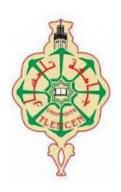# Ministry of Higher Education and Scientific Research

University of Tlemcen

Faculty of Letters and languages

Department of English

Using Songs as a Pedagogical Tool to Improve Students' Achievement in Speaking Skill : Case Study of Second Year EFL Students at Tlemcen University

Memoire submitted the departement of english as a partial fulfilment of the requirements for Master's degree in language studies

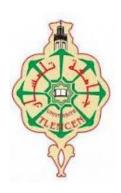**Presented by :**   **Supervised by :**

Miss Sanaa BELBACHIR   Prof Amine BELMEKKI
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Aacdemic Year : 2016-2017

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Dedications

I dedicate this research work to my parents, who helped me a lot to

accomplish this project with their advice and prayers who gave me

strength while doing this.

To my sister Ghizlane and my brothers Mostafa and Younes for the

unceasing encouragement, support and attention.

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through all the years together.

Dedication to my best friends and schoolmates for their aid and

Attention contributed to my research

Dedications

To those who support and encourage me to accomplish my education

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my educational proces

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Abstract

An   Effective pronunciation skills as well as acquiring an acceptable amount of vocabulary items so as to speak English comfortably and fluently is one of the needs of students. The purpose behind this study is to shed light on the role that English songs as the alternative teaching strategy to the oral expression course, might have on improving students'achievments in the speaking skill.To construct this work,a case study was conducted at Tlemcen University,specifically,the English department,where   second year EFL students and teachers were selected as the sample .A number of research instruments were used to collect data.A questionnaire addressed to teachers and structured interview to learners.The collected data analysed qualitatively and quantitatively. The results obtained have shown that applying songs as a teaching strategy revealed to be successful.The findings of the study revealed that teachers and learners support the use of songs in oral expression.Teachers affirmed that the use of songs have a positive impact on students'accomplishment in the speaking skill.On the other hand,learners recognized that songs are very significant tool to develop linguistic oral proficiency and confirmed that they offer a relaxing atmosphere,enhance speaking activities and develop the students linguistic knowledge of vocabulary and pronunciation as well.

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List of Acronyms

A.F: Absolute Frequency

CMA : Contemporary Music Approach

EFL: English as a Foreign Language

R.F: Relative Frequency

General Introduction

General Introduction

Focusing on the oral skill in teaching a foreign language is an important aspect since the aim is to enable the learners to communicate effectively in fluent and appropriate language.Students can be motivatesd to speak during the oral expression and improve their speaking skill when the teacher uses motivating teaching aids. In fact,a song performed by a native speaker will be more beneficial in that the learners have a chance to be exposed to a native language users in an attractive way. The value of songs in motivating students to learn English,enhancing their involvements and improve their speaking profeciency.

In fact,there are different points of view concerning its effect on the teachers'role and the learners'level.Thus,the present research is an attempt to improve the students' achievement in speaking skills.First,it seeks to describe teachers'attitudes towards using songs in teaching speaking skill.In addition,it tries to find out the difficulties that the EFL learners encounter while listening to songs and how it can contribute in improving EFL learners'speaking skills.

Inorder to have a reliable answer to the problem statement,the researchers introduced the following research questions :

1.what might be the teachers'attitudes towards using songs in teaching English speaking skills ?

2.What difficulties do EFL learners encounter while using songs during oral expression ?

3.How can the use of songs contribute in improving EFL learners'speaking skills ?

The above mentioned questions led the researchers to propose the following hypotheses :

1.EFL teachers assert that the use of audio-lingual materials among which songs are valuable,effective and cognitive to gradually internalize the structures and patterns of english speaking skills.

2.when using songs,the majority of teachers noticed that their EFL learners can not understand some vocabulary items,pronunciation,and may even fail to follow the rapid speech.

3.learners who are frequently exposed to songs can develop their speaking skill.

To find out to what extent the hypotheses are true. The researchers designed an exploratory case study research with EFL teachers and second year EFL students at Tlemcen university.To collect data the researchers depended on the use of two research instruments which are a questionnaire for the teachers and an interview for students.Thus,the results will be analysed quantitatively and qualitatively.

To carry out this research ,the present work is structured into two chapters.the first chapter provides a theoratical overview of using songs in EFL classroom to improve studendts'speaking skills.It is focused on speaking skill in EFL setting.It also speaks about songs as a teaching medium .It aims at giving a distinction and similarities between music and language.It seeks to draw a description of how music incorporation could enhance speaking,its reason and its musical methodologies in EFL classroom.In addition to concernce and negative effects of the use of songs.

The second chapter deals with research design and methodology.It represents the research instruments and gives a detailed description of informants'profile research procedures and the data analysis of the collected data.At the end it describes the most importanat results.In addition to this it gives some recommendations and suggestions and demonstrates the challenges that face the use of songs in teaching and learning speaking skills.It also offers some suggestions which may help EFL learners to meet these challenges.

Chapter One
literature Review

Chapter one: Literature Review

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1.1Introduction

Songs play a significant role in motivating students to learn English. They can support the development of learners 'ability in speaking skill as well as providing opportunities for learning pronunciation and vocabulary. This chapter concerns using songs in EFL classroom to improve students' achievement in speaking skills. It provides a definition of speaking skill as well as songs. In addition to this, it draws a distinction and similarities between language and music. It also speaks about how music incorporation could enhance speaking. It sheds light on some reasons for using songs in EFL classroom. At the end, this chapter mentions a number of musical methodologies in addition to concerns and negative effects of the use of songs.

1.2. Speaking Skills in EFL Setting

1.2.1. Definition of Speaking

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants and the purposes of speaking (Brown & Joyce, 1997).

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

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

> ➤ Structuring discourse coherently and cohesively.
>
> ➤ Managing conversation and interacting effectively to keep the conversation going.

- Pragmatic competence :this includes the following skills :
  > ➤ Expressing a range of functions effectively and appropriately according to the context and register.
- Fluency :this means speaking fluently demonstrating a reasonable rate of speech

Bygate(1987 :5-6) points out that traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking was defined as the productive of auditory signal designed to produce differential verbal responses in a listener. It is considered as a combination sounds in a systematic way, according to language specific principles to form meaningful utterance.

1.2.2. The Importance of Speaking

Language is a tool for communication. We communicate with others, to express our ideas, and to know others 'ideas as well. Communication takes place where there is speech, without speech we cannot communicate with one another. The importance of speaking skills. Hence, is enormous for the learners of any language. without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. Language is used in a variety of situtions.People at their work place, i.e.researchers working either in a medical laboratory or in a language laboratory, is supposed to speak correctly and effectively in order to communicate well with one another.

Taking into account the importance of developing EFL speaking skills, it is vital to determine the speaking skills EFLlearners have to acquire in order to converse with native language speakers.Actually,it was assumed that the interactional nature of spoken language requires the speakers 'ability to use motor-perceptive skills, which are concerned with correct using the sound and structures of the language, and interactional skills, which involves using the previous skills for the purposes of communication. this means that EFL students should acquire the knowledge of how native speakers use language in the context of structured interpersonal exchange in which many factors interact(Baygate,1987&Brown,2001).adding to this, during this era of intense competitiveness in the job market, high unemployment rate and the tendency towards initiating juvenile and autonomous micro-projects, learners from a variety of sectors(art,literature,business,philosophy,and marketing)have to exhibit a certain mastery of speaking skills in different fields. Therefore, a good

spoken English potential will certainly be reflected in the workplace. To this end, many scholars try to integrate speaking assessment at an alternative assessment type that can also initiate the learner to the job market

1.3. Songs as a Teaching Media

1.3.1. Definition of Songs

The perception of songs and a definition coming from vary from country to country, from nation to nation, from person to person and from language to language. In some languages, there is even no word that would be translated as songs. It is the organization of sounds and silence into forms that carry culturally derived meaning, cultivated for aesthetic or utilitarian purposes. Song is an art concerned with combining vocal or instrumental sounds for beauty of form emotional, and melody. Songs most often implies sounds with distinct pitches that are arranged into melodies and organized into patterns of rhythm.

The Encyclopedia of Americana (1998) defines song as a short musical work set a poetic text, with equal importance given to several voices and is generally performed with instrument accomplishment. It is a kind of art that is intended to be sung either with or without instrumental accomplishment.

1.3.2. Selection of songs

Song Lyrics can now be found easily on the internet, so language teachers have access to an enormous variety of music to bring to class. How should songs be chosen? It is important to think of the level of the students. What level are they in? How old are they? What kind of music/songs Do they like ?In addition, it is essential to evaluate the song itself. Does the rhythm make it comprehensible? Is the singers 'voice clear enough? How fast is the song? How complex are the structures and the vocabulary?

Songs contain many different aspects that c a n provide the teachers and students with a valuable opportunity to practice English pronunciation.

The use of music in the classroom requires instructors to select the songs carefully. The students ' level is very important; short and slow songs should be used with beginners so that they will be easier for them to understand. On the other hand, advanced students would feel more challenged if songs have a certain degree of difficulty.

Moreover, the students ' age is significant because perhaps adults and teenagers would not necessarily like to listen to a child's song. A very important aspect that cannot be left out is students ' likes and dislikes. Many teachers decide to use songs in classes, but they choose their own preference. If

we use songs that students feel attracted to, here is more stimuli; hence, it is definitely something to consider.

Students are often strongly motivated to learn the lyrics of a new pop song or an old favorite they have heard and never understood, so their choices for classroom music should not be overlooked. Besides keeping i n mind students ' level, age and preferences, teachers should analyze the song that they want to bring to class.

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

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

1.4. Music and Language

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

1.4.1. Parallels between Language and Music

The comparison of music and language is nothing new, the issue has excited interest for hundreds of years and great thinkers of the past such as Rousseau, Darwin, Descartes or Wittgenstein have already addressed it (cf., e.g. Besson and Friederici2005: 57; Patel 2008: 4). In the early 1990s advances in brain-imaging methods provided a fresh impetus for research on the relation between music and language (Besson and Friederici 2005: 57) and since then a renewed interest in the topic has resulted in numerous studies with many of them focusing especially on cognitive aspects.

On the surface music and language appear to be rather similar because they share a number of common features on the structural level: both consist of sounds and make use of rhythm, pitch, volume, stress and pauses (cf., e.g., Fonseca Mora 2000: 147, Lowe 2007: 5). However, slightly below the surface important divergences can be found; for instance, musical pitch and linguistic intonation are organized very differently. Musical beat is typically isochronous and periodic, while linguistic rhythm is not although it uses a metrical structure as well. Finally, comparisons of musical and linguistic syntax have shown that although both combine discrete elements into hierarchically structured sequences, music has no counterpart to crucial linguistic features such as linear order or affixation (cf. Jackendoff 2009; Patel 2008). On yet a deeper level, it has been argued that music and language again show significant parallels, for example, concerning mechanisms for sound category learning, no periodic aspects of rhythm or shared resources for the processing of syntactic structures (Patel 2008).

Consequently, much of what is known about the issue can be interpreted either as a sign for the relatedness of music and language (e.g. Patel 2008) or as evidence against it (Jackendoff 2009: 203). From an evolutionary point of view the question of which of the two was first, is hard to answer. Already Rousseau and Darwin argued for a common origin of music and language (cf. Besson and Schön 2001: 234 & 2003: 270–271) and most authors in a recent collection by Wallin, Merker and Brown (2000) also seem to concur. For instance, Molino (2000: 173) suggests that "*Music, language, dance, chant, poetry and pretend play all have a partly common origin"*. Jackendoff (2009: 196) regards the fact that all non-human species have neither music nor language and that every human culture has its local variant of the two as one of the greater similarities, and Patel (2008: 3) even goes so far to say that "*language and music define us as human.*" Similarly, music and language also seem to develop in early childhood. Studies by Saffran (2003a & 2003b) indicate important analogous ways parallels in the ways music and language are learned.

We thus see a surprising level of similarity in infant memory representations for music and for language. In both cases, infants readily represent the input at multiple levels of analysis, from highly specific surface cues to the structural information that eventually conveys meaning. Moreover, these processes of learning and memory proceed without instruction or reinforcement other than

the pleasure of listening and the instinct to learn. […] From the infant's perspective, music and language may not be nearly as different as they are for the adult listener, at least when considering what is to be gleaned from a listening experience (Saffron 2003a: 39).

Other authors have also commented on the remarkable abilities of young children to distinguish between and learn from sounds (cf., e.g. Patel 2008: 82–83; Murphey 1990a: 97; Fonseca Mora 2000: 148). For instance, Patel (2008: 82) reviews studies which show that infants gradually lose the ability to perceive subtle phonetic differences as they adapt to the language and music of their native culture, which suggests that auditory learning is crucial at this early stage.

1.4.2. Differences between Language and Music

The major difference between music and language seems to be their respective function. Whereas language commonly expresses propositional meaning, music can only convey more subtle meanings such as emotions or affect (Jackendoff 2009: 197). Music is commonly considered a self-referential system (Besson and Schön2003: 273), which cannot refer to extra-musical referents to communicate meaning in the same way as language. Instead, it conveys affective content in most of its social functions (Jackendoff 2009: 197–198). Of course, language can express emotional content as well, an aspect that Patel (2008: 344) regards as a key link between music and language, but language is primarily used for factual communication.

Recently, a study by Koelsch et al. (2004) has demonstrated that music can prime semantic meaning independent of the emotional content of the primed concepts and independent of direct extra-musical links to language. These and further results led Koelsch (2011: 103) to the conclusion that music can communicate meaning, notably not only meaning related to emotion, or affect, but iconic, indexical, and symbolic meaning (with regard to extra-musical meaning), as well as intra-musical meaning.

In an answer to this article Slvec and Patel (2011) point out that the view of semantics taken by Koelsch is indeed very broad and that he disregards three key differences between musical and linguistic semantics: firstly, linguistic meaning is far more specific than musical meaning; secondly, linguistic meaning is compositional and can combine meaningful units; and thirdly, linguistic meaning is used for communication, whereas musical meaning clearly is not. As a consequence, even if other researchers have argued that *"Music and language can […] be interpreted as context-specific manifestations of a common substrate for human communicative capacities"* (Cross 2012: 326), it seems that their functions within communicative contexts are fundamentally different.

1.5. How Music Incorporation could Enhance Speaking Skill

1.5.1. The Help of Songs when learning Pronunciation

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

1.5.1.1 Focused on Sounds

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

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

1.5.1.2 Focused on Words

Words are combinations of sounds which form together to give meaning. A word is uttered in syllables, usually one emphasized syllable (the stress) and the rest weak (unstressed*)*
There are several difficulties that may be encountered by a learner. Firstly, each English word has its own stress pattern, with very complex 'rules' to guide learners. Secondly, even when the same words exist in both languages, the number of syllables is not always identical. And lastly   ,   weak   syllables are central to English .There are both several difficulties and several ways songs can support practicing these problems. Words in songs fit the music, helping learners associate the number of syllables / stress in these words, with memorable rhythms. Songs contain endless examples of weak syllables, helping to convince learners of the way English is pronounced

1.5.1.3 Focused on Connected Speech

Connected speech is the natural way we speak, linking together and emphasizing certain words, rather than each word standing alone connected speech plays a very important role in English as it is the way English is usually spoken, but unfortunately not always in English lessons. *"Many learners are accustomed to hearing a very careful, clear pronunciation of words, such as native speakers might use when talking very emphatically or saying words in isolation"* (S. Rixon, p. 38). However, native speakers usually connect the words.

And when the *"words are used in a connected natural utterance, some of their sounds are different to those used in very careful speech, and they may become harder for learners to recognize"* (S. Rixon, p. 39). The problem is that the learner normally learns words individually and, especially at lower levels, tends to pronounce each word separately.

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

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

1.5.2 The Help of Songs When Learning Vocabulary

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

In addition, Medina (1993) argues that music should be used in English as a second language (ESL) classrooms. She asserts that introducing students to new vocabulary in association with musical repetition makes the verbal practices more memorable, lowers the students' anxiety toward the new words, and increases memorization of the new target language sounds. Moreover, Medina (1993) notes that vocabulary acquisition through songs can be increased by illustrating with extra linguistic support such as pictures or physical gestures. Medina (1993) adds that songs are valuable because they use a larger variety of vocabulary and different sentence structures than the normal pattern of daily speech, adding that music illustration makes comprehension and recall easier.

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

1.6 Reasons for Using Songs in EFL Classroom

1.6.1 Affective Reasons

1.6.1.1 Emotions Affecting Language Learning

'Music, like language, is a universal feature across all human societies, both ancient and modern' (Spiro 2003:661) offering a unique window onto the brain. Music and songs are a source of emotional experience for people thus from a psychological perspective, an emotion is a complex response to an event of personal significance, involving cognitive appraisal (Clarke et al. 2010:82) and can be a factor influencing children's attitudes. This could explain why the use of music or songs during the language learning process is attracting an increasing amount of research interest. Despite this, no studies have taken place in Cyprus dealing with the use of songs, especially with pupils in primary schools. In line with Ara (2009), who states that through carefully structured input and practice opportunities, a positive learning atmosphere can be ensured in the children's class her research investigated whether and how children could be motivated in the EFL classroom through activities linked to the use of songs, which in turn might lead to improved grammatical and vocabulary

knowledge converting pupils' natural energy and enthusiasm into meaningful learning experience

The use of music and songs 'as a vehicle for second language learning is consistent with Gardner's theory of multiple intelligences' (Medina 2002:3) who states that *'Each human being is capable of seven relatively independent forms of information processing, with individuals differing from one another in the specific profile of intelligences that they exhibit'* (Gardner and Hatch 1989:4). Thus implementing songs in the EFL procedure is 'a break from classroom routine, and learning through songs develops a non-threatening classroom atmosphere in which the four skills can be enhanced (Bonner2009). The use of songs can also help in creating and sustaining an environment which evokes positive emotions, lowering the affective filter, and thus facilitating language acquisition. According to Krashen's *affective filter* hypotheses (1985), emotions can influence learning. Thus in order to understand learning it is necessary to take into account the affective filter. As negative emotions can function as a filter, preventing pupils from gaining maximum linguistic input, it should be in 'the interest of the second language teacher to provide an environment which evokes positive emotions (Medina 2002:2). This point is reinforced by Lake who maintains that 'optimum learning occurs in an environment of high motivation, self-confidence, and low anxiety

Emotions are said to give us a more activated and chemically stimulated brain, helping us remember things that are emotionally laden, since the more intense the amygdale arousal, the stronger the imprint thus a teacher should always be concerned about pupils' emotions and this could be 'the key that opens – or closes – the door to language learning. Thus evoking emotions through the use of songs could stimulate and activate the brain, which could help facilitate and promote language learning.

Researchers are increasingly aware of the importance of emotion in language learning and teaching. In the field of applied linguistics there has been a growing research interest in the interplay between affective and cognitive considerations. However, we are becoming more knowledgeable about the knowledge of the affective strategies that students use or could use to promote more effective language learning. music could help in importance of attention to affective factors, but there is still a huge gap in terms of our the process of learning through minimizing anxiety, and since music can positively affect language learning, songs could 'improve the ability of the mind to recall (Šišková2008), and, by extension, it would be reasonable to suggest, improve the ability to learn new grammatical structures and retain new vocabulary.

Different studies have worked with children of kindergarten age to determine whether the use of music can sustain very young pupils' attention, since they assert that 'attending to music is at the very core of music therapy practice and is essential to producing therapeutic outcomes.

1.6.1.2 Fun and enjoyment created through the use of songs

Probably the most obvious advantage of using songs in the primary classroom is that they are enjoyable and seen as a form of entertainment.. Most children and adults enjoy singing, but it is important for teachers to take on board that songs are more than just enjoyment. The relaxed atmosphere created by the implementation of songs into the EFL teaching process can make the classroom a non-threatening environment, and pupils can forget they are still practicing their language skills and just enjoy themselves (Parker 1969:95).

Songs can also be pleasant and easy to learn and use and, as a result, students often think of songs as entertainment rather than study and therefore find learning English through songs fun and enjoyable (Millington 2011:136).

Since most children enjoy listening to songs they can be a welcome change from the routine of learning a foreign language as stated earlier by Bonner, and can play an important role in the development of language in young children learning a second language, helping the teacher to add to pupils' enthusiasm as they gain confidence (Parker 1969:96). But, as Parker goes on to say, what is most important is that using songs can 'break the monotony of the daily practice routine.

Moreover, pupils, according to Šišková(2008),relate to songs as part of entertainment rather than work, and, as a result, find learning through songs amusing and stimulating rather than boring. Pop songs in particular, which are part of youth culture, can stimulate learning and improve knowledge or play an associative facilitating role in engaging and stimulating (Murphey 1992a:774) pupils' interest in language learning, since, it's clear however that song's power to "stick" is tremendous; this may partially be due to some similarities that it enjoys with inner speech'

is clear then that songs offer a great opportunity to help pupils change their classroom routine and, and the repetition and most importantly the fun involved in rhymes in songs (Ara 2009:165) could increase motivation levels by providing ample opportunities to work with interesting tasks and activities. Moreover, rhymes in songs could help teachers convert their natural energy and enthusiasm into meaningful learning experiences.

1.6.1.3 Reducing Anxiety

Since children learn better if they are engaged in interesting activities, our aim as teachers is to help them learn in an enjoyable environment without making them feel the pressure of learning a foreign language. This involves tailoring activities to the affective needs of the learner (Young 1991), using classroom procedures and strategies which 'pay off in terms of low anxiety, high motivation, and ultimately in the ability to convey information and communicate ideas and feelings. As Horwitz suggests: '*Teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language, and several recent approaches to foreign language teaching, such as Community Language Learning and Suggestopedia, are explicitly directed at reducing learner's anxiety*' (Horwitz 1986:125). Anxiety can be a very important variable in terms of influencing language achievement. It can also have a negative effect on motivation, as their study revealed: 'Some students reported that anxiety actually made them lose interest in learning English. This was reflected in the main study where participants stated through their answers both in questionnaires and focus group discussions, that anxiety could affect their performance in class and become an obstacle to learning both grammar and vocabulary.

Songs can provide a purposeful diversion for learners, refresh their minds and unlock their creativity (Shen 2009:89). Songs can be a great chance for reducing pupils' anxiety giving them the opportunity to work with each other, feel comfortable and more confident and this 'can result in increased participation and language learning

Moving away from the more traditional, teacher-centered classrooms and helping pupils to get rid of the frustration of not having adequate language to express their ideas or emotions. They may also prevent children from feeling uncomfortable or under pressure in the language class. This is particularly important given that 'because of their short attention spans, children cannot concentrate on tedious activities for long durations

1.6.1.4 Increasing Motivation

The use of songs in the EFL classrooms has the potential then to bring about effective learning by reducing pupils' anxiety, motivating them to learn the target language. The interrelationship between anxiety and motivation is evident from the contention that by reducing anxiety, songs can help increase student interest and motivate them to learn the target language (Millington 2011:136). Motivation has become a central concept underpinning many studies and, as Schön 2008. mention in their study, '*learning a new language, especially in the first learning phase wherein one needs to segment new words, may largely benefit from the motivational and structuring properties of music in songs*' (Schön 2008:975).

Motivation is vital in language learning and it can be triggered by internal causes such as the learner's interest, enthusiasm and desire or by external influences such as peer pressure (Shen 2009:90). Through reducing anxiety and boredom, the use of songs can create a positive learning state and 'increase attention by creating short bursts of energizing excitement' and adding 'an element of fun. Dörnyei and Ushioda (2001:119) reinforce the need to make tasks and activities engaging: 'Making the tasks more interesting: this is probably the best-known motivational dimension of classroom teaching, and many practitioners would simply equate the adjective motivating" with "interesting" . The teaching syllabus therefore, needs to reflect pupils' interest, and follow the topics pupils want to learn so that they regard the material they are taught as worth learning

1.6.2 Cognitive Reason

1.6.2.1 The Power of Songs to Affect Memory

Music and rhythm have been defined as powerful aids to language learning, memory, and recall. Interestingly, infants are remarkably adept at representing their auditory experiences in long-term memory. The power of music to affect memory is intriguing since the information being studied activates the left brain while the music activates the right brain and the simultaneous left and right brain action maximizes learning and retention of information (O'Donnell 1999:2)

Memory plays a key role in learning vocabulary and a foreign language in general and that, as Blodget believes, 'there is no better way for storing information in long-term memory than through music' (Blodget2000) it would seem obvious that songs should hav*e* 'a central place in the school curriculum, and more specifically in the EFL curriculum. Since songs are a source of repetition, children can learn by repeating either new vocabulary or repeatedly using new grammar being learned.

Music and rhythm can benefit the rote memorization process and when various types of verbal information have been presented simultaneously with music, memorization can been enhanced and the retentive effects of rhythm can be maximized when the targeted verbal information carries meaning.

Singing as opposed to listening to songs also seems to help pupils remember since the body becomes relaxed and alert, the mind is able to concentrate more easily (O'Donnell 1999:2). Teachers, however, have to take advantage of the merits of individual songs in terms of language learning and make careful selections.

1.6.3. Linguistic Reasons

In addition of cognitive reasons, there are also linguistic reasons for using songs in EFL classrooms. Some songs are excellent examples to work with colloquial English, that is, the language of informal conversation. It is obvious that the majority of language most ESL learners will find is in fact formal. Using songs can prepare students for the actual language they will be faced with in real life.

Two studies, Domoney and Harris (1993) and Little (1983) investigated the prevalence of pop music in the lives of EFL students. Both studies found that music is often the major source of English outside of the classroom. The exposure to authentic English is an important factor in promoting language learning. It relates directly to both the affective filter and automaticity. If students are exposed to songs which they enjoy, more learning is likely to occur since they may seek out the music outside of the classroom. The repetitive style of the songs then helps to promote automatization of colloquial language.

In fact, songs are mainly good at introducing vocabulary because songs provide a significant context for the vocabulary. In this context, words could be understood better and other related words could be completed by visual images or some other methods. Furthermore, using English songs in teaching English grammar might be an instructive approach. It is recommended that English teachers make the most of English songs in teaching grammar in the right time. The methods can vary from one teacher to another.

This is a strategy for working grammar on English lessons. Depending on the grammatical content of the song, the teacher can place the gaps where there are nouns, verbs, adjectives, or adverbs to practice a target grammar point, for example past tense verbs, prepositions, or compound nouns, or to identify key words. This way the students will know what to look for. For example, if we are learning the present continuous we can use this technique. Pick up a song that has many verbs in the present continuous, blank them out and give in parenthesis the verbs in the infinitive. Have the students complete the song with the correct form of which verb. This method will help the learners to memorize the structure of present continuous.

1.7.Musical Methodologies

1.7.1. Suggestopedia

Suggestopedia is an approach to language learning based on the science of suggestion. It was developed by the psychiatrist educator Georgi Lozanov.
Suggestopedia considers the physical surroundings and atmosphere of the classroom to be of vital importance in the teaching-learning process.It is a method based on the principles that: the teacher and the students must exist in a parent-children relationship where, barriers to learning are removed, students

are given different names from their outside real ones, traumatic(shocking, distressing or unpleasant) themes are avoided, some kind of sympathy must exist between the teacher and the students in addition to stimulating the learner's brain especially the right hemisphere through the power of suggestion

The main objective of Suggestopeadia is to produce an altered state of consciousness which is conductive to learning and to lower the affective filter to encourage learning.

The procedures followed in Suggestopeadia were: the particular use of relaxation exercises designed to remove anxieties on the part of a learner which might act as interferences to learning. These activities include the use of music, visual images, rhythmic patterns as well as dialogues and translation exercises. No attention is paid to students grammatical errors. A suggestopeadic lesson has three main parts. There is an oral review section in which previously learnt material is used for discussion. This is followed by the presentation and discussion of new dialogue material and its native language equivalent. Finally, in the "séance" or "concert" session, students listen to relaxing music especially classical music which must be played at a slow tempo to induce the desired state of learner's mental readiness required for learning. Meanwhile, the teacher reads the new dialogue material in a way which synchronises with the played music.

Suggestopeadia is a language teaching method which aims at developing the learner's speaking skill more than any other skill. This might be done through commenting visual images, getting involved into dialogues, translation from one language into another, acting, listening to music and singing songs. The suggestopeadic emphasis on lowering the affective filter is now accepted as an important part of all teaching. Music is frequently used as a teaching material in classes, though not necessarily in the ways and of the type Lozanov recommended. Teachers following Lozanov's suggestopeadic method need to be skilled in singing, dancing, acting, joking and other psychotherapeutic techniques.

1.7.2.The Contemporary Music Approach

In the Contemporary Music Approach (CMA) methodology begun by Anton(1990), song is used as a memory prompter. Anton believes that "*music is one of the most effective memory aids available to us, especially for recalling grammatical structures"* (p. 1169). The CMA method of teaching various grammatical structures of the language through different styles may accompany any textbook.

With CMA, different styles of music and rhythms are correlated with the various grammar lessons, because Anton believes that a certain beat reminds students of the song, and the song in turn reminds them of the grammar. He discusses the approach as a way of combining singing and psychology with language learning. The CMA uses a step-by-step approach to combine active

and nonverbal processes of the right hemisphere of the brain with verbal and logic-based processes governed by the left hemisphere to reduce inhibitions and allow the student to learn and remember certain grammatical features. In a survey of students taking the CMA approach, 98% felt it helped them learn Spanish and 92% played the songs for family and friends.

1.9 Concerns and Negative Effects of the Use of Songs

Although there are many benefits from the use of songs in language learning which render them a valuable teaching tool, there are some researchers who express concerns about using them in the language classroom.A teacher needs to take care in selecting a suitable song for his or her class, and the language, vocabulary, and sentence structure of some songs can be quite different from that used in spoken English, and this can make them unsuitable for use in language teaching classrooms. As a result, a teacher should consider the purpose of any individual song in order to ensure that it does not interfere withlanguage learning, and check whether 'they establish irregular sentence or stress patterns which have to be corrected when used in conversation.

Moreover, it is not easy for all non-native English speaking EFL teachers to teach the stress and timing of songs correctly, with the result that they are 'therefore probably more likely to only use certain songs that they feel comfortable with, which might not be the most appropriate for the given group of pupils.

Consequently, as Campbell suggests, even 'playing light, easily paced music in the background helps some people to concentrate for longer periods. It should not be forgotten, however, that others may be distracted by the use of songs, as mentioned by Šišková who asserts that music can sometimes serve 'as a distraction and not as a means of learning the subject' (Šišková 2008:13). Some pupils are easily excited and make unwanted noise and disturbance, creating a distraction for other pupils in class who find it difficult to concentrate. The use of technical equipment can alleviate this problem, since if each pupil has his or her own headset, as mentioned later in this study, this can minimise unwanted noise as well as aiding concentration.

Other researchers have very wisely also given reasons for taking great care while using songs during the learning process. Richards maintains that 'before using a song in the classroom it is important to make sure that the words and sentence patterns in it have been already taught' (Richards 1969:167), since, as Richards also claims, there could be problems caused by difficult language which usually has 'low frequency, sometimes archaic and dialect words, and sentences of irregular structures and stressing.

Consequently, a teacher considering using songs should consider carefully the vocabulary, pronunciation and grammatical input before using a song in the EFL classroom. In addition, there are other difficulties facing the teacher in selecting and using songs. Since she or he needs to 'maintain variety in the classroom, the teacher needs a good repertoire of songs. Children do not like using the same song on several occasions and become easily bored. Songs go out of date very quickly, and no matter how enjoyable or memorable songs are, they 'will not teach anyone to use the language, and will not give students the ability to communicate in another language

1.9 Conclusion

This theoretical chapter has focused on providing a general view concerning the use of songs and its effect on students 'speaking skill. It has defined speaking skills and songs. It has explained the differences and similarities between language and music. It has described how music could enhance speaking skill, followed by illustrating some reasons for using songs in EFL classroom. At the end, this chapter has explained the musical methodologies and concerns and negative effect of the use of songs.

Chapter Two:
Research Design, Results and Recommendations

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2.1Introduction

The second chapter is devoted to an explanation of the research methodology and design, focusing on data collection and analysis. It is used as a description of a case study concerning the Effect o Using Songs as a Pedagogical Tool to Improve Students' Speaking Skills.First,it presents the objectives of this research work and describes the research instruments used . It introduces the sample population followed by data analysis methods. Finally, this chapter denote the analysis of the collected data and gives a discussion of the main results. Taking into consideration the obtained results, this chapter aims at providing some recommendations and suggestions that would help teachers and learners use songs in EFL classroom. It also demonstrates the challenges that face the use of songs in teaching and learning speaking skills and offers some suggestions which may help EFL learners and teachers to meet these challenges.

2.2Research Objective

This research tries to demonstrate the role of songs in teaching and learning oral expression by providing a broader view concerning the teachers and learners reaction about its use.Moreover,the study attempts to clarify teachers and students attitudes towards integrating songs in EFL classroom and examined if they benefit from it.

2.3The sample population

The informants were EFL Teachers and Learners from Tlemcen University. They were selected to respond to this research instruments addressed to them.However; from this large population these researchers have divided a sample population of twenty teachers and thirty students. In fact, the respondents have been randomly chosen to represent the whole population because all of them have the same chance of being selected.

2.3.1 Students 'Profile

The students involved in this study were second year EFL Students at English Department at Tlemcen University. They were thirty(30),twenty one(21)females and nine(9)males aged between twenty(20) to twenty-one(21) years old. They were randomly selected to be interviewed.

2.3.2 Teachers 'Profile

In addition to the second year EFL Students, twenty (20) EFL teachers were involved in this research work; four (4)of them were female and two(2) were males. They were randomly selected to answer the questionnaire .All the teachers that were selected had experienced teaching English in Tlemcen University for several years so they were aware of the curriculum, textbook,regoin's culture and routines.

2.4 Data Collection

In this research work, the researcher has opted for two research instruments to collect data needed for a sound investigation of EFL teachers and learners 'opinions about to use of songs as a pedagogical tool to improve students 'speaking skill. The present work was developed through the use of questionnaire and an interview.

2.4.1The Questionnaire

The questionnaire is the most common instruments used for collecting data. It can be designed in the form of written questions by a researcher then addressed to a sample population to be answered,Nunan(1992:231)states that *«A questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probed requiring a response from the subject"*.Thus,it is a tool which is used in most of the research works because of its advantages. It can help the researcher to collect data that could not be observed.

The questionnaire was addressed to twenty (20) EFL teachers. There was an attempt to address the questionnaire to allteachers.However, not all of them were present. The purpose of this questionnaire is to examine teachers 'attitudes towards incorporating songs in their oral expression and its effect on students 'speaking performance.

Concerning the forms of the questions used in this research work, the researchers have used close-ended questions, multiple-choice question and open-ended questions. The closed-ended questions limit the respondents to a

finite set of answers which often are (yes) or (no).The multiple choice questions provide several answers from which the respondents have to choose the appropriate one for them. The open-ended questions give the respondents the opportunity to answer freely without any limit.

The teachers 'questionnaire contains twelve (12) questions divided into three rubrics.

Rubric1: Teachers'profile.Three (3) questions were designed to collect personal information about the participant. We use a multiple choice forma and short questions to determine demographic characteristics of the respondents including their gender, qualification and teaching experience.

Rubric2: Teachers'Attitudes towards Integrating Songs in Oral Expression. Three(3) questions were designed to collect a quantitative analysis we use a close-ended questions in which the participants were asked to answer to answer by putting a cross(x)on the right response.

Rubric3: The Effect of Songs on Students 'Speaking Performance. Five (5) statements were designed for quantitative analysis we used a multiple choice format in which the participants were asked to read the statements and choose among four optional responses "Usually" (meaning most of the time) "Sometimes"(meaning from time to time) "Never"(meaning not all the time) we decided not to include «Neutral" among the options in order to obtain real attitudes from the teachers. In addition to this one open question was designed to collect qualitative analysis in which the participants were encouraged to briefly write their suggestion and comments.

2.4.2The Interview

In addition to the use of the questionnaire as a research instrument in this research work,the researchers depended also on the use of the interview which is a research instrument used by a researcher in form of a conversation between him and the informants to obtain information. Gilliam(2000:1)defines it as *«A conversation usually between to people. But it is a conversation where one person-the interviewer-is seeking the response for a particular purpose from the other person-the interviewee"*

The researcher can employ the interview in addition to other research tools to collect more information about the studied issue. Interviews are employed when other research instruments seem inappropriate. Concerning the models of the interview, there are the structured, semi-structured and unstructured interviews. The structured interview takes the form of an oral

questionnaire. The semi structured interview is based on preplanned questions. The unstructured interview takes a form of a general discussion (Seliger and Shohamy,1989).

In this research work, the researchers relied on the use of the structured interview because this type is helpful when" *The researchers are aware of what they do not know and therefore are in a position to frame questions that will supply the knowledge required"(Lincoln & Guba: 1985,26)*.The reason behind this interview was to gather data about the current status and ideas about the use of songs as a tool to improve students 'speaking performance.

The students 'interview included seven (7) questions. The first (1) question aimed at knowing whether teachers use songs in oral session or not. Concerning question two (2) and three (3) the interviewees were asked about their feelings when they used songs in classroom. Question four (4) to seven (7) were intended to draw out the students 'view about the effect of songs on their speaking performance.

2.5Data Analysis Method

To analyze the questionnaire, the researchers depended on a mixture of data analysis methods which are quantitative and qualitative data analysis. In this respect,Dornyei (2007:268) claims that "*The analysis of data should processed independently for the quantitative and qualitative phases and miscuing should occur only at the final interpretation stage»*. Using a mixture of quantitative and qualitative methods help the researcher to obtain better results. For analyzing the collected data of the interview, the researchers made use of the qualitative data analysis method.

2.5.1 Quantitative Data Analysis

Quantitative data analysis is used to generalize results from a sample population.Muijs defines quantitative research as "*Explaining phenomena by collecting numerical data that are analyzed using mathematically-based methods(in particular statistics)"*(Muijs,2004:01).It is a kind of measuring the people's thinking in the form of a statistical point of view. As a quantitative method, the questionnaire can is utilized to collect quantitative data.

2.5.2 Qualitative Data Analysis

Unlike the quantitative method which focuses on measurement, the qualitative method is used to describe human behavior.Therefore, Smith(1975:205) claims that *"Qualitative analysis deals with the forms and antecedent-consequent patterns of form"*. The qualitative data can be collected through different research instruments like the interview.Seliger and Shoal (1989:205) state that it is "*Usually in the form of words in oral or written modes»*. Its aim is to understand the people's thinking and feeling and why they make certain choices.

2.6 Data Analysis

Since, in collecting data, the researchers have adopted two research instruments which were the questionnaire and the interview , data analysis was needed for both instruments.Therefore,the researchers made use of quantitative and qualitative data analysis method to analyze the questionnaire while they depended only on the use of qualitative data method for the analysis of the interview.

2.6.1 Analysis of the questionnaire

The questionnaire tried to examine teachers 'attitudes towards incorporating songs in their oral expression and its effect on students 'speaking performance.

This sample consisted of 20 teachers with doctors or professors 'title. Currently working in the department of foreign language at the University of Tlemcen.

As teachers, they were concerned too with research subject and the issue undertaken. The teachers were asked about their opinion concerning the use of songs to learn EFL speaking performance. The majority of them said that they enjoyed the use of songs in their English speaking session. They affirmed that the use of songs in classroom because music will sometimes lead to difficulty in controlling the class and some students will get over exicted.The majority of them assumed that music has a great effect on students 'speaking skills as well as improving pronunciation and vocabulary.

Question one:

Have you ever tried to integrate songs in your English speaking sessions?

Yes [ ]   No [ ]

The first question aimed at knowing whether the teachers integrate songs in their English speaking session .It was noticed that all most all the respondents shared different view point and therefore had different attitudes i,e.,all the respondents stated that they do not use songs in teaching English speaking session

Question two:

Do you think that using songs for EFL Teashing is so important ?

Yes [ ]   No [ ]

When asking the teachers about the importance of using songs for EFL teaching the majority of the respondents fifteen (15) from a total of (75%) of the teachers expressed that songs have significance in EFL teaching whereas five (5) informants representing the percentage of (25%) said that music doesn't have importance in EFL teaching

The table below summarizes the teacher's response

Suggestion	A.F	R.F
YES	15	75%
NO	5	25%

Table 2.1: teachers' feeling about the importance of using songs

From the above table it can be understood that the majority of the respondents affirmed that using songs in EFL teaching is so important.

Question Three:

Does EFL learners encounter difficulties while using songs in classroom ?

Yes [   ]   N [   ]

The third question tried to prove if learners face difficulties and problems while using songs or not? Eighteen (18) teachers representing 90% of the total population agrees that learners encounter difficulties while listening to songs in classroom two (2) representing the percentage of (10%) saw that they did not. The table below summarizes the teachers' responses.

Suggestions	A.F	R.F
Yes	18	90%
No	02	10%

Table 2.2 the teachers' opinion about the learners difficulties while using songs

Therefore, Most of the informants think that learners face problems while using songs during oral expression.

Question four:

I think that songs can enhance speaking skill

Usually [   ]   Sometimes [   ]   Never [   ]

Concerning question 04 most of the teacher fifteen (15), representing the percentage of 75 %. Confirmed that songs usually enhance students speaking skill in the classroom, On the other hand, three techers, representing the percentage of 15% said that songs sometimes develop students speaking skills. Two (2) teachers representing the percentage of 10% said that songs will never improve students speaking performance.

The following pie chart summarizes the different responses of the informants.

Pie chart2.1 teachers' opinion about the use of songs to improve speaking skill

It can be understood music usually enhance students speaking performance.

Question five:

Using songs in classroom can help in learning English pronunciation.

Usually ⬜   Sometimes ⬜   Never ⬜

Concerning question five? The results obtained demonstrated that teachers (85%) of the total number of the respondents believed that songs can usually help in learning English pronunciation? On the other hand two (2) teachers,(10%) of the total number of the respondents claimed that songs can sometimes help in learning English pronunciation, one (1) teacher representing 5% affirmed that songs never help in learning English pronunciation

The following table illustrates their answer

suggestion	A.F	R.F
Usually	17	85%
Sometimes	2	10%
Never	1	5%

Table 2.3 teachers 'opinion about the use of songs to improve pronunciation.

Therefore, most of the respondents believe that the use of songs usually help in learning English pronunciation

Question six :

I assume that students sometimes use the correct pronunciation after playing the song for several times.

Usually ☐   Sometimes ☐   Never ☐

Concerning question six most of the teachers twelve (12) respecting the percentage of 60% confirmed that students sometimes use the correct pronunciation after playing the song for several time, On the other hand five (5) teachers 25% claimed that students usually use the correct pronunciation (3) teachers; representing the percentage of 15% said that students will never use the correct pronunciation after playing the song for several time

The following pie chart gives an idea about the different responses of the informants.

Pie-chart2.2the impact of songs on students' correct pronunciation

From the above pie chart, one can notice that most of the respondents claimed that students sometimes use the correct pronunciation after playing the song for several time.

Question seven:

I think that songs can enhance students memory and improve vocabulary .

Usually ☐   Sometimes ☐   Never ☐

Concerning question seven, the results obtained demonstrated (10) teachers, (15%) of the total number of the respondents believed that songs usually enhance students memory and improve vocabulary (04) teachers representing (20%) affirmed that songs never enhance students memory and improve vocabulary

the following table illustrate their answer .

Suggestion	A.F	R.F
Usually	10	50%
Sometimes	6	30%
Never	4	20%

Table 2.4 the impact of the use songs on students memory and vocabulary

Therefore, it can be understood that the majority of the respondents affirmed that songs usually enhance students memory and improve vocabulary .

Question eight:

I feel that music in classroom increases students concentration and leads them to discover new items.

Usually ☐   Sometimes ☐   Never ☐

Concerning question 08, fourteen teachers (14) representing the percentage of 70% confirmed that music in classroom usually increases student's concentration and leads to discover new items. On the other hand, five (5) teachers25% claimed that music sometimes increases students' concentration and leads to discover new items. One teacher (1) representing the percentage of 5% said that music will never increase students concentration and leads to discover new items.

The following pie chart gives an idea about the different responses of the informants.

□ 5%

■ 25%

■ 70%

Pie chart 2.3 teachers feeling about the use of songs to increase students' concentration.

From the above pie chart it can be understood that music in classroom usually increase students' concentration and leads them to discover new items.

Question nine:

What effect do songs have on students speaking skill?

Concerning question 09 which is an open question the informants were asked to state the effects that songs have on students speaking skills, the answer were nearly the same .all the informants agrees that the use of songs has a great effect on students speaking skill they said that English songs as an alternative teaching strategy to the oral expression course might have on improving students' achievement in the speaking skills.

Songs are very significant tools to develop the students linguistic oral proficiency they offer a relapsing atmosphere enhance speaking activities and develop students linguistic knowledge of vocabulary and pronunciation as well

A song performed by a native speaker will be more beneficial in that the learners have a chance to be exposed to a native language user in an attractive

way. Song's lyrics are different from other kind of texts because they are closely linked with rhythm. This makes them useful for teaching pronunciation aspect naturally.

All the facture of connected speech including reduction can be identified easily and practiced using songs. Music can be used in the EFL classroom to create a learning environment.

It is especially good for introducing vocabulary because songs provide a meaningful contest for the vocabulary.

2.6.2-Analysis of the Interview

The interview is intended to collect data about the current status and ideas about the use of songs as a tool to improve students' speaking performance. After the questionnaire has brought information by sample teachers, another sample has been chosen to provide the present research work with the necessary data. This sample consisted 30 students studying English in the department of foreign languages at the University of Tlemcen .The interviewees chosen confirmed that using songs in classroom improves students' speaking performance. The interviewees were approached with structured interview following a certain order of questions. These interviews were recorded using an electctronic recorded device and each interview was about eight to fifteen minutes long.

Question one: Do your teachers use songs in oral expression?

The majority of students stated that their teachers do not use songs in oral expression because of the lack of suitable materials to indulge songs appropriately, teachers limited competencies and experience, the insufficient knowledge of the particular use of song, the limited time and restricted curriculum .Finally, one of the impediments of songs practice in EFL classroom is the identity problem and the fear of controversy over teaching values and attitudes which have been globally recognized as a hindrances in some communities .

Question two: Do you like to listen to recorded music that your teachers bring in your oral session

the interviewees like to listen to recorded music in their oral session. Students felt confident and motivated when they heard the music. Most students agreed that music is enjoyable and fun way to grasp information and gain acknowledgment

Question three: Do you want to spend more time using songs in your classroom? If yes, why?

The interviewees maintained that they enjoyed using songs in their classroom that they also wanted to spend more time doing songs it seems to be welcomed and appreciated in English classes because using songs in classroom can be a nice break from following a set of curriculum. It creates a positive climate and atmosphere that make the classroom a nonthreating environment by reducing anxiety. Pleasure for its own sake is an important part of learning a language and songs can add entertainment to the classroom routine and potentially improve students' motivation.

Question four: Have you ever tried to sing with your teacher in order to evaluate your speaking proficiency?

All the students stated that when using the songs, they felt more confident because it was easier for them to remember the pronunciation modeled by the song's vocabulary and pronunciation in their memory. It was a little taught to get used to singing and to faithfully imitate the pronunciation at the beginning; but once they got used to it, it was really easy for them to remember the lyrics and to use the vocabulary later in real context. In addition, they can discuss the different topics in the lyrics and in this manner they can practice speaking by expressing opinions and reflection about the content of the song.

Question five: Do you think that listening to song can develop your oral performance?if yes ,why?

All the learners agreed that listening to songs can develop oral performance; they have been demonstrated that music is a trigger that improved academic abilities such as vocabulary and pronunciation. Learning to speak in a foreign language also involves using slightly different muscles in slightly different ways and thus songs are natural for training these new muscles .Infact,a new language is at least partially like a sport and singing is a very effective training technique.

Question six: According to you ,in which area do you think that songs can help you to practice your speaking skill?

What was noticed by the interviewees is that songs and music almost always contain a lot of useful vocabulary, phrase and expression. Listening to song will also allow them to focus on their pronunciation and understanding of the English language's rhythm, tone and beat. Many of the words and patterns within a song are repetitive and this makes it easier for them to stick in their mind. All of this will help to learn English through songs as they easily memorized vocabulary and phrases. In fact after a short period of time they will find it almost impossible to forget them.

Question seven: What would you suggest to your teachers to develop your speaking skills while using songs?

Reaching to the last question if there is any suggestion to teachers that would help to develop students' speaking skill while using songs, the interviewees suggested that teachers have to be careful when choosing a song. It should have the right characteristics to fulfill students needs in terms of the learners 'context and the possibilities the song gives. Therefore, careful selection of the song is important according to the level of speaking that the students have. It is advisable that songs could be selected for them, according to their interest. The teacher explained the meaning and modeled the vocabulary, having students repeat after completing some activities ,on some occasions, when the song started, students practice pronunciation after that, the teacher reinforced and fostered practice with the vocabulary and had students say the meaning of a given word and practice their pronunciation. Finding the word: this activity was proposes by the majority of students based on asking students to listen for words and write them down with certain sounds in the song. To make the task easier teachers could provide the missing words in box at the side for the students to select, or they could number the gaps and provide clues for each number. Students enjoy doing listening activities like filling in the blacks and discussing the whole meaning of the song as well as unknown vocabulary they found. It is also good to link song with visual aids to enable students to recall and infer relevant information which is good for oral correction.

2.7-Dscussion of the Main Result:

To develop this research work ,the researchers had proposed a set   of hypothesis .Concerning the first hypothesis, teachers asserted that the use of audio-lingual materials among which songs are valuable, affective and cognitive to gradually internalize the structure and patterns of English speaking skill. After analyzing the data collected, the present research work proved this hypothesis because the teachers expressed their desire to integrate songs in oral expression as a material to their teaching as well as it has a great important in teaching English speaking skills. Most of the students seemed to be more motivated to use songs because they confirmed that they like to listen to recorded music that their teachers brought and they want to spend more time using songs as it is good and accessible source of authentic and memorable language; they have the ability to inspire learners to be kind listeners to the native accent ,they encourage students to get exposed to and produce difficult sounds, words and phrase that are unknown before, their rhythmic style makes the language repeatable and easier to imitate; and above all songs provide listeners with a relaxing and emotional atmosphere that makes them in a state of unconscious exposure to language rather than artificial and exhausted learning.

The second hypothesis, the researchers proposed that when using songs the majority of teachers noticed that their EFL learners ca not understand some vocabulary items, pronunciation and may even fail to follow the rapid speech .The findings of this research work revealed that this hypothesis is true.EFL learners encounter difficulties while using songs during oral expression they may face some potential problems with songs as they contain slang,idioms,phrasal verbs and even ungrammatical sentences which may have a difficult vocabulary that even upper intermediate students will not understand .In addition to this students find it difficult to complete the listening because of the rapid speech which contain connected speech and thus students fail to capture the right pronunciation of the words .

The third hypothesis which was proposed is that the learners who are frequently exposed to song can develop their speaking skill. After the data collection and analysis the findings had proved this hypothesis .The interviewees agreed that songs play a significant role in motivating students to learn English speaking skill. They can support the development of learners ability as well as provide opportunities for learning pronunciation and vocabulary .Songs allow learners to repeat and memorize chunks of language. This contributes to vocabulary learning too. Repetition is needed to help learners remember words and many lexical items. Learners need to know multi-word items rather than single words. Songs can thus be an effective

method of helping learners learn lexical patterns that will be stored in their minds and can be naturally recalled during oral communication. In other words songs can help the development of automaticity the ability to use a language naturally and without conscious effort.

Finally, one may say that most of the EFL teachers and learners supported the use of songs to improve students' speaking performance. All the teachers agreed that music is subject of everyday communication which can be very beneficial for teaching vocabulary and pronunciation in classroom. Hence, the use of songs must become the norm in classrooms and universities. The teacher should encourage his students to develop their language speaking skill through the use of songs. However, the teachers and learners need professional training concerning the use of songs to avoid exposure to problem when they use it.

2.8Recommendation for teachers:

Nowadays, the use of audio-lingual materials for EFL teaching and learning is so important. There are different reasons that make a teachers use audio-lingual materials among which songs are valuable, affective and cognitive gradually to assist his teaching.Thus, the traditional teaching was dependent on traditional methods like textbooks and chalkboard.However, modern education has witnessed the use of new teaching procedures. The introduction of these new materials in teaching and learning can improve the students 'achievement in speaking skills.

songs are used to achieve educational goals. It plays an essential role in improving the students' speaking skills.Throug the use of songs the students can develop their speaking skills For instance, the use of songs can enhance the students 'communication skills by listening to different topics from native speakers like stories and poems.Thus,the use of songs is very important because it provides possibilities that would be more helpful in improving speaking skills.For example ,songs as a practical material can develop oral peformance,it is considered as a trigger that improved academic abilities such as vocabulary and pronunciation.

Interaction between the teacher and students is very important as well as the interaction between the students in the classroom.Therefore, the use of songs can be helpful in improving this interaction .For instance the use of songs can lead the students to have direct interaction with their teacher. they will feel free to participate and give their point of view.Also,the teacher will find it easy to transmit his ideas.

2.9Recommendation for students

Learning a foreign language is not an easy task because learners have to develop their abilities. Thus, songs play a significant role in motivating students to learn English speaking skill; they can support the development of learners' ability as well as provide opportunities for learning pronunciation and vocabulary. Songs allow learners to repeat and memorize chunks of language. This contributes to vocabulary learning too; repetition is needed to help learners remember words and many lexical items learners need to know multi-word items rather than single words. Songs thus is an effective method of helping learner learns lexical patterns that would be stored in their minds and can be naturally recalled during oral communication. In other word, songs can help the development of automaticity the ability to use a language naturally and without conscious effort.

1.10. Challanges Facing the Use of Songs in EFL Classroom

In spite the fact that the use of songs has many benefits, there are some challenges and difficulties that face its use within the educational system. For instance, the lack of suitable materials to indulge songs appropriately, teachers limited competencies and experience, the insufficient knowledge of the particular use of song, the limited time and restricted curriculum, difficulty in controlling the classroom because students may feel over exited while applying the song in classroom.Finally,one of the impediments of songs practice in EFL classroom that teachers face is the identity problem and the fear of controversy over teaching values and attitudes which have been globally recognized as a hindrances in some communities.

Learners who are exposed to song in EFL Classroom encounter difficulties while using songs during oral expression they may face some potential problems with songs as they contain slang, idioms,phrasal verbs and even ungrammatical sentences which may have a difficult vocabulary that even upper intermediate students will not understand. In addition to this students find it difficult to complete the listening because of the rapid speech which contains connected speech and thus students fail to capture the right pronunciation of the words.

Songs is the efficient part that provides the necessary support for effective language teaching and learning speaking skill. However ,a good integration of songs has to be considered to lead to the effectiveness of improving speaking profeciency.There are some criteria that need to be implemented, such as the supply of the necessary tools and some techniques that could be used. The goal of using songs in classroom is to provide ways for students to learn. The integration of songs will support the new ways of teaching and
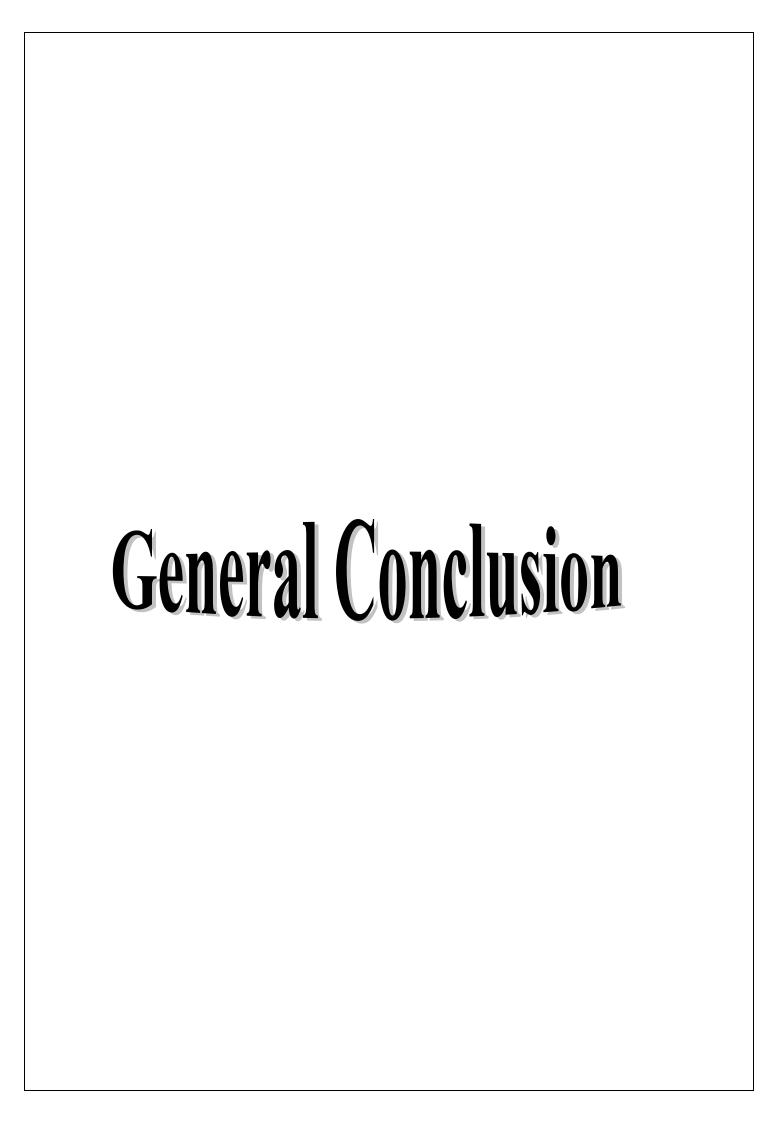
learning.First,the teacher should have goals for the session. When choosing a song, it should have the right characteristics to fulfill students needs in terms of the learners 'context and the possibilities the song gives.Moreover,the teacher should involve the learners such as determining class direction and promote a learner centered classroom by focusing on learners and helping them to develop learning strategies. They should understand the learners difficulties.

The application of songs in EFL classroom reveals the complexity of its use. To avoid this complexity, it is better to select the right songs according to the level of speaking that the students have, and it is advisable that songs could be selected for them according to their interest .A successful integration enhances learning by using the appropriate songs application with activities that help the students to get mastery of speaking skills. The activities should be structured to increase the speaking process and enable students to become better speakers.

Lacking practical knowledge for using songs in EFL classroom is an issue. Therfore,it is suggested that teachers should be the right training. It is also beneficial for teachers to be always updated to cope with future issues. some students may face difficulties while using songs during oral expression ,they may face some potential problems with songs as they contain slang,idioms,phrasal verbs and connected speech. Therefore, teachers have to provide sufficient support to prevent the students from having difficulties by playing the song for several time and then providing them with activities and asking the students to work in groups so that they can provide assistance and help each other

2.11Conclusion :

This chapter was developed to provide an overview of a research design and data analysis. It deals with the objective of this research work. It was also concerned with describing the research instruments and data analysis methods it aimed at analyzing the data collection and presented the results .In fact, the analysis of the teachers 'questionnaire and students 'interview revealed that using songs as a pedagogical tool in EFL classroom is really important and helpful to improve students'achievment in speaking skill.However,every teacher should learn how to employ technology so that they will not face any problem when using it.Hence,songs play a significant role in motivating students to learn English .They can support the development of learners' ability in speaking skill as well as providing opportunities for learning pronunciation and vocabulary. This chapter also provided recommendations for both teachers and students 'speaking skill.Additionally,it listed the challenges that teachers and students face while using songs and some helpful suggestion to cope with these challenges.

General Conclusion

General Conclusion

Educational song has brought changes in the field of education and transformed the approaches of teaching and learning English as a foreign language. Thanks to its advantageous the teaching and learning of speaking skill is enhanced and facilitated.

Nowdays, the use educational song is influential in any domain, especially in EFL teaching and learning. It is the efficient part that provides the necessary support for effective language teaching and learning.Forinstance,it is worth mentioning that the use of song can provide the learners with different possibilities that can help them to discover the target language. As a practical material songs can develop oral performance, it is considered as a trigger that improved academic abilities such as vocabulary and pronunciation.

Taking the role of using songs as a medium in EFL classroom and its impact on students speaking skill as a studied issue for this research, the researchers introduced the following research questions:

- What might be the teachers 'attitudes towards using songs in teaching English speaking skill?
- What difficulties do EFL learners encounter while using songs during oral expression?
- How can the use of songs contribute in improving EFL learners 'speaking skill?

The above cited questions led to the formulation of the following hypotheses:

- EFL teachers assert that the use of audio-lingual materials among which songs is valuable, affective and cognitive to gradually internalize the structures and patterns of English speaking skill.
- When using songs, the majority of teachers noticed that their EFL learners cannot understand some vocabulary items, pronunciation, and may even fail to follow the rapid speech.
- Learners who are frequently exposed to song can develop their speaking skill.

The study has begun with a literature review of previous research studies concerning the use of songs in EFL classroom. As an entry, the researchers provided a definition of speaking skill and songs so that the reader will have an idea about this concept, the researchers mentioned the distinction and similarities between music and language and the impact of songs on speaking skill. The introductory chapter also discussed the reasons for using songs and

some musical methodologies. In addition to concerns and negative effect of its use.

The second chapter dealt with the collection and analysis of information related to the topic of this study. For this study, two types of research instruments have been used to elicit data a questionnaire and an interview. For the analysis of the data, two different methods were applied, quantitative data analysis and qualitative   data analysis. Concerning the area of research and the participants, a variety of samples have been randomly chosen.forinstance, teachers holding different titles (20 teachers), since they are in touch with songs on a daily basis.

Based on the opinion of the participants, the researchers have tried to prove the research hypotheses .Though the previously mentioned instruments, the researchers dealt with questions concerning their attitudes towards the use of songs and its effect on students 'speaking skill, what preference they have when it comes to the use of song and what could enhance speaking skill. concerning the interview, the researchers attempted to gather information as out the importance of songs in EFL classroom, the students 'thought about the impact of song on speaking skill.

The analysis of the collected data gave positive and negative results. Concerning the use of songs and the frequency of its use in classroom, all the participants showed attitudes towards the usefulness of the tool.However, some of the informants indicated negative statements due to some difficulties that the learners and teachers face. Regarding the teachers, they proved the same characteristics like the learners such as the benefits resulting from this tool. Concerning the negative characteristics, there are challenges experienced through this rool, due to factors such as technical issues and the lack of material and preparation. In addition to this, it provided recommendation and suggestion for the incorporation of songs as well as the main challenges in the classroom that are being coped with.

As a concluding statement, one might add that the present study has attempted to present an idea of speaking skill in relation to songs through investigating many aspects of that relation like the major contribution of educational songs and its effect on students 'speaking performance. Moreover, this research work tried to provide outcomes of songs on speaking skill, and how it can enhance students'communication

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Appendices

Appendix A: Teachers'Questionnaire

The questionnaire tries to examine teachers 'attitudes towards incorporating songs in their oral expression and its effect on students 'speaking performance

You are kindly requested to answer the following questions by putting a cross (x) on the right response and add your comment when necessary.

Rubric1: teachers' profile:

1/ Gender : male ☐   female ☐

2/ Qualification :

Licence ☐   Magister ☐   Master ☐   PhD ☐

3/ Teaching experience: years

Rubric 2: teachers attitudes towards integrating songs in oral expression .

1/ have you ever tried to integrate songs in your English speaking sessions ?

Yes ☐   No ☐

2/ Do you think that using songs for EFL teaching is so important?

Yes ☐   No ☐

3/ EFL learner encounters difficulties while using songs in classroom

Yes ☐   No ☐

Rubric 3: the effect of songs on students speaking performance.

1/ I think that songs can enhance speaking skill

Usually ☐   Sometimes ☐   Never ☐

2/ Using songs in classroom can help in learning English pronunciation

Usually ☐   Sometimes ☐   Never ☐

3/ I assume that students will use the correct pronunciation after playing the song for

Usually ☐   Sometimes ☐   Never ☐

4/ I think that songs can enhance students memory and improve vocabulary

Usually ☐   Sometimes ☐   Never ☐

5/ I feel that music in classroom increases students' concentration and leads them to discover new items

Usually ☐   Sometimes ☐   Never ☐

6/ what effect do songs have on students speaking skill?

………………………………………………………………

Appendix B: Students'Interview

The interview is intended to collect data about the current status and ideas about the use of songs as a tool to improve students' speaking performance. We would be grateful if you answer the following questions:

1-Do your teachers use songs in Oral Expression?

……………………………………………………………………………………

2-Do you like to listen to recorded music that your teachers bring in your Oral session?

……………………………………………………………………………………

3-Do you want to spend more time using songs in your classroom? If yes, why?

……………………………………………………………………………………

4-Have you ever tried to sing with your teacher in order to evaluate your speaking proficiency?

……………………………………………………………………………………

5-Do you think that listening to song can develop your oral performance? If yes, why?

……………………………………………………………………………………

6-According to you, in which area do you think that songs can help you to practice your speaking skill?

……………………………………………………………………………………

7-What would you suggest to your teacher to develop your speaking skills while using songs?

……………………………………………………………………………………