without getting bored or distracted from the lesson. It also increases their motivation which can give them the opportunity to participate more, showing their ideas and opinions about the subject.

On the other hand, only seven (7) students from the whole sample population consider using songs during the oral session as inappropriate way of teaching for an academic setting. As they also revealed that the choice of songs may differ from one student to another, i.e., each student has his own genre of music that he likes listening to. Then, come other important reason such as the difficulty the teachers may encounter while selecting the appropriate song which can fit both their courses goals and their learners' needs at the same time.

2.8 The Description of the Teachers' Questionnaire

The second questionnaire was devoted to oral expression teachers in the department of English. We have dealt with a sample of five (5) teachers to obtain as much data as we can about introducing English songs in the oral expression course; it contains ten questions. It is also divided into two parts; the first part consists of three questions on the profile of the teachers, and the second part which encompassed of seven questions aims to gather information about the teachers' attitudes towards integrating songs in oral expression.

2.9 The Analysis of the Teachers' Questionnaire

Question01: Teachers' Gender

Table 2.12: Teachers' Gender

Options	Number	Percentage
Male	1	20%
Female	4	80%
Total	5	100%

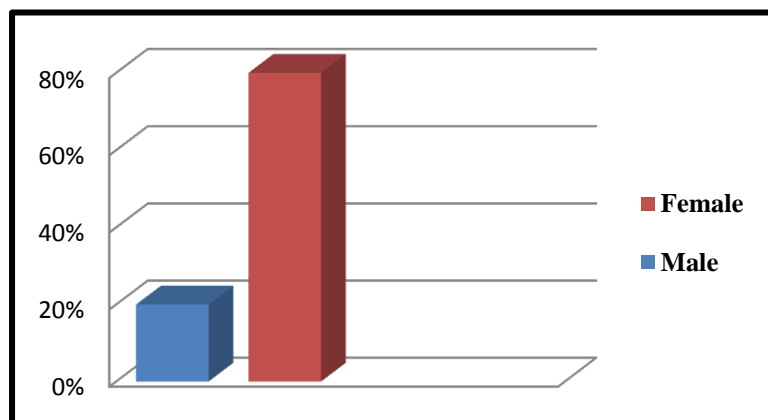


Figure 2.12: Teachers' Gender

The figure above shows the rate of males and females. As we can see from the figure above, female teachers represent the majority of our sample (04) participants and they rate 80%, whereas we have only one male with a rate of (20%).

Question 02: Teachers' Qualification

This question is to know the qualification of teachers that participate in this research.

Table 2.13: Teachers' Qualification

Qualifications	Bachelor	Magister	Master	PHD	Total
Number	0	2	0	3	5
Percentage	0%	40%	0%	60%	100%

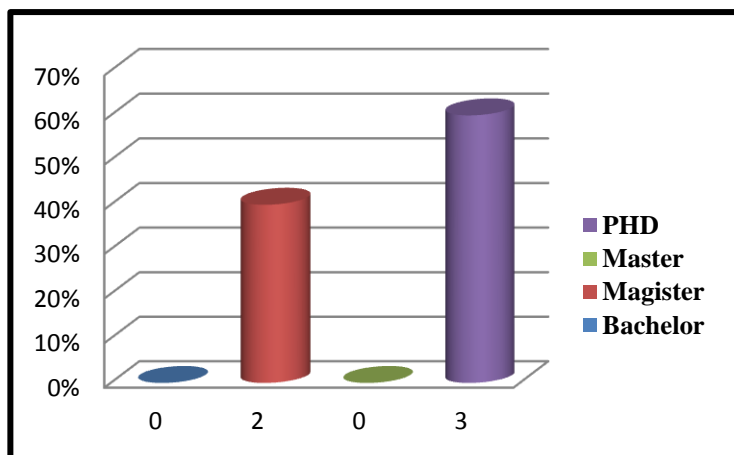


Figure 2.13: Teachers' Qualification

The results show that three of our participants (60%) have PHD degree and 2 others have a Magister degree. Finally, Bachelor and Master degree rate (0%).

Question 03: Teaching experience

The aim of this question is to have an idea about the teachers' experience.

Table 2.14: Teaching Experience

Number of teachers	T.1	T.2	T.3	T.4	T.5
Years of teaching	11	8	10	10	10

As it can be noticed from the table above, the experience of English teachers ranges from 8 years to 11 years of teaching experience.

Question 04: Have you tried to integrate songs in your English speaking session?

This question aims to know if teachers have already experienced the integration of songs in English speaking session.

Table 2.15: Songs integration in English speaking session

Yes	No	Total
2	3	5
40%	60%	100%

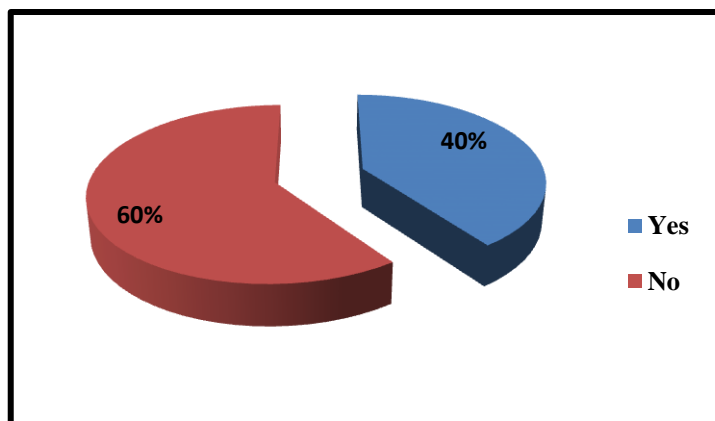


Figure 2.15: Songs integration in English speaking session

The results show that 02 teachers have integrated songs in their English speaking session (40%), whereas 03 of them have never used songs in their speaking session, the rate is (60%).

Question 05: Do you think that using songs for EFL teaching is so important?

This question aims to know the attitudes of teachers towards the importance of using songs in EFL teaching.

Table 2.16: The Importance of Songs in EFL Classes

Yes	No	No answer	Total
1	3	1	5
20%	60%	20%	100%

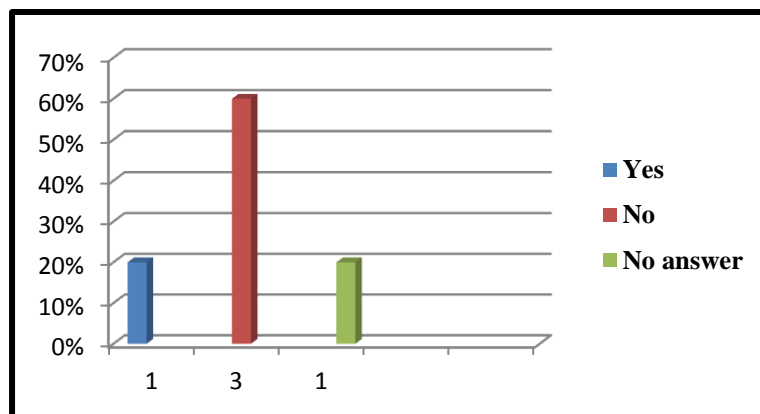


Figure 2.16: The Importance of Songs in EFL Classes

More than a half of the respondents disapprove the use of songs in EFL teaching with a rate of (60%). Only 01 approves using songs (20%), and 01 respondent did not provide any answer.

Question 06: Songs present opportunities for students to show their skills in many language areas, specially speaking

The aim of this question is to reveal to what extent songs as a procedure for teaching may boost learners' language skills, especially speaking.

Table 2.17: The Role of Songs in Improving Speaking Skill

Options	Number	Percentage
Agree	2	40%
Undecided	2	40%
Disagree	1	20%
Total	5	100%

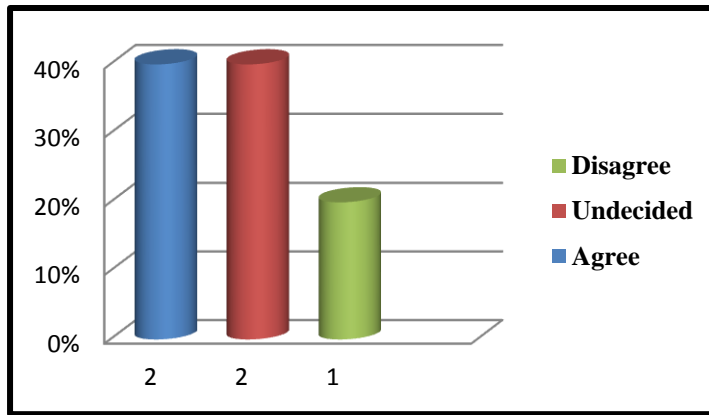


Figure 2.17: The Role of Songs in Improving Speaking Skill

The outcome of the question shows that 02 of the teachers agree that songs can give an opportunity for students to show their skills; especially speaking; whereas (20%) disagree with this idea. (40%) of them did not decide.

Question 07: Songs may accelerate the memorization of vocabulary

This question aims to know if songs may accelerate the memorization of vocabulary.

Table 2.18: The Role of Songs in Strengthening Vocabulary Memorization

Options	Number	Percentage
Agree	5	100%
Undecided	0	0%
Disagree	0	0%
Total	5	100%

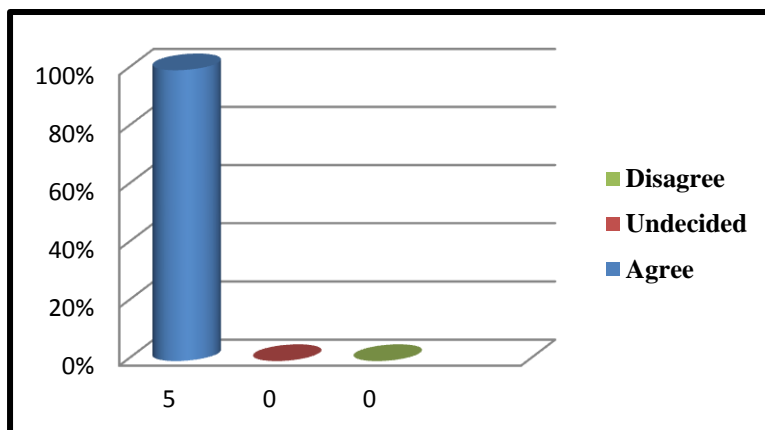


Figure 2.18: The Role of Songs in Strengthening Vocabulary Memorization

The result of the question shows that all the teachers agree that songs can accelerate the memorization of vocabulary which rates 100%.

Question08: Songs may enhance pronunciation

This question aims to know if songs may enhance pronunciation.

Table 2.19: The Role of Songs in Improving Pronunciation

Options	Number	Percentage
Agree	4	80%
Undecided	0	0%
Disagree	1	20%
Total	5	100%

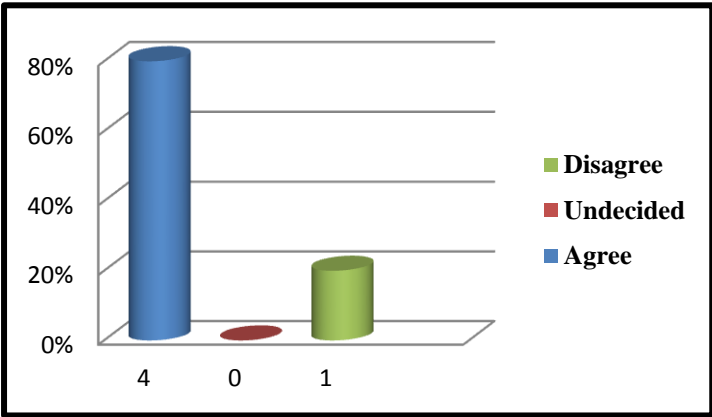


Figure 2.19: The Role of Songs in Improving Pronunciation

The result of the question shows that (04) teachers agree that songs may enhance pronunciation (80%); whereas only 01 teacher disagrees with the idea which rates (20%).

Question 09: How teachers view the use of songs in classroom

This question aims to know how teachers view the integration of songs in the classroom

Table 2.20: The Effects of Using Songs in EFL Classes

Teachers	Selected Opinions
Teacher 1	-Be time -Be time-consuming. -Motivate students.
T.2	-Integrate slow learners.
T.3	-Be time-consuming.
T.4	-Motivate students. -Integrate slow learners.
T.5	-Distract students' attention during the lesson. -Motivate students (Risk-taking learners.

From the table above, we see that the first option was mentioned only 01 time; whereas the second option was mentioned 02 times. Songs motivate students was picked 03 times; and the last option was mentioned just 02 times.

Question10: Elicit other positive effects of integrating songs in oral sessions

This question aims to elicit some other positive effects of integrating songs in oral session.

As a matter of fact, the majority of teachers elicit some positive effects of integrating songs in oral session as: First, it brings variety and fun to learning to break boredom. It can also develop students' creativity and imagination. Songs may provide relaxed classroom

atmosphere; and also it can be a useful tool to get in touch with different cultures around the world. Then comes other important facts: songs may be suitable for different learning styles and be an opportunity for talented students to share their experiences.

The rest of the teachers have mentioned some positive effects of integrating songs in oral expression, for instance; the memorization of vocabulary. In the other hand, they have also elicited some negative points which include the problem of loving the song and the difficulty of choosing a suitable song for the oral courses. Also, songs may not be a great tool to produce fluent speakers, i.e., songs do not help students in enhancing their pronunciation.

2.10 Conclusion

Using songs in EFL teaching as a tool is a useful way to help learners in enhancing their vocabulary and especially their speaking skill. Actually; this investigation is performed through the students' and teachers' questionnaire. This implies that quantitative and qualitative methodologies have been adopted. An ample description of the tools of research is provided besides the setting; the population and the pilot study. Furthermore, the students' questionnaire results have been exhibited besides the outcome of the teachers' questionnaire. These results will be amply, analyzed and interpreted in the following chapter.



CHAPTER THREE

INTERPRETATION

AND

RECOMMENDATIONS

Chapter Three: Interpretation and Recommendations

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3.1 Introduction

This chapter is devoted to the interpretation of the results obtained from the students' and teachers' questionnaire. Consequently, it attempts to provide some recommendations for teachers; in which it affords some strategies for teachers to be aware of the benefits of using songs in their oral session. Moreover, this chapter tries to recommend some teaching materials that can help the teachers using songs in their courses, and facilitate the comprehension for the students too. Then, it also tries to shed light on how songs can open the door for discussion between the students themselves and their teachers. Also, how songs may enhance second language acquisition, and how it can pave the way for teachers to create different kind of activities and tasks depending on their learners' needs.

3.2 Interpretation of the Students' Questionnaire

The analysis of the collected data revealed that using songs during the oral expression session has a great impact on the development of learners' vocabulary and speaking skill. The results out of the first question demonstrate that learning English is a personal choice (100%), and this can be interpreted as a fact that the majority of our sample appreciates learning foreign languages. In other words, having a high rate of students who are studying English because of a personal preference can be advantageous since it would be a source of motivation to learn English, and interest to know how anything that relates to the language for instance, how to speak well.

In question (02), the majority of our sample (85%) has revealed that their level in English is intermediate, and this can be understood as a sign of their unconsciousness of the importance of mastering a FL especially English, because it is considered as the language of the new technologies and development which people are interested in.

In question (03); the majority of students agree that listening and speaking must occur before reading and writing. These scores exhibit the evidence that foreign language learners want first to learn the oral mode of communication of a foreign language (listening + speaking) before its written mode (reading + writing). However in practice, the written mode of language is taking priority over the oral one. This fact is not the choice of learners, but imposed by education responsables. Indeed, all the exams are in written mode except the subject of oral expression. In this case, reading and writing competencies are of a great importance. At the university level, English department students become aware that a foreign language learner must possess oral capacities, since oral situations requiring listening and speaking are more frequent than the written situations. As English teachers, they will be requested to stand before an audience and speak to teach. We can confidently say that without developing the oral skill, learners will always suffer from the handicap of improper communication.

This item shows again the mismatch between learners' interests and preferences, and those imposed on them by the program. At the university level, very little time is devoted to the oral skill, students study oral expression twice per week the length of first, second and third years then the subject disappears during master one. All the other subjects are taught in a written mode including lot of reading, memorization, writing but very little talk from the students.

(55%) of students declared that they sometimes speak English during class, (35%) of them claimed that they always speak English when attending their classes. We deduce that for the ones who always speak English, they are always motivated to talk, and they want always to interact with their teacher by expressing their ideas and thought about the lesson. So, most of them feel at ease or much more enthusiastic during the session, and this can be thanks to their teacher who always motivates them to talk and to cooperate in the lesson. Whereas,

concerning the ones who claimed that they sometimes speak during the session, this can be as a result of lack of self confidence and self-esteem, or when the teacher ignores them and does not provide them his intention to be supported. They may also fear speaking in front of their classmates. Other possible reason is that they lack vocabulary or they feel shy to express themselves; or simply they are not interested at all. These are considered as the main reasons that prohibit students from cooperating during their lessons.

In question (05) all English learners (100%) do show positive attitude towards listening to music, this means that this generation is more likely addicted to songs. This denotes the interest and the fondness of our respondents towards songs and music.

Concerning the dominant musical genre that most of our sample does prefer listening to is pop (85%). The most convenient reason for their choice is simply, because it makes them feel good.

Moving to the effect of listening to English songs. (50%) of students demonstrates that listening to songs has a great effect on enhancing their speaking skill. (35%) have declared that listening to songs can lead to the development of listening skill and memorization of vocabulary too. In other words, songs can be very helpful as far as learning pronunciation is concerned. They provide the authentic language with all its traps (such as connected speech, different pronunciation of the same sound, or difficult pronunciation of some words). Also music can enhance vocabulary recall, help students learn new items, words, idioms, and memorize and use them in future conversations and restore them for longer periods.

When we asked the participants if they have already attended English courses where songs are a learning device, the majority said “yes” (80%), but they revealed that it is used sometimes not all the time (40%). From this, we can deduce that at least students have already experienced the use of music during their courses which can be another advantage for teachers to encourage them to use songs when delivering their oral courses to their learners.

Moving to the teaching aids that students do prefer. (85%) have declared that they prefer using video-tapes as a teaching aid during their oral session, and only (15%) are with the use of audio-tapes. This means that learners feel that video-tapes are more suitable. Listening to songs requires more concentration and energy, and that can be difficult for them to depict the right words, while when using video-tapes, they are listening and at the same time viewing and reading the lyrics, this will make it more easier to understand, and makes them see the speaker and live real-life situation, obviously this requires less concentration and energy.

At the final stage, question 10 demonstrates the positive attitudes of learners towards the use of songs in the oral expression session, since most of them (82.5%) agree to have this procedure in oral sessions. This shows that learners are aware of the benefits of songs, and they revealed some reasons behind their attitude. The common reason and the most shared is that the use of songs during the oral course can enhance both listening and speaking skill, vocabulary, and also make a positive atmosphere. This, can help students enjoy and focus more on their lectures, and provide them with more opportunities to show their ideas and improve themselves in many areas.

3.3 Interpretation of the Teachers' Questionnaire

The obtained results from the teachers' responses reveal that the chosen sample contains (03) teachers who have PHD degree, while the rest (02) have Magister degree and they are highly experienced in teaching, they spent more than eight years in teaching English language. From the teachers responses we can deduce that all teachers have an acceptable acquaintance with teaching oral subject.

In integrating songs in English speaking session, (40%) of teachers tried to use songs in their oral session, while (60%) declared that they have never tried to use songs. When we

asked teachers about the importance of songs in EFL classroom, (20%) see that songs may be a useful tool in EFL setting, while (60%) declared that there is no need to use of songs in EFL setting, and this can be interpreted in a way that teachers may encounter difficulties like lack of materials, or they have never thought about this idea before. Also, teachers may think that this tool could be an individual experience, i.e. no need to use it in classroom. Only one teacher was neutral, and he said this can only depend on the students' attitudes (especially those with religious background).

For the opportunities that songs may present for students in improving speaking skill. (40%) agree with the idea that songs can improve learners' speaking skill, while (40%) are undecided. This, can be interpreted in a way that the teacher may see that the learner is more conscious about the improvement of his speaking skill. Only (20%) disagree, simply because they think that songs have no impact on enhancing the speaking skill of FL learners.

Almost all the teachers (100%) see that songs have a strong role in strengthening vocabulary memorization; this may be because songs can give learners an opportunity to learn new words, expressions, idioms and store them in their memory for long period. As it is shown in the answers, the majority of teachers (80%) agree that songs have an impact on improving pronunciation. This can be interpreted in a way that songs give them different pronunciation of the same sound, or difficult pronunciation of some words. Also it may help them correct their pronunciation to the most adequate one.

As it is shown in the answer of the ninth question, the effects of using songs in EFL classroom, teachers see that songs motivate and integrate slow learners, that is because listening to songs provide a positive atmosphere that will lead students to feel at ease and relaxed. Therefore, they will be motivated unconsciously to participate and share their ideas. While others view that songs may be a time-consuming and distract students' attention, which can be interpreted in a way that students may take time to comprehend the song and start the

lesson. It can be also considered as a distraction, because students may focus on the song more than the purpose behind listening to it (learning from it), and reach the objectives set by the teacher.

At the final stage, question 10 demonstrates the positive effects of integrating songs in oral session. Teachers elicited several reasons, among them songs can bring a variety of fun to learning to break boredom. It can also develop students' creativity and imagination. Songs may provide relaxed classroom atmosphere; and it can also be a useful tool to get in touch with different cultures around the world. Then comes other important fact, songs may be suitable for different learning styles and be an opportunity for talented students to share their experiences. On the other hand, they have also enumerated some negative points which include the problem of loving the song and the difficulty of choosing a suitable song for the oral courses. This is due to the different genres that learners may prefer listening to. Also, songs may not be a great tool to produce fluent speakers. , i.e., songs do not help students in enhancing their pronunciation.

All in all, the collected data of both teachers' and learners' questionnaire revealed that both participants have a different view concerning the integration of songs in EFL classroom and its effect on enhancing students' speaking skill and increasing their vocabulary. Students see the use of songs as a tool in the oral session as a great advantage, because they revealed that it can give the opportunity to enhance and develop their skills especially speaking. While teachers disagree in a way that they think using songs in an EFL setting cannot be considered as an effective strategy in enhancing the learners' speaking fluency.

3.4 Recommendations

The current studies as well as the results taken from both teachers' and students' questionnaire have paved the way to think of some solutions for teachers to convince them to

use songs in their oral courses. In fact, listening to songs can help the students to learn the language better even out of the classroom, but it will be more beneficial for them if it is guided by the teacher.

3.4.1 English Teaching Materials

All scholars consider that teaching aids are very useful educational materials; they can help in making learning more effective and interesting. They make the learning process easier. Teaching aids encourage students to learn because they provoke their senses. To achieve the target matter teachers should use those materials carefully, there must be some criterion for choosing the right aid and use it the right way.

We have to bear in mind that if FL teachers want to succeed in the use of those audio-visual aids effectively, they must take into consideration some aspects:

- Aids must be placed or held where all can see.
- Teaching aids should be used to achieve specific objectives.
- Teaching aids should be suitable for the maturity level of the students.
- Teaching aids must be used skillfully.
- Technical quality of the aids should be good.
- Use variety of aids.
- Choose the suitable aid for the suitable activity.
- The frequency of using audio-visual aids should be taken into consideration.

Teachers may use songs through different materials that could help them to deliver the lessons to students in a useful and joyful way.

3.4.1.1 Songs

We usually use songs in the class to present a topic, lexis or different language exponents. We also use them to learn and consolidate language items and augment creativity and the use of imagination in the target language among learners. We can do lot of things with

the song lyrics. Fill blanks, ask and answer questions about the lyrics or about the different situations or characters in the song, write a letter to one of them, send an answer to the person referred to in the song, retell it as a story, imagine another story for the end and share it with the classmates, substitute the lyrics, and of course enjoy listening to it.

We can use songs through different language teaching materials to facilitate the oral course for students. These are stated as follow:

3.4.1.2 Video-tapes

Video as a language teaching material is becoming a prominent feature in many classes. Its motivational and entertaining advantages foster a positive attitude to language learning. J Harmer (2005: p 282) points out:

One of the main advantages of video is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

In reality video-tapes add an extra dimension to the learning process since students do not just hear language, they see the speakers. Video allows students look at situations beyond their classrooms, and makes them live real-life situations. That is why many teachers should exploit such tools to teach oral expression to university students.

3.4.1.3 Overhead Projectors

Overhead projectors or the modern sophisticated version called "Data show" are extremely useful pieces of equipment. They allow us to prepare visual or demonstration aids.

One advantage of the overhead projector is that teachers can show the things they want or hide others by covering some of the transparency with paper to blank out what they do not want the students to see because they want them to guess what is next. Overhead projectors are very useful materials since they allow us save time and efforts. They can be very helpful as well in the way that they are widely used especially in presentations.

3.4.1.4 Pictures and Images

Teachers have always used pictures and images drawn or taken from books, newspapers or magazines to facilitate language learning. Pictures are extremely useful in a variety of ways; they may be used to elicit response, in communication games, to present and check the meaning of words, to make students predict what is coming next and stimulate discussions. The choice of pictures or images is rather a matter of personal taste but teachers should keep in mind that the pictures or images they use must possess three qualities: first, they must engage students, second, they must be linguistically useful and third, they should be visible.

3.5 Music and Song in Discussion

Using songs in classroom can open the door for discussion between students. Learners who are usually quiet can become very talkative while discussing. In many cases, the teacher plays a song and leads a discussion on the meaning of the lyrics in a song. This can be effective, but this is just one of the many ways that music or song can lead to a fruitful discussion. Songs can affect students emotionally in many different ways so they can discuss which emotions they feel and what makes them feel that way. Songs can be seen as a reflection of society and culture. The current beliefs and conditions of society are always encoded in the music, either consciously or subconsciously by the composer. For example, during the Classical Period, concerts were usually given for small numbers of highly-educated aristocrats. During the Romantic Period, orchestration was increased because of the growing

middle-class audiences and larger concert halls. And many other areas in which music can provide students the opportunity to open a discussion with their classmates and their teacher too.

3.6 Second Language Acquisition through Music

Music is frequently used by teachers to help second language learners acquire a second language. It has been reported to help second language learners acquire vocabulary and grammar, improve spelling and develop the linguistic skills of reading, writing, speaking and listening. Finally, through songs students are exposed to “authentic” examples of the second language.

3.7 Strategies to Cope with Speaking Difficulties

When speakers of their own or foreign language do not know a word or are incapable of recalling it, they may utilize one or many of the following strategies to resolve the difficulty they meet:

1) Improvising: speakers sometimes try any word or phrase that they can come up with in the hope that it is about right. Improvisations sometimes work but they can obscure meaning.

2) Discarding: when speakers cannot find suitable words for what they want to say, they may discard the thought (s) they cannot put into words.

3) Foreignising: when operating in a foreign language, speakers sometimes choose a word in a language they know well and "foreignise" it in the hope that it will work and be equivalent to the meaning they wish to express in the foreign language.

4) Paraphrasing: speakers sometimes paraphrase, talking about a small wooden shelter for dogs if they do not know the word "kennel" or talking about a kind of men's head-dress worn by Muslims or Sikhs if they do not know the word "turban". Such a process makes the communication longer and boring.

To sum up, learners can get rid of such difficulties. First, we need to match the tasks with the learners' language level. Second, we also need to ensure that each task given has a purpose and that learners are aware of this. Third, we should remember that learners who are not used to speak spontaneously need to be helped to cultivate such habits. Fourth, we should also build up learners' "self-confidence" bit by bit, giving them restricted tasks at the early stages and prompting them to be more and more spontaneous later.

3.8 Songs Activities

Songs may be used to facilitate the lessons for teachers, and can bring joy and usefulness for students too. Songs may be used in the classroom in many ways; the first activity is related simply to listening to a song and then discussing what happened in the song, to share students' interpretations, or reactions to that piece of music. Printed lyrics may be distributed to students as to help them take part in discussions (Scrivener 2005: p: 338).

Table: Activities for exploiting songs and texts

Adapted from: Davanellos 1999: 15. (See appendix III P: 94)

Activities for exploiting songs and texts	
1 -Students predict the content of the text by reading its title.	2 -Students write a dialogue between the characters.
3 -Cut up and mix the lines (sentences) of the text. Students order the jumbled sentences.	4 - Students predict possible vocabulary items which may appear in the text.
5 -Students read a gapped text and fill in the blanks.	6 -Students read the text and delete words to create a gap-fill task for others.

Exercises that can be done with a song are gap filling. Learners are handed out sheets of paper with the lyrics of a song and while listening, their task is to write the heard words. Scrivener (2005: p 339) writes that this activity is very common and calls it a cliché. He suggests varying this task, for example by changing it into a pre-listening activity where students are to predict the missing words. Another song oriented activity is song jumble. Students put in order certain lines of a song that are disorder. After that, learners listen to the song and compare their guesses. This activity may also be done with pictures, which they have to put in order while listening to a song. Next activity proposed by the author is called action movement and it is for students of a lower levels. Learners listen to one line at a time and invent mimed actions. They teach each other and then all present their versions. However, some tasks can be more challenging, for instance, students may be asked to create their own lyrics to the tune (Scrivener 2005: p 339).

Teachers of English may also use songs with students to help them practise their pronunciation in the target language; they could be used for identifying differences in vowels, consonants and other features such as assimilation, linking, reductions and –ed endings. Depending on the aspect to be practised, teachers should select the song carefully and take various forms but definitely they should be conducted in an enjoyable and pleasing way, to ensure that it provides many examples and that it is suitable to the students' level, and likes.

3.8.1 Sample Lessons

-Lesson 1

****Sand in my Shoes****

Activity 01: Vowels / i: / vs. / I /: choose the correct pronunciation from that given in parentheses.

Two (/ wi:ks/ /wIks/) away (/ fi:lz/ / flz/) like the whole world should have changed .But I am home now; and (/θi:ηz/ / θI ηz/) (/sti:l/ / stIl/) look the same. I (/ θi: ηk/ / θIηk/) I'll (/ li:v/ /Ilv/) it (/ ti:l/ / tIl/) tomorrow to unpack; try to forget for one more night that I'm back (/i:n/ / In/) my flat on the board.

Activity 02: Consonants / ʃ / vs. / tʃ / .Select the correct transcriptions and write the words.

Two weeks away feels like the whole world ‘Ve 1. / ʃ ʊd/
 But I'm home now, and things still look the same 2. / ʃeIk/ I've
 still got sand in my And I can't
 the thought of you 3. /ʃʊ: z/
 I.....get on, forget you but why would I want too. 4. /tʃeIndʒd/
 5. / ʃʊd/

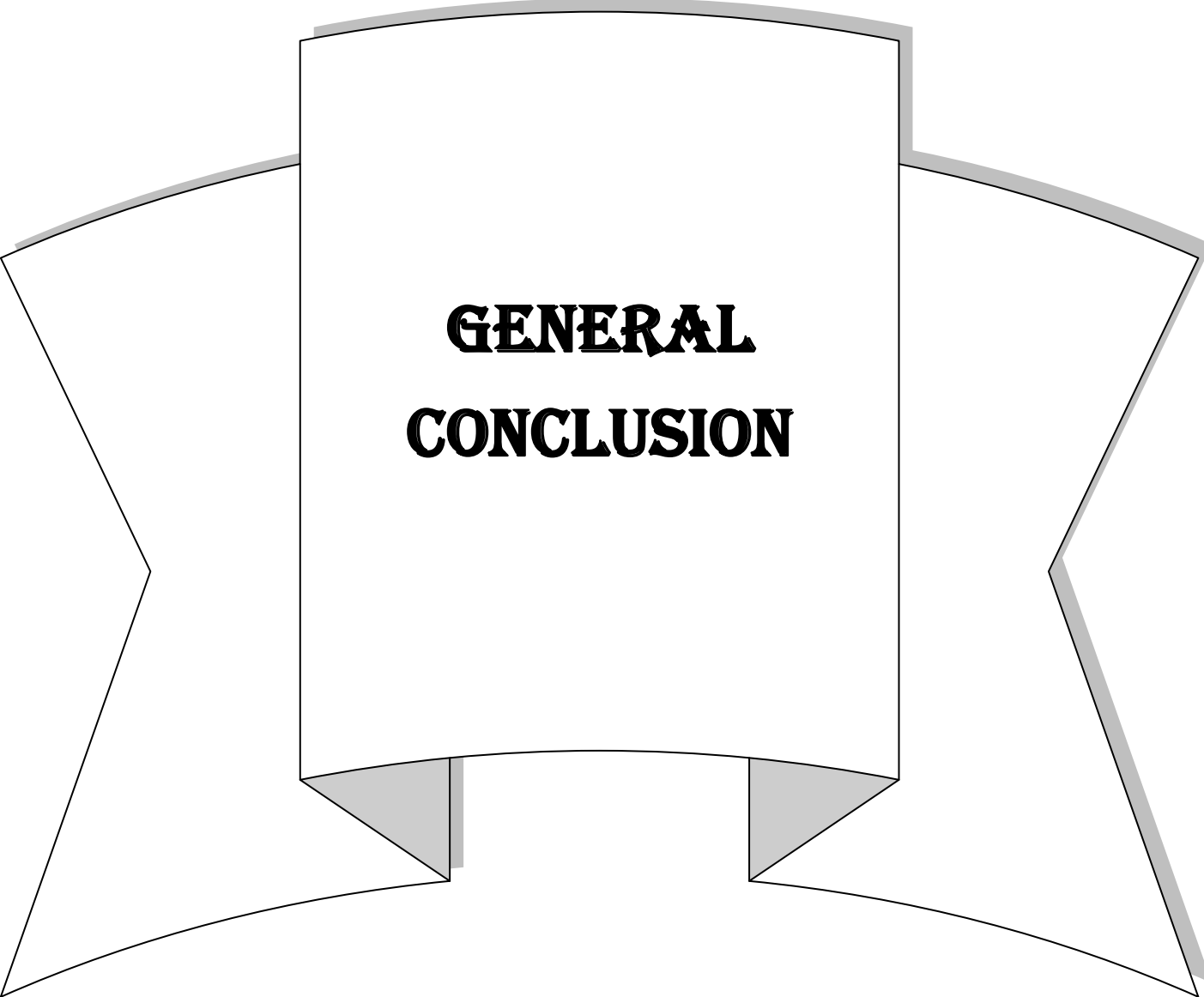
***Lesson 2 and Lesson 3:** (see Appendix VI p 98).

3.9 Benefits of Using Songs in Classroom

Learning through songs is a good method of vocabulary memorization because lyrics are repeated and tunes help to remember them. Songs develop a special atmosphere in the classroom, it energizes learning activities. Since people find listening to songs as a good technique for learning a foreign language, thus in order to know what a song is about, they read and translate lyrics on their own. Songs provide activities, review exercises, and homework for classes and for independent learning and many other benefits. Generally we can say music can be used according to a teacher's purposes and intentions. The most important thing to say is whoever is teaching English language, he/she should not be afraid to use music. As we already know, music can help us to improve our language skills, so why not to try it.

3.10 Conclusion

Throughout the foregoing chapter, we first presented the various teaching materials ranging from songs to pictures and images. Those are resources and accessories often employed by teachers to teach foreign languages. Indeed, there is a great variety of tools, equipment and accessories teachers might use during their teaching, but the core of the investigation is precisely the use of songs to help foreign language learners achieve better language spoken proficiency. Therefore, this chapter tried to highlight how songs and music contribute in the acquisition of foreign languages. Additionally, it also tried to shed light on different kind of activities that the teacher can use with songs, and how it can contribute in enhancing students' language skills especially speaking. At the end, it elicited some of the benefits of using songs in classroom, and its positive effect on acquiring the English language as a foreign language.



**GENERAL
CONCLUSION**

General Conclusion

The current conducted research shed-light on the importance of integrating songs in EFL classroom. It is considered by a wide range of researchers as the adequate pedagogical strategy that teachers have to depend on in order to enhance the speaking skill and vocabulary of the learners. Through this study, researchers have hypothesized that the integration of songs in the classroom will be beneficial if the teachers take advantages from this pedagogical tool. This provides the learners the chance to improve their speaking and vocabulary through songs integration in oral expression session. However, teachers should select the appropriate songs activities and techniques that would motivate the learners' speaking. Furthermore, in order to achieve the above aim, teachers should better adapt the tasks that suit them.

Music definitely is the pedagogical tool that learners as well as teachers benefit from using it during their learning or teaching process. Music is an inseparable part of our lives, thus it depends only on us if we take advantages of this phenomenon and use it as a tool in educational process.

The analysis of the collected data gave positive results. It shed light on the learners' attitudes towards songs integration in oral sessions. In fact, they welcome the idea and they are enthusiastic about it. On the other hand, teachers are not really supporting at 100% this idea.

Despite the research findings, there is an important limitation that needs to be taken into consideration, the use of questionnaire as the only mean to explore learners and teachers' beliefs through this matter. Another limitation is that our study is limited because of the small sample used in this investigation. If researchers have had enough time they could have enlarged the work through lesson plans.

As for future research, it is suggested that the use of songs in EFL classes can be further analysed especially if it is used in the class, an authentic situation will allow to check the impact on the learners' speaking skill, and it is fairly to further explore to see if songs improve other learners' abilities.



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APPENDICES

Appendix I

Students' Questionnaire

Dear students,

This questionnaire is designed to collect data about introducing English songs in the oral expression course. It aims to prove whether this could bring any improvement to your English oral performance. Read the questions carefully and put a **tick (✓)** in the appropriate box. **Please give your answers sincerely because it will be very useful in our research.**

Thank you for cooperation

Section One : General information

1. Learning English is :

a- Personal choice

b- Imposed

2. How do you perceive your level in English:

a- Beginner

b- Intermediate

c- Advanced

Section Two: Students' attitudes towards English songs

3. Classify the following language skills in term of importance:

a- Listening

b- Speaking

c- Reading

d- Writing

4. How often do you speak English in class:

a- Never

b- Rarely

c- Sometimes

d- Always

5. Do you like listening to music: Yes

No

6. Which among the following musical genre do you prefer:

a- Pop b-Rock c-Jazz d- Country e- Rap

f- Others.....

7. Listening to English songs is necessary to:

- a- Reduce Anxiety
- b- Master and Memorize vocabulary
- c- Learn pronunciation
- d- Develop Listening skill
- e- Develop Speaking skill
- f- Discover different cultures

8. Have you already attended English courses where songs are a learning device:

Yes No

-If Yes, How often:

- a- Rarely
- b- Sometimes
- c- Always

9. Which teaching aids do you prefer:

a- Audio Tapes b- Video Tapes c- Others.....

10. Do you like the use of English songs in oral expression sessions:

Yes No

Why.....

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Appendix II

Teachers' Questionnaire

Dear Teachers,

The questionnaire tries to examine the teachers' attitudes towards incorporating songs in their oral expression and its effect on students' speaking performance. You are kindly requested to answer the following questions by putting a **cross** (×) on the right response and add your comment when necessary.

Thank you for cooperation

Section one : Teachers' profile

1-Gender: a- male

b- Female

2- Qualification: Bachelor

Magister

Master

PHD

3-Teaching experience: Years

Section Two: Teachers attitudes towards integrating songs in oral expression:

4- Have you tried to integrate songs in your English speaking session?

Yes

No

5- Do you think that using songs for EFL teaching is so important?

Yes

No

6- Songs present opportunities for students to show their skills in many language areas, especially speaking

Agree

Undecided

Disagree

7- Songs may accelerate the memorization of vocabulary

Agree

Undecided

Disagree

8- Songs may enhance pronunciation

Agree

Undecided

Disagree

9- Using songs in the classroom may:

a-Distract students' attention during the lesson

b-Be time consuming

c-Motivate students

d-Integrate slow learners

10- Elicit other positive effects of integrating songs in oral sessions

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Appendix III

Table: Activities for exploiting songs and texts

Adapted from: Davanellos 1999: 15.

Activities for exploiting songs and texts

1 -Students predict the content of the text by reading its title.	2 -Students write a dialogue between the characters.
3 -Cut up and mix the lines (sentences) of the text. Students order the jumbled sentences.	4 -Students read or listen to the text to confirm what was predicted during the 'pre' stage.
5 -Students read a gapped text and fill in the blanks.	6 -Students read the text and delete words to create a gap-fill task for others.
7 -Students write a letter to or from one of the characters in the text.	8 -Students read or listen to the text to extract the information to write a summary.
9 -Jumble the words/letters of the title of the text for the students to reconstruct.	10 -Students write their own lyrics to the tune of the song.
11 -Students read or listen to the text and identify stress, rhythm and intonation patterns.	12 - Students read or listen to the text and put photographs/cartoon pictures in the correct order.
13 -Students interview one of the characters.	14 -Students invent a title for each paragraph/verse and an overall title for the text/song.
15 -Students brainstorm ideas about the	16 -Use the text as a springboard to

topic.	initiate discussions to develop students' ideas about the topic.
17- Students answer multiple choice/comprehension questions,etc.	18- Students create their own multiple choice/comprehension questions for others.
19- Students describe/discuss photographs/pictures related to the topic	20- Students identify the meaning of words/expressions as used in the text.
21- Students role-play (parts of) the situations as described in the text.	22- Students write a reply to the author/singer.
23- Pre-teach the necessary vocabulary to help students understand the text.	24- Students predict possible vocabulary items which may appear in the text.
25- Students brainstorm the vocabulary which might be associated with the topic.	26- Students re-write the text from another characters' point of view.
27- Students listen to the song and take dictation.	28- Students identify deliberate mistakes (of vocabulary, grammar, syntax, etc).
29- Students design posters relating to the topic or promoting the song which are then displayed.	30- Students perform the song.
31- Omit words and replace them with a relevant drawing. Students identify the missing words before reading or listening to the text.	32- Omit words to produce a gapped text. Students reconstruct the text by choosing the correct word from the list. (at higher levels, give more words than students need).

<p>33-Students write a summary of the text.</p>	<p>34-Students invent essay titles relating to the topic of the text (and write one of the essays).</p>
<p>35-Students create or complete charts or diagrams about the text.</p>	<p>36-Students select or write songs to produce a class song book.</p>
<p>37-After the song/text is finished, students predict what happens next.</p>	<p>38-Students write and give a speech on the topic.</p>
<p>39-Design activities on the text which are similar to examination questions.</p>	<p>40-Students sing the song and record it. Play it again and improve on pronunciation.</p>

Appendix IV

Lesson 2

YOU ARE MY SUNSHINE



Although it sounds like a folksong from the 1800s, **you are my sunshine** is actually a *Tin Pan Ally*? It originated around 1925. It was used through the 1950s to refer to the American popular music industry, which centered on Seventh Avenue between 48th and 52nd Streets in New York City during that period. The implication was that music in those days

sounded like people hitting tin pans together.

You are my sunshine was written by Jimmie Davis, a former governor of Louisiana Mitchell. There is one of many popular songs that relate emotions to weather. Two more about sunshine and happiness are *On the Sunny Side of the Street* by Jimmy McHugh and Dorothy Fields and *You Are the Sunshine of My Life* by Stevie Wonder. Rain is associated with sadness in *Stormy Weather* by Harold Arlen and *Raindrops Keep Falling on My Head* by Hal David and Burt Bacharach.

Do you know any other “weather” songs- in English or another language?

* *Words and expressions you may not recognize:* *

When skies are gray – Gray skies suggest trouble and sadness, just as blue skies- and sunshine- suggest good times and happiness.

The other night = several nights ago. You can also say “the other day”.

Dreamt = the past tense of *dream*; for some Americans, *dreamed* is the past tense.

Hung my head = “let my head drop forward with my chin down.” Here, the Gesture shows disappointment.

*Most of the verbs in this song are irregular. Here are their principal parts: *Set 1*: dream, dreamt (dreamed), dreamt (dreamed); hang, hung, hung; hold, held, held; make, made, made. *Set 2*: know, knew known; take, took, taken. *Set 3*: awake, awoke, awakened. *Set 4*: lie, lay, lain.

ACTIVITIES

- A.** Similarities. Sunshine comes from the sun, which is round. * What else can you think of that is round? Practise saying “The sun is round and so is a ball.” Then think of other items to replace a ball.

Examples: Student 1: The sun is round and so is *a ball*

Student 2: The sun is round and so is *my eye*

Student 3: (continues).

*If you want to say that the sun is “round in three dimensions,” then you can describe it as a “sphere.”

- B.** “*You make me happy when skies are gray.*” What makes you feel happy when skies are gray? Write five sentences, then share them with a partner or with the rest of the class.

Example: *Good moves* make me happy when skies are gray. Or *Seeing a good movie* makes me happy when skies are gray.

- C.** “*Weather Word*” *Idioms*. Read the list of idioms below. How many of them do you recognize? Write a brief definition for each one that you think you understand.

be in a fog

be raining

a fair-weather friend

rain or shine

stormy weather

*Here are the idioms used in sentences. Read them to see if your definitions fit.

1. My boss *is in a fog* these days; he doesn't seem to hear anything I say. He must be very worried about something.
2. Why don't you wait a few minutes before you leave? If you go out now, you'll get soaked. It's *raining cats and dogs*.
- 3/4. John said he'd be my friend through *rain or shine*. But since I told him I was having trouble at work, I haven't heard from him. I guess he was just *a fair-weather friend*.
5. Since my wife and I separated, there's been nothing but *stormy weather* in my life- just one problem after another.

Can you think of times in your life when one of these idioms would have been appropriate?

Key. A and B. Individual answers. C. **in a fog** = confused, inattentive, preoccupied (often because of worry); **raining cats and dogs** = raining heavily; **a fair- weather friend** = someone who is your friend only when things are going well; **rain or shine** = "rain or sunshine," in good times or bad times; **stormy weather** = bad times.

Lesson 3

****A Bicycle Built for Two****

The first American bicycle was menu-factured in 1877-fifteen years before Henry Ford built his first automobile. As bicycles became safer and more comfortable, people began talking about them as a replacement for the horse." After all ", they said, "a bicycle is much smaller and cleaner than a horse. And a bicycle is certainly cheaper to take care of ". In the early 1890s-the "Gay Nineties "2-bicycle riding became a national fad , and soon one out of

every seven Americans owned a bicycle. People even took bicycle-riding lessons at special schools. (There were nearly 100 of these schools in New York city alone) .

When Harry Dacre, a songwriter from London, moved to New York in 1891, he had to pay customs duty (tax) on his English bicycle. That made him angry. “Well”, said a friend, “you’re lucky it wasn’t a bicycle built for two. You would have had to pay even more duty.” Dacre thought about the idea, and the next year he wrote a waltz about an imaginary romantic problem with a bicycle built for two.

No American publisher was interested in the song; however, it was an immediate success in London and was soon re-exported to America.

The bicycle craze was over by 1899. But people have continued to sing about Daisy and have even added to the story. Daisy’s answer to Patrick (the newest lyric in this book)



was written by an American teacher, Gary Gabriel, during a seminar for teachers of English in Yugoslavia in 1972. And in the 1970s, bicycles once again became fashionable for adult riders in the United States!

*Words and expressions you may not recognize *

half crazy - “ To be crazy for ” someone or something is an

old-fashioned slang expression (dating from around 1850). It means “to be in love with ” or “to be very enthusiastic over ” that person or thing. Patrick is using the expression to say how much he is in love with Daisy .

stylish = fashionable, in the latest style.

can't afford =don't have enough money to pay for .

that trick – Many young men in the 1890s were able to impress their sweethearts with their skill on a bicycle. Daisy, however, is not impressed.

ACTIVITIES

- A. “*I'm half crazy.*” The word *half* can be used with a number of other words. In these combinations, half simply means “partly” or “about 50%”. Can you figure out what these phrases mean?

half dressed?

half eaten?

half empty

to be

half full?

half asleep?

half dead?

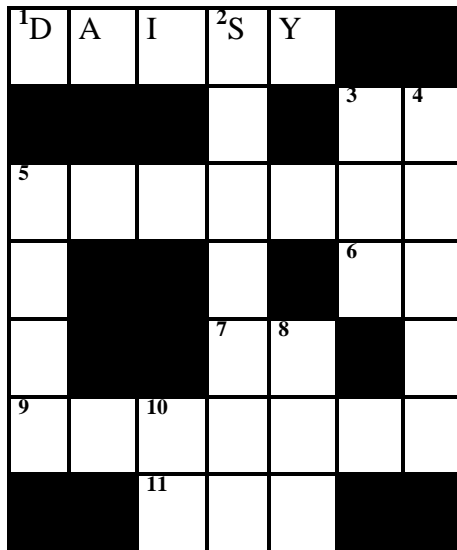
Do you know any other phrases with *half*?

- B. *Joking.* An *optimist* is someone who always looks at the good side of things. A *pessimist* is someone who looks at the bad side. For example, a pessimist looks at a half-eaten box of candy and says it's half empty. In the same situation, what do you think an optimist says? Here is another way to tell that same joke. Can you complete it? Do you know the difference between an optimist and a pessimist? A pessimist

looks at half-eaten box of candy and says it's----- . An----- looks at the same box and says it's-----.

Now can you tell the joke from memory? What other jokes can you tell in English?

C. **Crossword Puzzle.** Using the clues given, fill in the missing words. There is one space for each letter. 1- across has been done as an example.



Across

1. A girl's name
3. The pronoun used to refer to a bicycle
5. Also called a "bike"
6. In the alphabet, the letters that comes right before and after "m"
7. The pronoun used to refer to a trick
9. People sometimes take----- to learn how to ride a bike.
11. Pronoun referring to Daisy

Down

2. Fashionable
3. Not well; sick
4. Campers and soldiers sleep in them
5. Found on a bicycle and at the door of a house
8. A finger on your
10. Abbreviation for "steamship"

***Activities adapted from a book entitled: "If You Feel Like Singing" (1993)**

Appendix V

ACTIVITIES CORRECTION

Lesson 2

Key. A and B. Individual answers. C. **in a fog** = confused, inattentive, preoccupied (often because of worry); **raining cats and dogs** = raining heavily; **a fair- weather friend** = someone who is your friend only when things are going well; **rain or shine** = “rain or sunshine,” in good times or bad times; **stormy weather** = bad times.

Lesson 3

KEY. A. half dressed= with some clothes on but not fully dressed, ”I’m not ready yet; I’m only half dressed.”. **half eaten**= 50% gone; “The sick man left his food half eaten”. **Half empty, half full** = “ This glass is half empty or half full, depending on your viewpoint”. **Half asleep= very sleepy**; “It’s time to leave, the children are already half asleep”. **Half dead**= physical exhausted from overwork, illness or poor treatment; “ The prisoners of war were dead when they were released”. (NOTE: compound adjectives, such as **half full**, are joined by a hyphen (-) when they come before the noun they modify. For example: **a half –full glass**. When they come after the noun, there is no hyphen. For example: The glass is **half full**.) B. Individual answers. C:

¹ D	A	I	² S	Y			
			T			³ I	⁴ T
⁵ B	I	C	Y	C	L	E	
E			L			⁶ L	N
L			⁷ I	⁸ T			T
⁹ L		¹⁰ S	S	O	N	S	
		¹¹ S	H	E			

Appendix VI

"You Are My Sunshine"

You are my sunshine, my only sunshine
You make me happy when skies are grey
You'll never know dear, how much I love you
Please don't take my sunshine away

The other night, dear, as I lay sleeping
I dreamt I held you here in my arms
When I awoke, dear, I was mistaken
And I hung my head down and I cried

You are my sunshine, my only sunshine
You make me happy when skies are grey
You'll never know, dear, how much I love you
Please don't take my sunshine away

Please don't take my sunshine away
Please don't take my sunshine away

"A Bicycle Built For Two"

Daisy, Daisy, give me your answer true
I'm half crazy over the love of you
It won't be a stylish marriage
I can't afford a carriage
But you'll look sweet
Upon the seat
Of a bicycle built for two

Ruby, Ruby, give me your answer true
Will you let me peddle along with you
When you and I go cruisin'
You'll thank me for choosin'
You to come and have some fun
On a bicycle built for two

Billy, Billy, give me your answer true
I love riding, do you love it too
Slow or fast or faster
You lead, I'll follow after
The path flies by as you and I

Ride a bicycle built for two

A bicycle built for two

"Sand In My Shoes"

Two weeks away feels like the whole world should've changed

But I'm home now

And things still look the same

I think I'll leave it till tomorrow to unpack

Try to forget for one more night

That I'm back in my flat on the road

Where the cars never stop going through the night

To a life where I can't watch the sun set

I don't have time

I don't have time

[Chorus:]

I've still got sand in my shoes

And I can't shake the thought of you

I should get on, forget you

But why would I want to

I know we said goodbye

Anything else would've been confused

But I wanna see you again

Tomorrow's back to work and down to sanity

Should run a bath and then clear up the mess I made before I left here

Try to remind myself that I was happy here

Before I knew that I could get on the plane and fly away

From the road where the cars never stop going through the night

To a life where I can watch the sun set

And take my time

Take all our time

[Chorus]

I wanna see you again

I wanna see you again

Two weeks away, all it takes to change and turn me around, I've fallen

I walked away and never said that I wanted to see you again

[Chorus x2]

I wanna see you again

I wanna see you again

ملخص

في عملية تعلم أي لغة، يجب على متعلمي اللغة الأجنبية دائمًا تطوير مهاراتهم من خلال أدوات مختلفة. تحاول هذه الدراسة التحقيق في الدور الحاسم لدمج الأغاني في أقسام اللغة الأجنبية. كما تحاول أيضًا إلقاء الضوء على بعض التقنيات المفيدة التي يمكن استخدامها للتغلب على هاته الحالة. لقد تبنت الباحثة طريقة وصفية لأنها تهتم بفهم السلوك البشري من منظور المخبرين. لقد طبقت كل من الطريقة النوعية والكمية لتحليل البيانات. بالإضافة إلى ذلك، استخدمت الباحثة استبيانًا لكل من الطلاب والمعلمين كأداة لجمع البيانات. تم تخصيص الاستبيان الأول لطلاب السنة الثالثة انجليزية في المركز الجامعي بلحاج بوشعيب، وتم توجيه الاستبيان الثاني إلى خمسة مدرسين للتعبير الشفهي من قسم اللغة الإنجليزية. لقد حاولت الباحثة تقديم بعض التقنيات المفيدة من أجل مساعدة المتعلمين على تعزيز مهاراتهم في التحدث و تخزين أكبر قدر من المفردات.

الكلمات المفتاحية: الأغاني، مهارة التحدث، مهارة التحدث المحسن، اللغة الإنجليزية كلغة أجنبية، المفردات

Résumé

L'enseignement/apprentissage des langues notamment les langues étrangères vise le développement des compétences à travers divers moyens. Cette étude tente d'étudier le rôle des chansons dans les classes des langues étrangères ainsi que d'autres techniques nécessaires. Les chercheurs ont tenu compte de la méthode descriptive qui sert à définir le comportement humain contrairement aux méthodes (qualitative/quantitative). Ils ont élaboré deux questionnaires, l'un destiné aux étudiants de troisième année anglais et l'autre aux cinq enseignants de compréhension orales de cette langue au sein de centre universitaire BELHADJ BOUCHAIB afin de donner quelques techniques efficaces pour aider les apprenants à améliorer ces capacités de communications et d'enrichir son vocabulaire.

Mots clés : Les chansons-la compétence de communication- la performance de communication -la langue anglais comme langue étrangère-le vocabulaire

Summary

In the process of learning any language, foreign language learners always try to develop their skills through different tools. The present study attempts to investigate the crucial role of the integration of songs in foreign language classes. It also tries to shed light on some useful techniques that can be employed to overcome this state. The researchers have adopted a descriptive method because it is concerned with understanding a human behavior from the informants' perspective. They have applied both qualitative and quantitative method so as to analyze the data. In addition, the researchers have used a questionnaire for both students and teachers as an instrument for collecting data. The questionnaire has been devoted to third year English students of Belhadj Bouchaib University Centre, and the second questionnaire has been addressed to five teachers of oral expression from the department of English. The researchers have attempted to provide some useful techniques in order to help learners enhancing both speaking skill and vocabulary.

Key words: Songs, Speaking skill, enhancing speaking skill, EFL, Vocabulary.