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The Effect of Using the Educational Songs in Teaching Oral Expression to Middle School Pupils

The Case of Third Year Pupils at Houari Abdallah Middle School of El Amria

An Extended Essay Submitted in Partial Fulfillment of the Requirement for a Master's degree in Didactics and Applied Linguistics

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<u>Acknowledgments</u>

I dedicate this work to those who are not matched by anyone in the universe, to whom God has commanded us to honor them, to those who have made a great deal, and have given what cannot be returned, to you these words, my dear mother and father; You have been my best supporter throughout my academic career

To my sisters and brother

To my backbone "Aya

Meriem

To my beloved parents
To my sister to my brother
To my friends
To me

Ichrak

Abstract

The capacity to communicate especially in English is regarded as the most crucial language ability because it is one of the indicators of a non native student's level of language proficiency. Therefore, students must learn the langugage in order for them to effectively master it. There are various ways to teach the oral language and nowadays probably the most creative and efficient one is to add educational songs into the learning process, this tool maintains student interest and avoid anxiety and stress during the acquiring of English language as well as keeping the students engaged throughout the oral expression session. This investigation of the function of English educational songs in improving speaking ability is the goal of the study.This research aim aims explore the effect of integrating educational songs .In order to perform this study, a case study with seventy third year students from Houari Abdlalah middle school in EL AMRIA and three English teachers who were chosen as a sample was conducted. For the students and the professors, a questionnaire and a semi-structured interview, respectively, were indecated. Both quantitative and qualitative analyses of the data collected were performed. The study's final results reveal that the data gathered indicated that using Educational songs to teach oral expression to middle school pupils can enhance their language development, skills, and level, as well as give them more opportunity to communicate what they think and feel.

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List of Acronyms

CLTA: Communicative Language Teaching Approach

EFL: English Foreign Language

ESL: English Second Language

LMP: Learning Management Process

SLTM: Structural Language Teaching Method

General

Introduction

General Introduction

There is no doubt that teaching a language is a difficult task and teachers do their best to deliver knowledge of a particular language, however the effectiveness of this delivery which develops the atomic strategy used will have an impact on the learning process. In the setting of the Algerian EFL classroom, it is evident to see students being passive during English classes and one of the major problems faced by teachers is the inability of students to express their views in the second language orally.

Thus, Teaching English is not entirely simple when it comes to teaching the Algerian students. It is expected of English teachers to provide a stress-free learning environment that promotes learning through enjoyable activities specially the oral one and surely the educational songs could be regarded as helpful tool that complement teaching the oral skill without putting too much academic pressure on the students and avoid the feeling of shy. This tool offers opportunities for language practice and easygoing learning environment that supports students to communicate in English.

In order to do so, it is highly recommended teaching oral skills with the help of educational songs which creates attention and memory, student's critical thinking and cultural awareness. As well as a key tool that helps language teachers add more color to their classes by offering challenge and pleasure . Beginners notably benefit from them as a source of cognition that aids in the adoption of sounds and rhythms and be able to understand the language as well as absorb and reproduce the language of songs including pronunciation, intonation and stress in a natural way.

As case study, a third year middle school class has been selected to investigate the issue that is the focus of this research, in order to carry out the aim of this study through an arranged questionnaire to students and a semi-structured interview addressed to English teachers for the sake of answering the following research

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questions, that investigate the usefulness of educational songs to teach and learn oral skill.

1_ do the educational songs improve third year pupils' oral proficiency?

2_which types of educational songs that are appropriate for teaching the orall expression?

As a result, the following hypothesis has been suggested.

1_The educational songs may help pupils to improve their oral skills in English language.

2_The educational songs can be in video or audio way as well as with lyrics or without lyrics.

This study's main objectives was to look into the usefulness of integrating songs to instruct oral skill to middle school pupils , the first chapter addresses the issue of speaking in EFL middle school students by outlining the main idea of EFL speaking instruction through educational songs ,the second chapter is the description of the research techniques ,sampling ,instrumentation and the analysis of the collected data from students' questionnaire and teachers' semi- structured interview, the third chapter makes an effort to explore the findings as well as displays a number of recommendations and implications regarding the integration of this tool in teaching oral skill to Houari Abdllah middle school.

Chapter One

The use of

Educational Songs to

Teach Oral

Expression

1.1 Introduction

Foreign language instruction is generally thought of as an interactive process that calls for active participation from both the teacher and the student. In recent years, foreign language teaching methodologies have placed more emphasis on teaching language as a means of communication than on teaching its structures, rules, and linguistic systems. This is because success in a foreign language is typically measured by one's capacity for effective oral communication. Thus, the oral talent is founded on the integration of two fundamental abilities: speaking and listening. The oral expression courses are where the English teachers employ a variety of instructional techniques to help students improve their speaking abilities. The majority of teachers employ educational songs as one of these instructional strategies.

1.2 An overview about teaching oral expression

In keeping with this approach, empirical studies have established the value of oral communication in learning. As students develop their communicative competence by speaking and listening in a communicative approach, they not only learn about the operation of the language but also acquire other skills. Oral expression is a form of communication that has existed for as long as humanity. It was and still is the only form of interaction that allows for the integration of people in a linguistic community.

Oral expression is more sophisticated in daily interaction and is accompanied by the use of non-verbal cues, since it is learnt spontaneously from an early age. It does not simply involve learning to talk in a colloquial manner. Because of this, emphasis should be placed on creating programs to enhance oral communicative ability.

The act of verbally expressing oneself is in fact much more complicated than what is initially perceived, requiring the use of proxemics, linguistic, prosodic, paralinguistic, and kinetic elements in every situation in order to fulfill the function of the message of expressing ideas, emotions, and feelings, demonstrating its significance for the growth of other cooperative behaviors. (Numpaque et al., 2019.p, 12).

In the same line Sunara-Jozek (2019) considers that, the deficiencies in the processes of acquisition of oral communication generate disadvantages in relation to other communicative competences, which has generated serious difficulties in their development, which becoming mediocre and giving rise to consequences related to learning in general, especially with oral expression. That implies that a series of innovative activities must be carried out to overcome this deficiency. (P, 35)

1.3 Teaching Oral Expression Skills

The four communicative language abilities that we utilize to communicate with one another include reading, writing, speaking, and listening. Thus, in order to communicate successfully in the target language, EFL students need study and practice them. Writing and reading instruction take precedence over listening and speaking instruction in EFL schools.

It was simpler for educators, methodologists, applied linguists, and linguists to concentrate on written language than spoken language due to the difficulty of teaching speaking and listening, the emphasis was placed on teaching reading and writing but not speaking or listening. The receptive skill "listening" and the producing skill "speaking" are essential for teaching oral expression since they are considered to be the fundamental components of language communication. Because hearing and speaking are thought to be the most crucial abilities for realizing success in the foreign language, EFL teachers should place a lot of emphasis on teaching them.

1.4 Oral Proficiency

The ability to speak, use a language accurately, and connect with others is known as oral proficiency. Successful conversational behavior also requires the ability to articulate ideas and thoughts. Iwashit (2009) assume that: *"the characteristics of proficient speaker are as follows: good, fluent, knowledgeable, bilingual, and competent."* (P, 9)This means that a proficient speaker is the one who can communicate effectively.

Different skills, including vocabulary, grammar, fluency, pronunciation, etc., are necessary for oral competency. According to Saunders and Brien, who are cited in Genesee (2006), "*oral proficiency in English language requires: vocabulary, grammatical accuracy,*

prosody, fluency, pronunciation and interactional skills"(p15) this means that the various characteristics mentioned above have a significant impact on how well learners perform.

1.5 Strategies to Foster Oral Expression

For a student to succeed in school, they must be able to demonstrate competency in oral communication, for example, when answering questions in class or participating in group discussions. Here are some suggestions for helping a young student who might be struggling with speech expression.

➢ Give students plenty of chances to practice without consequence (such as through brain storming, conferencing, and sharing), as well as Provide questions or subjects in advance to give students time to prepare. Also, give them safe opportunity to practice new abilities. For instance, do not assess presentations rather view them as a chance to practice new skills.

➢ Include activities that require oral recitation, such as readings of poetry, speaking roles in plays, etc. to aid youngsters in developing expressive fluency and allow the student to routinely speak by combining the following: Answering questions and participating in discussions, taking sides and debating classmates, making formal and informal presentations, and using or analyzing oral expression are all examples of oral expression processes.

➢ Give Students opportunities to apply new vocabulary in classroom discussions and Play a game in which a child describes a simple design to a peer, and have the peer follow the directions to draw it without looking at it also Incorporate multisensory activities into lessons to allow chance to use descriptive language.

➢ Provide a wide range of situations:

-Telling stories and anecdotes

- Describing and comparing places, people and habits

- Expressing opinions

- Showing agreement and disagreement

- Reacting to an event

- Expressing judgment, wishes and feeling

- Expressing probability and degrees of certainty

- Elaborating on, retelling and summarizing what has been said

- Expressing permission

- Giving instructions

- Expressing plans and intentions

1.6 Communicative Language Teaching Approach (CLTA)

Numerous ideas and methodologies have investigated the teaching of languages in an effort to identify and discover effective teaching strategies. One of the most well-known methods for teaching language is called the Communicative Language Teaching Approach (CLTA). The communicative approach's major goal is to teach language as a process of communication rather than as a means of imparting norms and structures.

The "Structural Language Teaching Method" (SLTM), a historical theory of language learning, was replaced by the communicative method in the 1960s. Under this theory, language was taught through practicing basic structures in meaningful tasks. The emphasis therefore switched from teaching language based solely on linguistic structural mastery to teaching language based on the communicative proficiency requirements.

Widdowson views communicative language teaching not merely as teaching the knowledge of grammar rules, but also as teaching the ability to use language to communicate. He says that knowing a language is more than how to understand, speak, read, and write sentences, but how sentences are used to communicate. *"We do not only learn how to compose and comprehend correct sentences as isolated linguistic unites of random occurrence, but also how to use sentences appropriately to achieve communicative purposes*" (Widdowson.1978) , its means that they do not learn sentences in isolated but rather use them in communication.

According to a different theory put forth by Carter and Nunanis (2019):

> Communicative language teaching is a method of language instruction that places an emphasis on the ways in which language is used by the learner in various real-world contexts and situations, as well as for a variety of purposes and objectives related to the target language. They noted that CLT does not just concentrate on the development of reading and writing abilities but also promotes speaking and listening in real-world circumstances. (p10)

As a result of what has been said, CLT's primary focus is on learners' abilities to use the language appropriately in various social settings in accordance with their goals and objectives. In addition, the communicative approach places equal emphasis on the development of the four language skills.

CLT is frequently described as a set of fundamental ideas and characteristics. One of these is David Nunan's list of the top five characteristics of CLT:

➢ Interactional communication in the target language is the main focus of language learning.

➢ Adding genuine texts and materials to the classroom environment.

➢ Giving students the chance to concentrate on the Learning Management Process (LMP) as well as language.

➢ A strengthening of the learner's own experiences as vital components of classroom learning.

➢ An effort to connect language learning that takes place in the classroom with extracurricular language activities.

Additionally, CLT is a crucial method for processing foreign languages and a cutting-edge method for teaching and learning languages. The emphasis is on teaching the language as a formal means of communication in a variety of settings. CLTA supports foreign students in meeting their personal communication goals and improving their speaking skills.

1.7 The Barriers in Teaching Oral Expression

Thornbury (2005) divided the speaking issues among the students into two categories: the first category is concerned with the knowledge factor.

➢ Since there are appropriate interactive activities to gain pertinent information, the learners lack understanding of the target language in this area.(p,43)

➢ The second area has to do with the skill-related aspects. The pupils' understanding of the speaking sub skills is insufficient. Additionally, there are several affective characteristics that obstruct learning speaking abilities, such as a lack of self-efficacy and confidence.

It is supported by Keshavarz (2001) who stated that a few elements that effect how well kids do while developing speaking skills. The first factor has to do with the pupils' perception of learning a foreign language as a challenging undertaking. The inability of students to utilize language outside of the classroom due to the lack of an appropriate tool to practice speaking in other contexts is another challenge. (p55)

In addition to a genuine exposure to the foreign language in a natural setting, inadequate vocabulary and grammar knowledge are other factors that contribute to learners' struggles with oral language acquisition. According to him, lack of motivation is the last issue that affects how well students acquire English pronunciation. Other reasons that make it more difficult for students to learn speaking skills and sub-skills include shyness, fear of making a mistake, and lack of confidence.

1.8 Songs as a Pedagogical Tool for Teaching Oral Expression

Teaching pupils through songs is an engaging method and there are numerous songs that have been created specifically to aid in pronunciation and vocabulary exercise for young learners and in order to teach languages effectively an instructor must play a crucial role. According to Edden (1998, p.139) claims that there is some connection between music and language and that using musical exercises to teach language skills to learners is both entertaining and effective. Dakin (1992) believes that song based learning is a superior learning method to traditional classroom instruction. (P, 33)

Educational songs are an enjoyable way to acquire English pronunciation, stress and intonation. Singing is typically much simpler for pupils than speaking. Due to this, songs

can be helpful so students in learning English and for practicing challenging sounds as repetition is an exercise that must be involved.

In addition songs can help pupils escape their boredom and according to Curtain and Dahlberg (2015, p.370) songs in the target language help students "*internalize the sounds, vocabulary, rhythms, and structures of the new language .students can often sing with better accent than they can speak with at first"*. Its means that during a song activity pupils start to speak with a better pronunciation and correct sounds.

Students' speaking skills as well as their pronunciation, vocabulary and fluency can all be improved by the use of songs, some terms have similar spellings and pronunciations which pupils occasionally encounter and the term 'homonym' refers to these terms. Learners have a hard time distinguishing between terms as a result of the latter the only way they can differentiate between those terms is through songs and this latter help learners recognize, differentiate and produce the words having some spelling and pronunciation.

Furthermore, young pupils enjoy when they listen to songs and try to repeat them as they have heard them, as well as attempt to sing along with the song they always strive to get the words correct either for their own benefit or in an effort to impress their teachers, and fellow classmates. To demonstrate how well they are, they also attempt to sing the out loud they can, test out their speech abilities without fear thanks to this .Since the songs provided by the teachers are easy, and the pupils can understand them, after listening to them they try to discuss with one another about what they get from those songs, and compete to answer the questions. This for sure helps to enhance their speaking skills.

1.9 Types of Educational Songs

Songs are a major part of human culture and society With becoming an essential part of our language learning, and they can be of great benefit when used in language lesson (Jafre Abidin et.al, 2011) .Thus, sing songs can enhance learning among pupils and teachers can use several types of songs during class sessions, which may be the reason in helping the pupils to interact and participate during oral sessions. Teachers should always think for deferent ways that can surprise their learners, and captured their attentions and facilitate the

learning process. These types included action songs, video songs (Data show) and audio songs.

> ➢ Action songs: this type of song is sung with actions involved and mimed. it is a powerful resource for the young learners in learning English language which helps in their language development .By essence, children playing and singing songs and when exposed to specific English songs in the ESL classroom, they can get a lot of benefits and it is a good idea to use action songs in EFL classroom to promote better student's participation.
>
> ➢ Video songs: are the songs added with audio visual ability i.e. that it can be seen in the same time, this type is very beneficial in teaching because it provides learners with real life background as well as can facilitate the understand facial impressions, gestures, displaying physical background and makes learning more realistic of life situations through this way the teaching of word would be very easy due to the power of visual media.
>
> ➢ Audio songs: this type of songs which its contents are recorded and can be heard and by the produced voice, pupils can identify the intonation and pronunciation, this type is more fruitful for learning the listening comprehension.

1.10 The Role of Educational Songs to Teach Oral Expression

The traditional method has been used to teach English in the Algerian middle schools for many years. Teaching aids are infrequently used by teachers and recently they began using them, the most frequently used tools in classes to teach vocabulary are flashcards and posters because there are not many resources accessible in schools. Since speaking and listening exercises are almost never done, students struggle to pronounce some words, that is why numerous studies performed abroad have confirmed the value of using songs in teaching English particularly to younger students as a result of technological advancement and changes in educational requirements.

In accordance with Ulate (2008) songs are valuable tools for improving learners'' pronunciation. Singing activities with rhyme *"help enhance the development of auditory discrimination skills, including integration of letter sounds, syllabification and*

pronunciation of words."(Richards.1993, p.109) i.e. This tool support pupils to pronounce correctly the sounds of a letter and word stress.

According to Rosová (2007):" *Songs can be very helpful as far as learning pronunciation is concerned. They provide the authentic language with all its traps"(*p18),so songs make it simple for teachers to guide their students in identifying and differentiating challenging sounds as well as improving their production, this gives students the chance to become more aware of the value of having a clear and accurate English pronunciation while practicing and having fun at the same time. Songs are one of the reasons why learners improve their pronunciation and accent and help them distinguish similar sounds and speak English fluently.

In addition , students develop their oral ability as they comment on songs presented in class , guess topics and song title and verbally express their opinions and thoughts about the songs presented.

According to Grünter (2009*)* the use of songs written in the target language is a suitable and practical way to teach English because it allows the integration of literacy skills, like Gabhard (2006) who declare that songs are among the best resources for real English and songs can do this by showing students how words are pronounced by native speakers in a range of dialects . Also pupils can learn precision and fluency thanks to it because of its content's richness in culture , idioms ,dialects and other linguistic features it even assists students in achieving high levels of comprehension in interactive discussions with their teachers .

Using a song to teach English breaks with the daily routine and adds new elements such as enjoyment or fun, young learners have a great capacity to themselves, they are usually absorbed by the activity and want to continue with it. Teachers should take into account that songs help students learn English and can also make the classroom more easygoing.

Similarly, considering that a majority of pupils prefer songs in classroom particularly in the EFL classroom it takes up area. song get into pupils' heads and stick there for a variety of causes ,as well as simpler to rest in their mind and appear to aid in the development of young learners which they appear to improve short and long term memory.

Besides, it just becomes the right option for teachers to provide it because the song is straightforward, repetitive, and conversational. Songs can be chosen by listeners for their own purposes because most songs are not aimed at a particular location or a person, last but not least, songs are humorous, exiting and calming instrument that we can use anywhere and anytime.

1.11 The Effect of Educational Songs in Enhancing Learners' Oral Skill

There are many key studies that have proved that including songs in learning English process is a very effective tool. Morals take into account the fact that:

> When pupils sing, they may practice their English speaking and pronunciation abilities they can also talk about the various lyric's themes such as love, anger and retaliation and by doing so they can practice speaking by giving their thoughts on the songs' themes and developing their communication skills. (Morals, 2008)

Its means that pronunciation is important and also difficult, songs have been

used to assist pronunciation teaching.

Besides, introducing a song in class will make the students enjoy the activities and songs can be used in specific work on pronunciation that is because songs provide examples of authentic, memorable and rhythmic language also fixing with the students' pronunciation.

Therefore, songs make sure the learners' engagement classroom activities and English songs tend to have a good background music which attracts the attention of students into activities , students are less likely to be reluctant for doing the song related meaningful activities. Hence, English learners can benefit from the songs in many ways.

In addition, songs can assist teachers in achieving objectives like the learning of new vocabulary and structural elements at the very beginning level when the total physical response method is used, they are helpful for pupils in advanced levels because the appreciate the story as well as discussing meaning and so forth alongside to learning new words and grammar. The prior claim is supported by other academics:

> Young learners who receive input encoded with songs and chants are more apt to read, more receptive and alert, and most of all more enthusiastic in their in their responses. This leads to the conclusion that lyrics in songs and chants are an optimal resource for beginning language learners because the lyrical chunks contain manageable language building blocks such as stress, rhymes .rhythm, intonation, vocabulary, and even sentence patterns. (Chung, 2016, p.15)

it means exemplifies and supports the idea that songs can be helpful at any stage even from the very beginning so that the activities derived from the song will maintain relation with the student's level, teachers only need to guide the selection of songs to the leaners' level.

1.12 The Teachers' Role

As it has been highlighted that songs are much facilitators to spoken language teaching and learning ,however, the teacher's big role cannot be avoided as a 'facilitator' to implement song in the classroom . In most of times, pupils engage themselves in listening or singing a song unless the teacher commence. The teacher has an important role to improve motivation and crates interest .The teacher can be:

Organizer: When using songs in the classroom one of the teacher's most crucial responsibilities is grouping the pupils he / she may do this by dividing them into pairs, small groups or even individual projects. A good organizer also understands how to get all of his/her pupils involved, how to get them interact with one other .and how to build their interest in their work.

Controller: Here, the teachers' role is to regulate the types of educational songs that the pupils must be followed to produce positive outcomes, when a teacher impacts knowledge to this pupils, Harmer argues that the teacher can exercise control (2001,p.58), and offering students instructions in plain English through the use of songs is equivalent to imparting knowledge.

Assessor: Students need to know if they are improving or not and what areas they should focus on more (Harmer, 2001, p.5859).Thus, the teacher here needs to demonstrate to his students that their pronunciation, vocabulary will be improved when they use songs as well as instruct them for example that these songs should help you correct your errors in the pronunciation of words.

Corrector: pupils will inevitably makes when singing a song for the first time, the teacher must correct these errors and teach them with a better strategies to avoid making the same mistakes again.

Participant: According to Jeremy Harmer, the conventional perception of teachers in these situations is that they stand back, let the students handle their own work and keep an eye on things from a distance. (Harmer, 2001, p.60). However, collaborating closely and joining the pupils in a song may help the teacher better understand their requirements and areas for improvement.

Additionally, this will boost pupils 'confidence by making them feel as though their teachers is close by and can assist them in doing it correctly.

1.13 Educational Songs as a Source of Motivation

Without motivation learning cannot take place, the student will never advance and develop if they are not motivated to acquire English. Songs can inspire creativity "are effective teaching tools that increase and maintain students' motivation especially in case where they are catchy and supported with colorful visuals, realia (objects from real life used in classroom instruction) and movement (Dzanic and Pejic,2016). This is true especially for young pupils who prefer action and movement over stillness and silent "*Songs have strong influence on young learners and their motivation to learn English* "(Dzanic and Pejic, 2016, p, 45), it means that songs motivate a lot young pupils to develop their English language.

Motivation is a significant factor which affects students 'success in learning a foreign language, if the teacher can motivate pupils in learning they will put forth the effort needed to develop clear comprehensive pronunciation .

Besides, motivation of young foreign language learners needs to be built gradually, making sure that the target structures are introduced in an easily attainable order .For this using songs, children can get the feeling of success on an individual level, but also as being part of a group, They should not, at any time feel forced but encouraged and motivated to participate in the activity, as well as have a sense of enjoyment of singing with the rest of the group.

Educational songs are one item that should be mentioned when discussing tasks that can motivate pupils .Both pupil and teachers can benefits from songs uplifting energy and calming effects .They have the ability to engage every single pupil in the project even those who lack confidence or the capacity to feel a part of the whole .Various uses of songs are possible based on the teacher goals and objectives.

Thus they can be used in a variety of ways to teach develop their listening, speaking, reading and writing. That is the reason why motivation is very essential in learning languages so educators' planning should use innovative tools that will ensure that the learners will set a task is challenging and realistic to keep them involved up to the end because in recent years teachers observed a lack of concentration and motivation among pupils.

A possible way to attract is adopting new techniques such as the use of songs in EFL classes which has demonstrated that students may unwind and forget about their worries while listening to and appreciating. Consequently , they are able to let out the tension and worry they experience in class, if the exercise is done well the students will be favorably attuned for the lessons that will come after and perhaps even for the rest of the day (Lipscomb,2004).

It is clear that pupils' thought and sentiments are what motivate them to work toward their goals .When pupils are motivated, failure is not something they consider, they will take part in the teaching and learning process effectively. They will work very hard to master pronunciation by listening, discussing with friends, seeking advice from teachers or other experts, and learning on their own. In other words, desire is a significant factor that has an impact on all stages of performance and learning.

1.14 Songs and Memory

Songs have a significant effect on improving learners' memory , allowing them to expand their repertoire ,also they have been shown to be one of the best tools to support learning and memory , to accommodate and improve vocabularies ,grammar and pronunciation , according to Brand and Li, because of their repetitive and rhythmic characteristics(p.75).Tse

(2015) seems to agree with the previous idea , he observes songs as to be a melioration of memory o text and may be an efficient way to excite language acquisition (p.87) .

Moreover, songs have a huge impact on the learners' minds .Research has shown that song (music) makes the brain more receptive and welcoming learning because the music of the song *"... Music connects the functions of the right and left hemispheres of the brain so that they can work together and makes learning quick and easy "(*Ulate, 2008, p.97). By singing and memorizing in the same time makes the lyrics embedded in the long term memory. Finally, in the same line of thought, it is argued that younger children might retain more and better if songs and actions are combined, and accompanied by gestures and movements. Murphy (1987, p.5)

1.15 Conclusion

To sum up, this chapter focused on the teaching of oral expression to middle school learners as well as highlighting the approaches implemented to teach the skill in order to aid pupils in mastering English oral production and pronunciation features. The second part is concern with the teaching of pronunciation through the use of educational songs and testing its role which has the benefit of encouraging and motivating them to speak the language correctly without errors .The next chapter will deal with the practical part of this research to closely examine the effect of educational songs in improving the pupils' oral production.

Chapter Two

Research Design, Data Collection and Analysis

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2.1 Introduction

The last chapter concentrated on instructional songs that aided students in honing their speaking abilities and discussed oral expression in EFL lessons along with some practical ways. The practical portion of the research will be covered in this chapter, which will include a description of the scenario analysis, the data collecting and procedures, the research tools, sampling, and techniques of data analysis.

2.2 The Situation of Houari Abdallah Middle School-El Amria

The Middle school of Houari Abdellah in El Amria is one of the oldest schools. It is German construction built on 1978 that officially opened its doors on October 5th, 1980.

It is holding an overall number of 508 students; each level is divided into several classes. Each class does not exceed 38 students:

- ➢ The first year level contains level contains about 90 pupils divided into 3 classes who get to deal with elven subject matters.
- ➢ The second year level encompasses 152 pupils separated into 4 classes dealing curriculum of eleven subject matters.
- ➢ The third year level contains about 136 pupils divided into 4 classes who deal with eleven subject matters, in addition pupils have two hours a week studying English.
- ➢ The fourth year level encompasses 136 divided into 4 classes.

About the teaching of the Houari Abdallah Middle School, the middle school comprises an overall number of 28 teachers, three among them are teachers of English and just one of them teach the third year level. The total volume of the teacher's teaching hours in 14 hour per week, while the number of hours taught by the third year middle school's English subject teacher is about 6 hours per week. Among those 8 are Master holders and 20 are License holders.

2.2.1 Description the Target Situation

The current study was conducted at El Amria's Houari Abdallah School. More specifically, 70 third-year students who were chosen from the total of (136) third-year students participated in the study.

2.2.2 Research Objectives

The purpose of this study is to better understand and emphasize the function that educational songs play in motivating students to talk more clearly, and expressively while learning English. The results of this study will help evaluate whether using instructional songs has a good effect and shows how effective they are at helping third-year middle school students improve their speaking abilities.

2.3 Research Methodology

This study intends to investigate the role of educational songs in teaching oral expression and test their impact on third year students' success, and results in order to ascertain the impact of utilizing educational songs to third year students at Houari Abdallah middle school of El-Amria. If the employment of instructional songs is successful in enhancing third-year students' English-speaking abilities, as well as in boosting their motivation and fluency, will depend on the findings of this study.

In the current study, the researchers chose the third-year students at El-Amria's Houari Abdallah Middle School as a sample population in order to get the essential data about the role played by educational songs in oral English instruction.

All in all, the research method adopted in the present research is that of a case study. Because the latter is a research methodology that analyses a social phenomenon using a different methods as explained by Tellis:

> Who affirms that through a case study a researcher is able to go beyond the quantitative statistical results and understand the behavioral condition through the actors' perspective. By including both quantitative and qualitative data, case study helps explain both the process and outcome of a phenomenon through complete observation, reconstruction, and analysis of the case under investigation. (Tellis, 1997)

This means that the case study is argued to be the appropriate research method, because it provides the researcher with a deeper analysis and understanding through explanations of the outcomes and real-life events.

2.4 Sample Population

Any sort of research should use a sample population as the foundation for its analysis, sample population will be defined first before discussing the study's sample population.

A sample is defined by Lohr (2016) as: *"representative in the sense that each sampled until will represent the characteristics of a known number of units in the population."* (p.03). That is, a sample entails asking a subset of the potential population rather than the entire population in order to create a representative sample. Furthermore, the sample chosen for research will be representative of the entire population under investigation.

Sampling theory is a method of designing data collection, and it is critical to choose a sampling method. The goal of using sampling theory is to guide the researcher to the right sampling method, which makes the research more flexible and efficient, as Glaser (1978) affirms: "*Theoretical sampling allows for flexibility during the research process.*" (p.626) Using the correct sample method, for example, increases the efficiency and flexibility of the research.

The probability or random sampling is one of the sample techniques chosen by the researcher to reduce the number of cases, primarily to be unbiased, and each sample has a chance of being chosen.

According to Brown (1947), *"probability or random sampling has the greatest freedom from bias but may represent the most costly sample in terms of time and energy for a given level of sampling error"* (p.20), that is, random sampling means that each sample has an equal chance of being chosen. A random sample is intended to be an unbiased representative of the whole population.

The sample population involved in the present research is that of (70) pupils which have been chosen randomly from (136) third years middle school pupils to respond to the questionnaire. In addition to the (03) English language teachers chosen to respond the semi structured interview.

2.4.1 Students' Profile

As mentioned above, a third year pupils of Houari Abdallah Middle School were involved in this research .The English course is covered in the two courses that make up the third year level from the first to the fourth year. The first class consists of 36 pupils and the second class has 39 pupils as they all study two hours in the whole week. The researchers has selected 70 pupils randomly from a total number of 136 pupils, concerning the second class only 34 pupils were chosen to answer the questionnaire.

2.4.2 Teachers' profile

The teachers included in this research study are three English instructors , one teach the third year level at Houari Abdllah middle school and the other two teachers are concerned with other levels. All of them are license holders, one has nine years of experience while the second one has more than fifteen years of expertise and the last who teach the third year has only five month of teaching.

2.5 Research Instruments

In order to increase the number of data sources, the researcher has chosen to use two separate research instruments to gather data. In response, a survey was distributed to third-year middle school students, and semi-structured interviews with the English teachers at Houari Abdllah Middle School in El Amria were scheduled.

2.5.1 Pupils' Questionnaire

   The questionnaire is a tool that aids academics in gathering accurate data because it gives them knowledge, viewpoints, attitudes and beliefs that make their work easier as it is claimed by (Anderson, 2005, p.105)"*The questionnaire has become one of the used means of collecting information. If well-constructed a questionnaire permits the collection of reliable and reasonably valid data on a simple, cheap, and timely manner*" as well as provides an individual opinion that assists the researcher to know about different views necessary to the reliability of the investigation. Therefore, the questionnaire contains a variety of question types, the major of which are:

➢ Open questions: There are questions that need a free answers in order to express their thoughts.

➢ Close Questions: Some questions have limited responses such as 'yes' or 'No', or choose the right one.

➢ Mixed Questions: Are the questions that include both open and closed questions.

   The students' questionnaire consists of Ten questions of various kinds, including open-ended, closed ended, and mixed type questions, all of them were created with the goal of learning more about how using educational songs in teaching English oral skill has effected third year pupils as well identifying the appropriate and beneficial types of songs that should added when learning to speak and mastering the language. Each of the three sections offers a significant distinction to the research through an organized question.

➢ The first section: General Information
In this part of the questionnaire is made up of three (03) questions and its objectives are to determine the student's English proficiency level and whether the pupils prefer learning through this tool.

➢ The second section: the effect of using educational songs in teaching oral skill and its appropriate types.

➢ In the second part of the questionnaire that consist of five (05) questions. The researcher tried to investigate the effect of integrating English educational songs in teaching oral skill to third year pupils, also highlighting the suitable types.

➢ The third section: Suggestions and Recommendations

In this part of the questionnaire that contain two (02) questions aims to examine the challenges that the participants face when learning how to speak ,and offer the researcher some ideas and recommendations that will help them to master the English speaking skill as well as knowing how necessary is this step during the acquisition of the English language .

2.5.2 Teacher's Semi Structured Interview

The semi structures interview is defined as a series of questions that help the researcher in collecting specific data; it is the tool implemented in *"conducting intensive individual interviews with a small number of respondents to explore their perspective on a particular idea, program or situation."*(Boyce Neale, 2006, p.03), in addition the interview was created with specific questions related to specific topics in order to conclude the interviews ideas and data.

In the present research, the semi structured interview was made up for the reason of examining the effect of using educational songs in teaching oral skill to third year pupils. The structured interview has been designed to collect answers from a purposive sampling i.e. three (03) English teachers of Houari Abdallah middle school, this interview is similarly divided into three sections with a total of sixteen (16) questions shown as follow:

➢ The first section: General Information

It includes a sequence of six (06) questions that targets having a background knowledge about the teachers.

➢ The second section: The use and types of educational songs demonstrated in teaching oral skill.

It encompasses of five (07) questions regarding the influence of songs in enhancing pupil's oral capacity with specific types in relevance with EFL classroom.

➢ The third section: suggestions and recommendations.

This part is devoted for exploring and testing the obstacles and problems that their pupils encounter when using educational songs in teaching oral capacity as well as looking for suggestions and recommendations that may help them in reaching the fluency, with an amount of Three (03) questions.

2.6 Methods of Data Analysis

For the purpose of interpreting the data collected, the current research uses both quantitative and qualitative approaches and the data gathered from student's questionnaire are examined quantitatively while the interview has interpreted qualitatively. More information on the research techniques used will be provided in the section that fellows.

Quantitative Methods

The quantitative study is referred by every numerical, structural, and predetermined strategy. The later seeks to establish the connection between the factors and in order generalize the findings; statistics are gathered from a representative sample. This data collected method enable he researcher to ask straightforward questions to gather measurable data by means such as surveys, questionnaires and experiments.

Many scholars defined this tool including Burns and Grove(2005) who define it as "*a formal objective ,systematic process in which numerical data are utilized to obtain information about the world*" and "*a research method which is used to describe and test relationships and to examine cause and effect relationships*".(p.23)
By examining the percentage of students' and teachers' answers, the quantitative approach was used to examine the study's findings and the calculated data was then interrupted in the form of graphs.

Qualitative Method

Is a research strategy that is particularly used in the social and behavioral sciences .Rather than counting answers or gathering numerical data it focuses on describing the information gathered. As Ainsworth (2020) claims that in order to comprehend raw data more fully, qualitative data collection takes variety of factors into account. While the qualitative approach focuses on gathering, evaluating and managing the data that has been gathered .In other words because the researcher can infer ideas and hypothesis from participant's responses the qualitative technique is thought of as inductive strategy and offer in depth and insightful primary data interpretation.

Furthermore, the qualitative method is based on interviews, behavioral observation, focus group, even though recording or observing the targeted population.

2.7 Students' Questionnaire

Students' questionnaire helped the researcher to determine their profile and test the effect of using educational songs in teaching English oral expression to third year pupils. It help also, to point out the difficulties that encounter them during the use of educational songs in teaching English oral expression. The questionnaire was distributed to all (70) pupils.

2.7.1 Analysis and interpretation

Section one: General Information

Q1: Do you like to speak English?
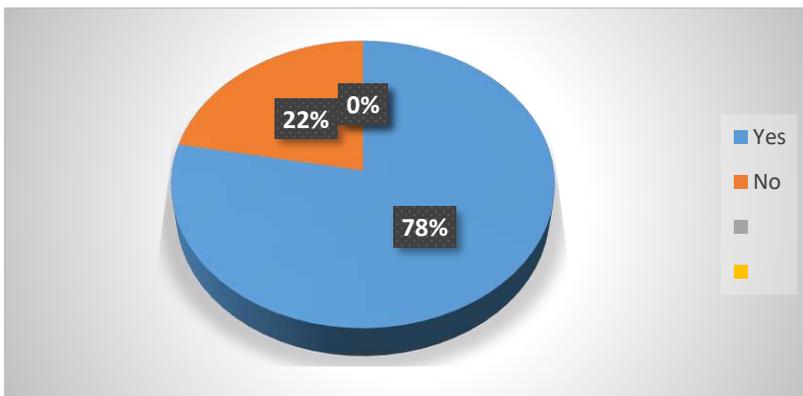
Figure 1.1: Liking speaking English

The aim of this question is to know how many pupils of the sample have liked to speak in English. The figure shows that the majority of the pupils have liked to speak in English. As the chart clarifies, (78%) that is 55 pupils have answered with 'YES' while 15 pupils with (22%) answered that they do not like to speak in English.

Q2: How long have you been studying English?
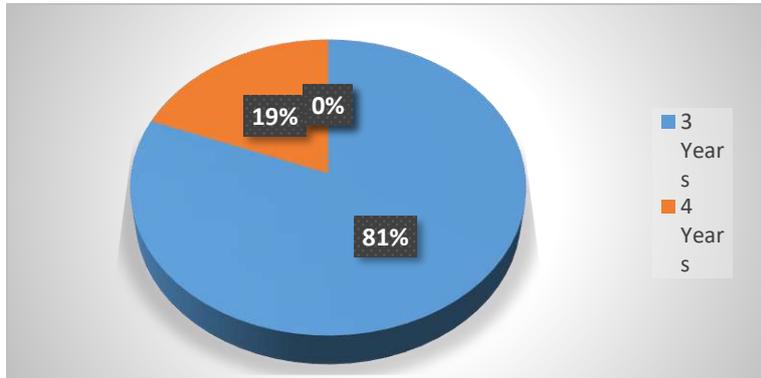
Figure1.2: The years of studying English

The reason behind asking his question is to know if the pupils have some tribal gains about the English language. (57) Participant about (81%) pupils have responded that they studied English during three years. Whereas (13) pupils that is (19%) from the overall sample answered that they studied English during two years.

Q3: According to you, is oral expression important in learning English language?
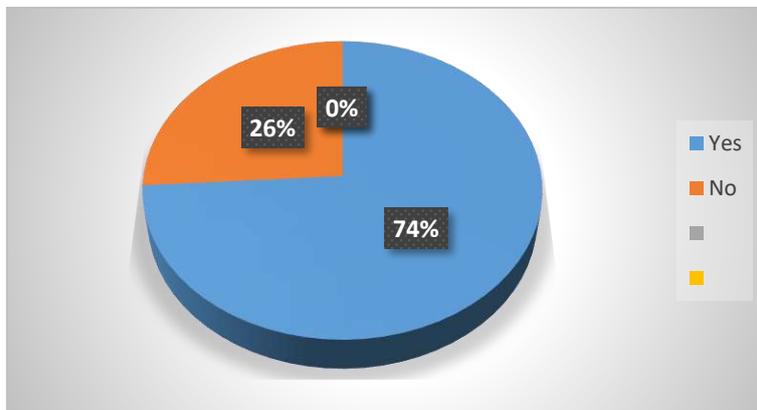
Figure1.3**:** Importance of learning English oral expression

The reason behind asking this question is to know if the participants are aware with the importance of oral expression to learn English language. (52) Participant about (74%) pupils have responded that they see oral expression important to learn English language. Whereas (18)pupils that is (26%)from the overall sample answered that oral expression is not important in learning English language .The majority of pupils that answered with yes ,they

said that learning English oral expression is important in which it improve their level in English and to express themselves.

Q4: Do you like English educational songs:
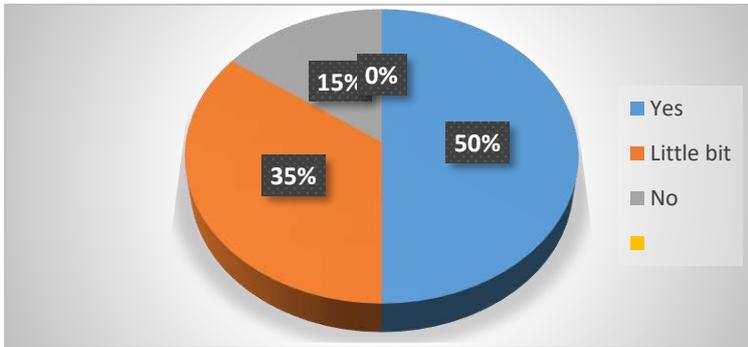
Fgure1.4; Liking English Educational songs

The purpose of this question is to investigate the impact of this the educational songs on third year pupils. The result reveals that (50%) that is 35 of the participants like the technique of educational songs to be used in classroom. (25) Participants that is (35%) answered that they like educational songs a little bit. Whereas (15%) did not like the educational song in classroom.

Section 2: The effect of using educational songs in oral expression to third year pupils

Q5: What kind of educational songs is used in English oral expression courses?
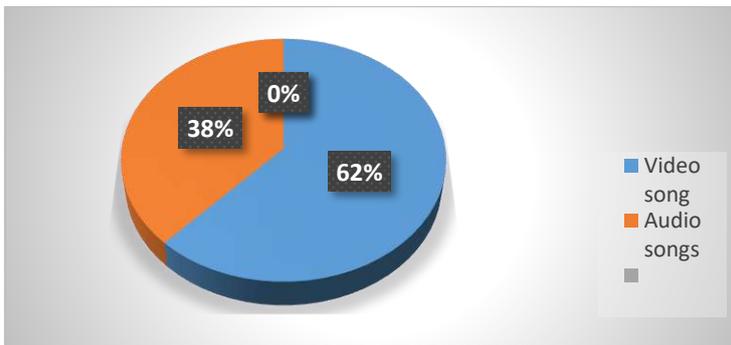
Figure1.5; Kinds of Educational songs in oral expression

The aim behind this question is to investigate on the favorite kind of educational songs used by the participants in learning English oral expression .(44) pupils with a percentage of

(62%) have asserted that the video songs are the most common kind used by teachers in teaching English oral expression. (26) Pupils with a percentage of (38%) have quite agreed that oral expression courses needs some kinds of educational songs like audio songs.

Q6: Do you think that listening to the educational songs can improve oral skill?
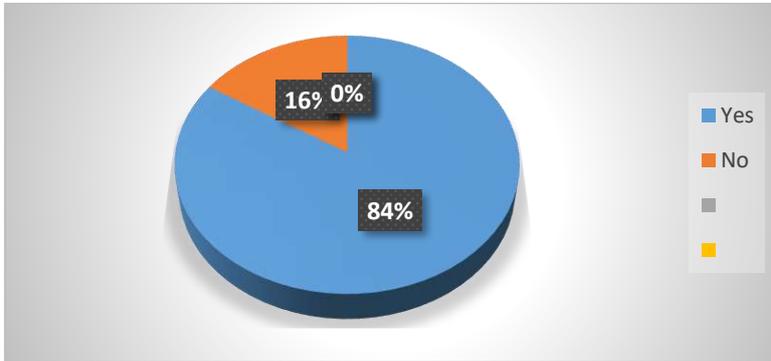
Figure1.6: Listening to educational songs to improve oral skill

The aim of this question is to know if the use of educational songs develop improve oral expression .the figure above show that (84%) that is 59 pupils have answered with 'YES'. Whereas (16%) that is (11) pupils answered with 'NO'.

Q7: Do you think that the educational songs are good in class?
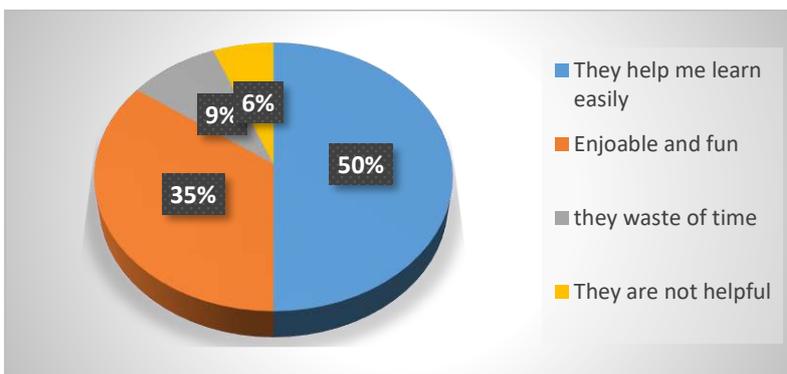
Figure1.7: Educational songs and its appropriateness in class

The objective behind this questions is to seek in what way does the educational songs are good to use in oral expression sessions. The result reveal that (50%) have justified their answer that education songs help them to easily. And (35%) have thought the educational songs can be enjoyable and fun. While (9%) have seen that the educational songs are waste of time. (6%) have thought that the educational songs are not helpful.

Q8: According to you, do you like to listen to:
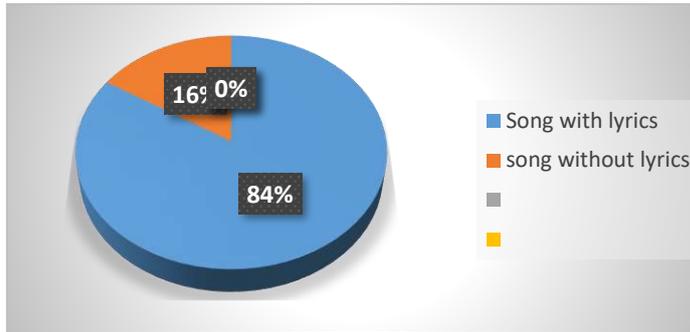
Figure1.8: Educational songs with or without lyrics

The objective behind this question is to know if the pupils like the educational songs with lyrics or without .The result obtained reveal that (84%) with a total number of (59) pupils like songs with lyrics. (11) pupils with percentage of (16%) like song without lyrics.

2.7.2 Summary of the Main Results

   The aim of the students' questionnaire is to collect data on the effect of using educational songs in teaching oral expression on third year pupils. The results of the student questionnaire confirmed the first hypothesis, which is that the educational songs may help pupils to improve in English language.

   The main finding of this study was made available to the researcher through the questionnaire .The first part of the questionnaire gives the pupils profile that facilitate the research ,in addition to testing the participants abilities and how educational songs build their speaking skills and develop their level. Whereas the second part section showed that using the educational songs in oral expression courses really help the pupils to learn English speaking skills easily and in a fun way. Since the educational songs are easy and more enjoyable so automatically will develop pupils' oral skill.

2.8 Teacher's Semi-Structured interview:

         Teachers' semi structured interview has allow the researcher to explore their profile, their background as well as to find out the influence of using educational songs in teaching English oral skill to middle school pupils, also highlight the difficulties and obstacles when using educational songs .

2.8.1 Analysis and Interpretation:

Section One: General Information.

Question01: What type of teacher you are?

   The purpose behind this question is to know the position of the teachers, two teachers are a full time teachers and the third is a part time one.

Question02: What is the highest academic degree have you earned?

   The aim of this question is to recognize the teachers' qualification; all of the teachers' are License holders.

Question 03: How many years have you been teaching English?

   The objective of this question is to know the quality of experience years of each one; the first teacher stated that she has been teaching English more than15 years while the second one claimed that she has worked as a teacher for 09 years, and the third one just for 5 month.

 Question04: Are your pupils participating during the session?

   The aim of this question is to know if pupils are participating in English classes, two teachers said that it is rarely when pupils participate however the other teacher claimed that her students participate all time.

 Question05: According to you, why pupils are not taking part during the class?

   The purpose for this question is to discover the reason behind the absence of pupil's interaction during the class two teachers agreed that learners sometimes feel shy meanwhile the other one declared that they are not interested .

Question06: Do you use educational songs in your class?

The reason behind this question is to know if the teachers use educational songs to teach oral expression, all of them uttered that they sometimes involved songs in teaching English speaking.

Section 02: The use and kind of educational songs for teaching oral expression.

Question07: Does the use of educational songs attract your pupil's attention?

The objective of this question is to explore whether the educational songs bring pupil's attention, the three teachers affirmed that these songs do so.

Question08: Is the use of educational songs beneficial for your pupils? And How?

Throughout this question the researcher wants a clarification if the educational songs are beneficial, all of the teachers answered with Yes based on various reasons:
•Impact the progress of their pronunciation.
•memorize the words quickly and correctly.

Question 09: What is the suitable type of didactic songs for your pupils?

This question aims to identify the appropriate type of songs for middle school learners, hence two teachers see that the action songs are the acceptable and fruitful ones the another teacher asserted that lyrics songs are the most helpful and successful type of songs that should be added in the teaching process.

Question10: What kind of educational songs do you mostly use?

The goal behind this question is to spot the ideal kind of educational songs followed by English instructors, video songs (Data show) was chosen by one teacher only. Two teachers in the other hand asserted that audio songs are the best for their learners.

Question11: What are the activities you provide when illustrating songs?

The function would discussed in this question is to point out the exercise used when integrating songs , the filling gap activity was selected by two teachers while the other instructor use the sing along the song activity because this later is based on repetition which promote student's memorization .

Question12: Are these educational song motivated for pupils?

The point behind this question is to examine if the educational songs are motivated for pupils to speak the English language. Songs are very motivated for learning to talk in English, according to the three teachers.

Question13: According to you, how could educational songs have positive effect on pupil's oral expression?

Depending on this question the researcher wants to check the positive effect of educational songs, one teacher claimed that these songs are valuable for learning and receiving the vocabulary items, conversely the rest proclaim that pronunciation is more developed through the use of songs in EFL classroom.

2.8.2 Summary of the Main Results:

The data collected from teachers' semi structured interview confirm hypothesis that tackled the effect of integrating educational songs to teach oral skill and its kinds followed by middle school teachers, these songs promote pupils' oral expression and pronunciation which help them in expressing their thoughts and ideas with their peers as well as interact with the instructor in the target language.

Thus the song is motivating tools that encourage pupils to speak without stress and fear to make mistakes due to the enjoyable atmosphere provided which increase understanding and inspire them learn. The results showed that teaching oral skill to young learners through educational songs is an efficient method to advance language learning therefore teachers must take into account which type of educational songs should added in EFL classroom .

Before presenting a song in the class teacher should know the interest of the students, their age and level specially grammar ones also taking into consideration the activities offered, the findings facilitated the researchers' definition of the main ideas in instructing oral skill in help with the demonstration of educational songs. The outcomes showed that songs are the appropriate media for directing young learners, in order to enhance language balance and critical thinking.

2.9 Discussion of the Main Results

Deferent kinds of data collection were used in our research to prove that the educational songs have a great effect on pupil's oral skill depending on numerous types of songs which encourage them to learn easily and effectively, the tools were used to gather information. These tools were: questionnaire addressed to seventy pupils of third year middle school and semi structured interview arranged to three teachers of Houari Abdallah institution.

The tools allow the researcher to confirm the suggested hypothesis through the role of the use of educational songs in teaching English oral skill to middle school learners, therefore the aim of this study is to investigate the effectiveness of educational songs in promoting learner's oral capacity and shedding the light on the appropriate type used to teach the target skill.

The initial study questions aimed to ascertain how educational songs affected the target students' academic performance to specific kind of students, the student's questionnaire revealed that the implementation of educational songs is the best tool for teaching the daily spoken language to young learners because it exposes them to real life issues that can be found in the lyrics of varieties of songs as well as are easily memorized because of the fun melody and repetitive lyrics.

Through this tool the pupils become more active and shows massive interest and increase in motivation and creating a safe and natural classroom environment. Thus songs improve pronunciation and intonation, when songs are memorized, words become more ingrained in memory and are simpler to recall. Songs are incredibly effective in the development of speaking abilities because words can be memorized through them and various uses of words can be seen together in this situation.

The second research questions investigated the types of educational songs that are suitable for young learners, teachers has shown deferent perspectives about the type of songs that are integrated in teaching English speaking skill.

The findings of pupils' questionnaire and teachers' interview support the second hypothesis which discuss that teachers use whether video or audio songs plus the action ones as well as lyrical or non-lyrical songs and after analyzing the data collected the researcher came out that action songs are the most implemented and pupils prefer because it is a powerful resource for the young learners in learning English language, which helps in their language progress. The main aim of using action songs in ESL classes is to allow pupils to move from singing the language in the songs to using it effectively in meaningful conversation.

Furthermore, Teachers asserted that video songs (Data show) elaborated with the action ones in most of times, they keep students' attention and an incredibly beneficial experience for learners to train their listening comprehension skills and remain their minds active. Also audio songs are often used in EFL classroom due to its effectiveness in enhancing listening skill. The activities that are proposed while or after demonstrating a song are very essential in order to test the students' performance, the teachers' interview proven that singing along the song and filling the gap are the finest exercises to use when teaching English spoken language through educational sings.

Singing along the song activity help pupils to repeat the words of the song correctly and keep them engaged during the session. In addition to the filling gap activity which is the most familiar and popular one, and for that reason is probably overused specially with lower level pupils to stretch their memory and provide more clarification of the word meaning and spelling.

To conclude, from the data collection used in our research it is affirmed that using English educational songs as a teaching material play an important role in helping and encouraging the learners' oral capacity in the class, because a song can be a powerful stimulus to improve student's motivation as it speaks directly to their emotion, while still allowing them to use

their brain to analyze it.Also songs are considered as a relaxing tool which provide variety of fun and support pupils to learn by themselves and unconsciously.

2.10 Conclusion

To sum up, this chapter was about the methodology adopted and the data tools are used in this research as well as the analysis of both pupils' questionnaire and teacher's semi structured interview which aid the researcher to build an overview about the use of educational songs to improve pupil's fluency and pronunciation in EFL classroom in addition to identifying the right type of songs. The findings and outcomes from some suggestions will be discussed in the following chapter and advice for teachers regarding the use of educational songs and its benefits is discussed.

Chapter Three

Pedagogical

Implication

3.1 Introduction

3.2 Suggestions and Recommendations.

3.2.1 Suggestions

3.2.2 Recommendations

3.3 Pedagogical implications

3.4 Conclusion

3.1 Introduction

The previous chapter dealt with the interpretation of the data collected from the different sources which are the students' questionnaire and teachers' interview that analyzed the effect of using educational songs in teaching English pronunciation to young learners. The current chapter is entirely devoted to the pedagogical implication of the main results, as well as providing some suggestions and recommendations that are hoped to bring insights to teachers and learners about the effect of the integration of songs in teaching English oral language to third year pupils.

3.2 Suggestions and Recommendations

As already stated, using songs to teach oral skill in English is essential for improving language learning and usage. To motivate and encourage students to utilize their language more successfully, EFL teachers should build their oral expression lessons on the usage of educational songs. The information gathered allowed the researcher to make some recommendations and useful recommendations for pupils and teachers, depend on the integration of songs in the teaching of oral language, which play a vital role in enhancing pupils' ability to use and learn the language.

3.2.1 Suggestions

Here are some suggestions for EFL teachers and students, on how to manage incorporating educational songs into their lessons so that this tool will be truly integrated into EFL classrooms and can be successfully implemented, based on the literature review and taking into account both teachers' and students' opinions and views, collected via the student questionnaire and the teacher interview.

A/ to Strengthen the Teaching Process

To help pupils with their speaking, teachers might employ song media as teaching resources. In light of this, the instructor must use engaging techniques that might increase

the students' enthusiasm for taking part in speaking lessons. In order for students to learn effortlessly, the instructor must make the best use of the song medium in the classroom. Additionally, it must be demonstrated that there are benefits to employing song media that can enhance students' speaking abilities. As a result, this medium significantly aids instructors in the teaching of speaking.

Ultimately, by employing educational songs to help middle school students with their language during the oral expression session, teachers take on the roles of instructor playmaker, guide, and explorer in the teaching of speaking. They have made an effort to consider the general aims of a song scenario in connection to particular learning objectives, prepare and convey those goals, evaluate the song scenario, and offer a dialogical response to the students' experiences.

B/ To Power the Pupils' Level

Students will be more motivated to be more active and critical in speaking activities as well as assisted in improving and comprehending speaking activities through the use of media such as songs. This latter are an important source of knowledge which make the learning relevant, and a precious means to develop learners' skills: listening, speaking, reading and writing .They are also strategies to teach learners different language patterns, such as sentence structure, vocabulary, pronunciation, rhythm, adjectives, and adverbs.

The tools used in the teaching and learning process, in this example songs, not only support English instruction but also give students a fun manner to advance their academic objectives, songs has played a significant role in helping the students comprehend the lesson that has been taught .The lyrics of the songs could end up being one of deciding elements in how well the pupils' English skills develop.

Hence, songs should be used with consideration for the needs of the pupils meet learning objectives as well as its effectiveness in helping with their English which will also depend on how well the teacher chooses their lesson materials.

C/ Participation

Getting students involved in class is a common element of course designs. It can encourage a high degree of energy and passion in the learning environment in the classroom and lead to students making insightful comments and interesting connections. Poorly controlled participation, however, can also result in instructor annoyance and pupil bewilderment. The tactics listed below can help you participate more effectively in class.

Additionally, student engagement is one thing that not only benefits the students and enhances the teaching-learning process overall, but also helps teachers convey knowledge more efficiently and completely. Making an effort to participate in class discussions will help to ensure that a topic is well covered. When each student presents their own viewpoint or justifies it,

Also, student participation is one thing that not only helps improve the overall teaching-learning process and benefits the students, but also enables the teachers to impart knowledge more effectively and wholeheartedly, alongside Participating in classroom discussions is a great way of ensuring that a subject is explored in great details. When each of the students offers their own point of view or explains things as per their understanding, it enables the children to look at a single idea from varied angles. Participation actively involves pupils in the subject matter, encourages them to develop ideas and requires them to prove their assertions as well as motivates students to learn better.

Participating during a class has many benefits include:
   -Improves understanding
   -Rises confidence
   -Enhances communication skills
   -The team work is fostered
   -Boots active learning

D/Finding the Requirements and Interests of the learner

The most common problem is that students attend language courses without being aware of their unique demands, which leaves a gap and causes the students to become confused while attempting to address those needs. Because of this, the instructor needs to be aware of their English usage issues and attempt to fix them. For instance, spelling mistakes, difficulties with pronunciation, and introducing new terms to the teacher can determine the needs of practically every student for a dynamic teaching process by asking the students to expand their vocabulary.

Understanding the learning needs of pupils in class is very important for a teacher, this is because every student differs as an individual that is why teachers need to pay attention to students individually with using tests or split the lessons into deferent learning styles. Furthermore, choosing learning resources based on students' needs helps knowledge to stay more memorable in students' minds and in order to deliver the best teaching to students, instructor need to identify the different qualities in people and how they learn as well as other factors

E/Project Work

For students, collaborating with classmates can be incredibly helpful. As a result, the teacher is encouraged to remind students of social skills in order to promote learning. Teachers should add more valuable sources to support the learning process includes theaters, role Plays and challenging activities. These activities are very important in developing their awareness of their surroundings, as well as themselves and others around them, develops their communication skills and forms their use of language. Gives them the chance to explore experiment and even investigate , also theaters develop students reading comprehension, vocabulary building, and most important, in using language to negotiate in real situations as well as offer a personal connection and engagement and brigs humor, laugher to learning which improves motivation and reduces stress.

Moreover, communicative output allows pupils to practice using all of the language they know in situations that resemble real settings. In these activities, pupils must work together to develop a plan or complete a task.

F/ Cooperative and Collaborative Learning

pupils engaged in group work show increased individual achievement compared to students working alone this kind of work can enhances communication and other professional development skills, in addition to encouraging members to think creatively and build strong communication skills which also help in refining understanding of the material. It has been proven that those who participate in study groups, feel more confident and comfortable about reaching their academic goals. In order to create an environment in which cooperative learning can take place, three things are necessary .First, pupils need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task which students work together on must be clearly defined.

Also, in cooperative learning small groups provide a place where:
-Learners actively participate.
-Teachers become learners at times, and learners sometimes teach.
-Students are invested in their own learning.
-Respect is given to every member.

G/ Problems Encountered when Teaching with Songs

There are drawbacks to utilizing songs in EFL classes, as well as reasons why some English language teachers are opposed to using music in the classroom. First off, people think that using music involves musical aptitude, skills, and training. Despite the level of musical training of the teacher, it is crucial in today's EFL classrooms to foster creativity and improve literacy instruction through music**.**

Additionally, educators might wonder if songs are appropriate for use with all students and music may be effectively employed with all language learners. Age, linguistic proficiency, cultural background, and musical preferences of the learners, as well as the learning situation, all influence the choice of music. It is also important to note that using

songs in language lessons may also bring some disadvantages, and teachers have to follow some rules when managing the classroom in order to overcome them

Therefore, they should be careful when they look for a suitable song. Experience in songs use has shown that when teachers make light of selection, they may quickly fail, causing pupils to become bored and not at all appreciate the song. The mood of the students should be regularly observed and checked by the teachers, and when there is obvious dissatisfaction among the students, the teachers should cease the activity and transition to a different one. Teachers should not make pupils sing because teenagers tend to be sensitive, shy, timid, and unable to express themselves out loud.

Instead, they should encourage them to become interested in the lyrics and participate in their studies .Additionally, the teacher should take the students' musical tastes into account while selecting songs for the class and refrain from utilizing songs as a form of reinforcement for meeting expectations on assignments and assessments.

Utilizing the most recent technological developments and contemporary multi-media in language classes, providing students with CD or MP3 players, smart boards, and laptops, is part of working with songs. The cost of providing every student with such technical resources and services varies greatly across the globe.

H/ Criteria for Selecting a Songs

Teachers should be selective when selecting appropriate records for the "song" strategy in the classroom. Every instructor should adhere to the rules because doing otherwise could have a negative impact on the students.

Simply defined, every song should be peppy, easily understood, and devoid of any moral or grammatical ambiguities. Students learn more when an appropriate music is selected for the class. Teachers can use the list of questions that follows as a decision-making tool when choosing music because it is based on ideas from Simpson (2015).

-Content: Does the song's subject matter align with the lesson?
- Vocal clarity: Can students follow the lyrics?

- Age: Thought-provoking songs may be preferable for older learners, repetitive tunes are excellent for little.

- Time or Speed: Is the music playing at the tempo or speed you desire?

- Vocabulary: Does the music contain any specific words that connect to the lesson?

-Is there a grammar topic that the lecture emphasizes that the song emphasizes?

-Idioms: How many idioms are there? Idioms in the song? Would you say so?

Like to concentrate on learning the song's idioms?

-Popularity: Can your students recommend any tunes?

- Cultural sensitivity: Take into account whether the music adheres to the cultural *norms of your students. Do the Does the lyric offer a chance to discuss themes of culture, diversity, and multiculturalism?

-Offensive lyrics: Are you trying to stay away from music with explicit content?

3.2.2 Recommendations

Researchers have found that using educational songs encourages students to learn more, improves their speaking abilities, and allows them to enjoy and gain from all facets of language. We first recommend for syllabus designers to introduce English oral expression for EFL learners, especially for beginners to help them see beauty in this language and encourage them to speak with this language.

A/ English Language Teachers Training

According to this study, teachers should receive adequate training and information about innovation, including how to apply it in the classroom, by attending seminars and conferences. Because they are responsible for guiding, monitoring, and instructing. Additionally, innovation should be sure to take learners' needs, interests, and themes into consideration.

EFL teachers should be very creative in the tactics they employ to keep their pupils ' interest such as English movies, videos ,games and audios to alter the classroom environment .EFL instructors should not merely pay attention to the student seated in front of them while ignoring the ones in the back they ought to achieve harmony between them.

Students might participate more actively in the lessons if they receive rewards and encouragement. Speaking proficiency in foreign languages needs to be given more attention and consideration, and teachers need to spend less time talking and more time having student-to-student conversations.

B/ Teaching with Authentic Materials

The teacher plays educational music for the pupils during oral expression lessons to assist them become more fluent in the language and facilitate their ability to speak it better. We can also say that students retain knowledge when they are exposed to real-world situations. They will use this language when speaking as well as when listening and attempting to understand. These resources can increase the learner's interest and engagement, provide them a chance to put what they've learned into practice, and help them make sense of what they've learned.

The materials should reflect a situation that learners may face I real environment this will help them transition into a world where the target language is the norm and the real and rich language found in authentic materials provides an invaluable source of quality input that language learners need for acquisition .Then, authentic materials allow and inspire language teachers to become more creative in the content they deliver in their lessons

C/ Using Educational Songs

The teachers should be very careful about how the educational songs convey the language to the students, and the goals and instructions should be obvious and understood by everyone. The instructional songs should be chosen depending on the levels and skills of the learners. The instructor can play a variety of important tasks, such as controller, information source, or simple facilitator and helper.

Depending on the pupils' interests, the teacher may ask them, for example, to search some educational songs to listen to. This also encourages them to be more active. Also it makes easier for them to remember and recall information in the improvement of their pronunciation as it teaches and develops every aspect of a language as well as familiarize the pupil with memorization, recollection and analysis since it exposes EFL students to real

English so that it can help them acquire the language naturally and thus improve pupils' conversation skills with making the whole process of teaching learning enjoyable and far away from the traditional and boring way.

3.3 Pedagogical Implications

The researcher's data collection revealed some crucial information for the teaching and learning process. These concepts allow teachers innovative ways to include beneficial elements in their education and give their work purpose as they achieve successful outcomes. Additionally, these ideas can be applied to help middle school students perform better.

Songs allow automaticity in language development process, due to their repetitive nature. Furthermore, songs combine affective and unconscious factors together. Singing helps easy memorization, and melody makes it easier to retrieve information effortlessly in case of need. Participation is an important factor that impacts the nature of classroom pedagogy and behavior.

Furthermore, the best usage of songs might entail tailoring them to certain academic objectives and incorporating them into larger, more involved activities. Because, when utilized appropriately, they can be an effective tool for motivating students to practice all language abilities and sub-skills. However, diction (language used in its original meaning) is neither muddled nor graded (simplified).

According to Byrne, songs help pupils learn listening as they are concerned with what the song says. The song is combined with tasks that help the learners improve their language skills (Byrne, 1991, p.44-45).

Sevik's (2011) made a list of the most remarkable characteristics of using songs with young learner:

> -Listening comprehension is best taught through songs.
>
> - Songs represent the strong feature of modern primary language programs.
>
> -Songs may extend young learners' attention span.
>
> - Songs are great tool for language learning at an early age- Songs are regarded as an excellent memory tool.
>
> -Songs provide a variety of comprehensible input.

- Songs create a safe and natural classroom ethos (the characteristic spirit of
a   culture, era, or community as manifested in its attitudes and aspirations).
-Songs are extremely repetitive and result in language fluency
- Songs abound (flourishes) in cultural content.

Additionally, Griffee (1988) identified the following reasons:

-Songs and music lower anxiety. If they are introduced in the early years
of language learning,   songs and music tend to create enjoyable, anxiety-
free environment.
-Songs are useful for teaching vocabulary.
-Songs serve as an excellent listening material.
-Songs can be used as supplemental texts in the end of the lesson, on
special   occasions or as an additional component for vocabulary
development.
-Songs and music can be used to support grammar presentation, practice
and revision.
-Songs and music bring various cultures into the classroom

   This study carried out to validate the positive effect of educational songs to improve the
oral ability in oral session. Moreover, teachers should use such tool in oral session as an
authentic material to promote pupils' better and correct pronunciation.

3.4Conclusion

This chapter aimed to concentrate on the influence of using educational songs in teaching oral ability and how it affected the language learning of third-year students. It offered various recommendations and helpful advice for both educators and students. The chapter's conclusion provided some pedagogical implications regarding the use of songs in EFL classrooms and their beneficial impact on creating a fun environment in which the students enjoy learning the target language. It also provided guidance to the students in a lighthearted and entertaining manner to encourage them to speak up in class without the fear of making mistakes, break the feeling of shyness, and be able to speak more spontaneously and built their confidence.

General

Conclusion

General Conclusion

Many scholars are very interested in the use of educational songs in teaching oral expression, and this topic has emerged as the focus of numerous studies. In order to give teachers the best tools and techniques to use them in order to reap the greatest benefits, these research sought to determine the effectiveness of educational songs in the teaching of oral expression. The purpose of this dissertation was to emphasize the value of include educational songs in oral expression exercises.

This research work consisted of three chapters. The first chapter dealt with the theoretical underpinnings of the significance of educational songs in language learning; it provided an overview of oral expression and highlighted the benefits of using them on middle school learners' proficiency levels as well as the influence of songs on language learners' psychology; the second chapter was devoted to providing the research design and provided a detailed description of the study's methodology and discussion.

The last chapter dealt with and the interpretation of the main results in addition, to some suggestions and recommendations for the use of educational songs in middle school classroom.

In this study, two instruments were utilized to gather data: a semi-structured interview with third-year English teachers and a questionnaire given to third-year students at Houari Abdallah Middle School in El-Amria.

When third-year middle school teachers utilized educational songs to teach English Oral Expression, it made it easier for students to learn and use the language. Educational songs are also very successful at improving students' speaking abilities. The researchers made several recommendations that can inspire middle school students in their third year to use their language more skillfully. Teachers that incorporate educational songs into their lessons, particularly in the Oral Expression Sessions, find that their students learn more confidently and are also better able to memorize information. Thus, it has been demonstrated that using educational songs helps students' English language proficiency.

General Conclusion

Similar to all other types of study, this one has some drawbacks and restrictions. It was difficult to complete this research for the first time since there wasn't enough time to put educational songs-based teaching practices into practice. Additionally, not every educational song will be effective for every pedagogical objective. Selecting educational songs that aid in the improvement of students' oral communication abilities, particularly during the oral expression session.

To conclude, this study attempted to shed light on a crucial idea for language acquisition and use, one that would raise middle school students' proficiency levels. This study's objective is to demonstrate the value of employing educational songs in middle school classrooms. The educational songs can improve students' speaking abilities in this way. Additionally, the educational songs encourage higher order thinking, creativity, and independence in middle school students. This research may pave the way for further investigation.

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APPENDICES

APPENDIX A

Student's Questionnaire

This questionnaire is part of master's project that examines the efficiency of using educational songs in teaching English-speaking skills to young learners.so would you please answer the following questions

<u>Section one: General Information</u>

1. Do you like to speak in English?

Yes [ ]   No [ ]

2. How long have you been studying English?

…………………………………………………………………………………………..

3. According to you, is oral expression important in learning English language?

Yes [ ]   No [ ]

If yes why?

………………………………………………………………………………………….

4. Do you like English educational songs?

Yes [ ]   Little bit [ ]   No [ ]

<u>Section 02: the effect of using educational songs in oral expression to young learners</u>

4. What kind of educational song is used in English courses especially in oral courses?

Video songs [ ]
Audio song [ ]

5. For you, do you want the educational songs to be demonstrated in teaching?

Yes [ ]   No [ ]

6. Do you think that listening to songs can develop your fluency and pronunciation?

Yes [ ]   No [ ]

7. Do you think that songs are good in class

	They help me learn easily	☐
Yes	Enjoyable and fun	☐
	Both	☐
No	They waste of time	☐
	They are not helpful	☐

8. According to you, you like to listen to:

Songs with lyrics   ☐

Songs without lyrics   ☐

Section 3: Suggestions and recommendations

9. According to you, is the use of song difficult?

………………………………………………………………………………………

…

10. Do you have any suggestions and recommendations to support your level of pronunciation?

………………………………………………………………………………………

<u>Thank you for your cooperation</u>

Appendix B

Teachers Semi –structure Interview

This questionnaire is for EFL teacher in Houari Abdallah middle school –El Amria. It aims to explore the appropriateness as well as the effectiveness of using educational songs to teach young learners oral expression.

We would appreciate it if you answer this questions. Your opinions are much valued and valuable.

Section one: General Information

1. Are you :

Part time teacher ☐
Full time teacher ☐

2. What is the highest academic degree you have?

License ☐
Magister ☐
Master ☐

3. How many years have you been teaching English?

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

4. Are your pupils participating during the session?

Yes ☐   No ☐

5. According to you, why pupils are not taking part during the class?

Feel shy ☐   Bored ☐   Not interested ☐

6. Do you use educational song in your class?

Yes ☐   Sometimes ☐   Never ☐

Section two: the Use of Educational Songs in Teaching Oral expression

7. Does the use of educational songs attract your pupil's attention?

Yes ☐　　　　　　No ☐　　　　　　sometimes ☐

8. Is the use of educational songs beneficial for your pupils?

Yes ☐　　　　　　No ☐

Who………………………………………………………………………………….

9. What are the suitable type of didactic songs for your students?

Action songs ☐

Lyrics songs ☐

Non-lyrics songs ☐

10. What are the activities you provide when illustrating songs?

Sing along the song ☐

Filling the gap ☐

Ask them questions ☐

11. What kind of educational songs do you mostly use?

Video songs (data show) ☐

Audio songs ☐

12. Are these educational songs motivated for pupils?

Yes ☐　　　　　　No ☐

13. According to you, how could songs have positive effect on pupils' fluency?

Vocabulary items ☐

Words structure ☐

Contraction ☐

All of them ☐

Section 3: Suggestions and recommendations

14. Have you faced any problems when using this method?

Yes ☐　　　　　　No ☐

If yes, what are they?

………………………………………………………………………………………
…

15. Did your student meet any difficulties while using this method?

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

16. Do you have any suggestions or recommendations to support young learners to speak English language more spontaneously?

……………………………………………………………………………………

<u>Thank you for your cooperation</u>

الملخص:

كان الهدف الرئيسي لهذه الدراسة هو النظر في فعالية استخدام الأغاني التعليمية لتوجيه التعبير الشفهي لطلاب المدارس المتوسطة في الدراسة الحالية بدأ الباحثون بالاطلاع على البيانات التي تم جمعها وتحليلها ثم الخروج ببعض الاقتراحات والتوصيات بالإضافة إلى بعض الدلالات التربوية التي يمكن أن تكون مفيدة لاستخدام الأغاني التعليمية في المرحلة الإعدادية. أظهرت النتائج أنه عندما يتم تنفيذ الأغاني بشكل إيجابي في فصول المدارس المتوسطة مما يحسن المهارات الشفوية والذاكرة لدى التلاميذ ويحفزهم على تطوير إتقانهم للغة الإنجليزية.

الكلمات المفتاحية: الأغاني التربوية، التعبير الشفهي، المتوسطة.

Résumé

L'objectif principal de cette étude était d'examiner l'efficacité de l'utilisation de chansons éducatives pour enseigner à l'oral. Expression aux collégiens. Dans la présente étude, les chercheurs ont commencé par examiner les données qui avaient été recueillies, les analyser, puis formuler des suggestions recommandations ainsi que quelques implications pédagogiques qui pourraient être utiles pour l'utilisation de chansons éducatives au collège. Les résultats ont démontré que lorsque les chansons sont positivement mis en œuvre dans les classes de collège qui améliorent les élèves compétences orales et mémoire et les motivante pour développer leur maîtrise de la langue anglaise.

Mots clés : chanson éducative, expression oral, CEM.

Abstract

This study's main objective was to look into the effectiveness of using Educational songs to instruct oral expression to middle school students. In the current study, the researchers began by looking into the data that had been gathered, analyzing it, and then coming up with some suggestions and recommendations as well as some pedagogical implication that could be useful for the usage of educational songs in middle school. The results demonstrated that when songs are positively implemented in middle school classes which improve pupils' oral skill and memory and motivate them to develop their English language proficiency.

Key words: Educational Songs, Oral Expression, Middle School.