

**People's Democratic Republic of Algeria
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University of Tlemcen**



**Faculty of Letters and Languages
Department of English
Section of English**

**THE IMPACT OF ENGLISH SONGS ON EFL LEARNING
AMONG ALGERIAN YOUTH**

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Language Sciences

Presented by

Mr. Berrehou Naoufel

Supervised by

Prof. Negadi Mohammed Nassim

Board of Examiners

Dr. HAMMOUDI Khadidja	President	University of Tlemcen
Prof. NEGADI Mohammed Nassim	Supervisor	University of Tlemcen
Dr. BENADLA Lamia	Examiner	University of Tlemcen

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Declaration

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Mr Naoufel BERREHOU

Date: /...../....

Signature:

Dedication

To my beloved parents and my precious sister, I dedicate this work for you and your endless love, support, and belief in me that have been my ally through every hard time.

To the younger version of me, the little dreamer and the ambitious kid. Though time has dimmed his glow, yet his spirit lives on in every fight and every dream I still carry.

To all my dear friends, especially those that I have met at university and the Athens club, thank you for the laughter, the late-night talks, the shared struggles and the unforgettable memories. You have made this journey worth it.

With deepest gratitude

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Abstract

This research investigated the impact of English songs on English language learning among Algerian youth, the goal was to discover how music influences their motivation and explore the most effective musical genres for the matter. The study examined whether regular exposure to English songs develop the linguistic skills of the listeners such as vocabulary acquisition, pronunciation and listening skills, while fostering motivation as well. The study adopted the mixed-methods approach, including a questionnaire completed by one hundred informants as well as semi-structured interviews with eight university students. The questionnaire aimed at assessing their engagement with English songs, the benefits of these songs and their musical preferences, while the interview offered deeper understanding of their personal experiences with English songs. The results revealed that the majority of participants regularly listened to English songs and witnessed increased motivation towards learning English as well as improvement in their language skills. Pop and R&B appeared to be the most beneficial genres due to their simplicity, trendiness and emotional content, followed by Hip-hop/Rap valued for the cultural immersion and the richness of language used in it and only criticized for the fast pace. The study confirmed that English songs are not only a tool for entertainment but could serve as a supportive educational tool contributing via cognitive stimulation and emotional integration. The limitations of the study lied in the sample size and the reliance on self-reported data, yet it offered valuable insights into the field of research. This study highlights the potential of music to combine informal and formal learning for the sake of improving the outcomes of English language education in Algeria.

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List of acronyms

EFL: English as a foreign language

GTM: Grammar Translation Method

ALM: Audio Lingual Method

DM: Direct Method

CLT: Communicative Language Teaching

TLBT: Task Based Language Teaching

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General Introduction

General Introduction

Over time, music has evolved as a tool that serves education and language learning rather than just playing a role in entertainment. Various studies have highlighted its cognitive, affective and motivational influence, particularly in the context of language acquisition. Zooming into the Algerian landscape, where English gained more attention as a foreign language in the recent years by the government as well as the citizens, mainly the youth generation. Even though relying on music as a tool for English learning and teaching in Algeria remains underutilized, researchers are constantly looking for new pedagogical potential ways to improve the situation. Thus, music with its repetitive nature and emotional appeal can offer a multifaceted learning experience for the Algerian EFL learners that supports vocabulary retention, pronunciation, listening and speaking skills.

Despite the benefits of music, Algerian schools and institutions are still relying on conventional approaches, which often fail to inspire learners and keep them engaged. These traditional methods do not meet the needs of teenagers leading to a significant disconnect between classroom practices and their preferences, Because of that their motivation is decreased and the progress becomes limited. Furthermore, a lack of studies that examined the influence of music on EFL setting in Algeria is creating a gap between research and practice.

The choice of pursuing this study stems from a personal interest in the intersection between language and music and a broader need for a creative learner centered approach. Investigating the impact of music could offer practical insights for EFL teachers, curriculum designers and learners. This research aims at contributing to the field by providing empirical evidence on the role of music in fostering motivation and offering a more inclusive environment for learners.

The ultimate goal of this study is examining the extent to which English songs can affect motivation during the English learning process among the Algerian youth. It also seeks identifying English music genres that are more affective for the matter making it easy for learners to acquire the language. The objectives are grounded in

the belief that music can play a transformative role as a technique in the EFL learning process when used thoughtfully and purposefully.

The following research questions have been formulated to guide this investigation:

- How does listening to English songs affect motivation in EFL learning among youth?
- What are the most effective English music genres for language learning?

Based on these questions the researcher hypothesized:

- Youth who frequently use English songs as a tool for learning English exhibit higher levels of motivation and engagement compared to those who do not.
- Pop and RnB are the most effective music genres in helping teenagers in language learning due to their relatable themes, and repetitive structures with easy words.

In terms of methodology, this research adopts a mixed methods approach by combining both qualitative and quantitative data. Learners will be surveyed via two research instruments, a questionnaire for gathering insights about the experiences of the learners and interviews for a deeper understanding. The sample included various teenage learners from Algeria to ensure a balanced and representative set of findings.

This dissertation is divided into two main chapters. Starting with a comprehensive review of the existing literature in the first chapter covering EFL methods, motivation and music. The second chapter outlines the methodology followed from data collection tools to participant selection, passing by the procedures followed during the study and finishing by the analysis and discussion of the findings.

Chapter One

Literature Review

Chapter One: Literature Review

1.1 Introduction

In today's globalized world, learning foreign languages has become prevailing and with English emerging as the dominant international language used to serve several vital functions, English as a Foreign Language (EFL) education has become a priority in many non-English-speaking countries including Algeria. Among the various learner demographics, teenagers represent the major group highly influenced by their emotions, interests, and social environments. Understanding how to engage these learners effectively is crucial and to reach this, educators have explored different teaching methods and tools in the recent years aiming at keeping learners motivated and reaching satisfactory results rapidly. Throughout the years, the integration of music into EFL instruction gained attention because it represents a culturally and an emotionally rich and engaging medium that fits the interests of adolescent learners. The bouncy rhythms and the repetition of lyrics in a melodic way is what makes it a potentially powerful tool for language acquisition. Before examining this innovative tool, it is essential to first explore the broader framework of EFL teaching methods and motivational theories that support the effective engagement of learners.

1.2 Overview of EFL Learning Methods

The evolution of English as a foreign language teaching was through a long journey marked by pedagogical, historical and psychological progress. Conventional methods such as the Grammar Translation Method (GTM), Audio Lingual Method (ALM) and the Direct Method laid the ground for language teaching in various parts of the world. After the rise of the theories of communicative competence and the occurrence of learner centered education, new methods came into existence such as Communicative Language teaching (CLT) and Task Based Language Teaching (TBLT). These methods started evolving and replacing the former ones.

1.2.1 Traditional methods

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Traditional methods in EFL teaching go back to the 18th and 19th centuries, drawing from old education models where the focus was mainly on grammar, translation, and reading classic texts. These methods were influenced by how ancient languages like Latin and Greek were taught: formal, teacher centered and all about memorizing rules.

1.2.1.1 Grammar Translation Method

The Grammar Translation Method is one of the oldest ways of teaching languages. This method is all about grammar rules, memorizing vocabulary, and translating texts from one language to another. In a GTM classroom, the teacher explains the grammar in the native language of the students then gives them exercises to practice, often involving translations of complex sentences. Students have to learn the rules first and then apply them through written work. Reading and writing are the main concerns while speaking and listening are barely touched. The atmosphere in these classrooms tends to be formal and teacher centered. They neglect conversation and real-life communication and for the vocabulary, it is taught word for word using lists rather than picking up the natural flow of the language. The goal is usually academic, aiming at understanding literature or passing written exams rather than using language in everyday situations.

Despite its limitations, GTM remains prevalent in many traditional education systems, especially where examination success is prioritized (Harmer, 2007). Though it does not really help learners speak or understand spoken language, and it can feel boring or disconnected from real life use. Nevertheless, on the other side, it can build a strong foundation in grammar and reading skills. In the end, while GTM might not help much with fluency or communication it still has a place in the history of language teaching and in some classrooms today.

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1.2.1.2 Audio Lingual Method

The Audiolingual Method (ALM) emerged during World War II, after the need for a fast and effective way to teach the U.S military how to speak foreign languages. It was inspired by the behaviorist theories and structural linguistics; it treats language learning as a habit formation process (Richards & Rodgers, 2014). The idea was that, just like any other behavior, language could be learned through repetition, imitation and reinforcement (Skinner, 1957). Learners went through lots of drills and dialogues memorization to build automatic responses. Instead of focusing on explaining grammar rules, the method relies on listening and speaking in order to develop accurate pronunciation and correct sentence structures (Larsen-Freeman, 2000). Teachers were leading the classrooms, guiding students through structured and controlled exercises where the focus was precision with fluency being neglected. Teachers avoided the use of the native language of the students to encourage them to think directly in the target language.

The Audiolingual Method was widely used in the mid 20th century, yet it could not escape criticism for being too mechanical and not allowing learners to express themselves freely. Nonetheless, it played a crucial role in shaping language teaching and offered valuable insight into how second language instruction has evolved.

1.2.1.3 Direct Method

The Direct Method came up by the late 19th and the early 20th centuries as a reaction to the GTM. The purpose was replicating the natural process of first language acquisition by immersing learners in the target language without relying on translation or explicit grammar. The idea was that language should be learned through direct association between meaning and target language forms, “The native language should not be used in the classroom. The teacher should demonstrate, not explain or translate” (Brown, 2001, p. 34).

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Teachers who were using the DM relied on real life contexts, demonstrations, visual aids, and question-answer exchanges to teach vocabulary and structures. As for grammar it has been approached inductively with learners being exposed to patterns in meaningful use and are expected to infer the rules themselves (Larsen-Freeman, 2000). This approach helps a lot sculpting oral communication skills by making speaking and listening the primary focus, with reading and writing introduced at later stages for the sake of reinforcement.

The effectiveness of this method depends mainly on the skills and the fluency of the teacher as well as the availability of teaching aids. Thus, it was often criticized for being difficult to apply in large or resource poor classrooms (Harmer, 2007)

Despite these challenges, the DM paved the way for modern communicative approaches, and many of its principles such as the use of authentic language, focus on oral proficiency, and contextualized vocabulary remain relevant in EFL classrooms nowadays.

1.2.2 Modern Methods

Modern methods in EFL teaching such as Communicative Language Teaching (CLT) and Task Based Language Teaching (TBLT) and others emerged in the late 20th century, it was a turning point into real life communication and learner centered classrooms. These methods focus on interacting using the language meaningfully as well as tasks and problem solving rather than memorizing rules. The aim is to enhance fluency, confidence and practical skills by getting the learners engaged in authentic language use.

1.2.2.1 Communicative Language Teaching

Communicative Language Teaching (CLT) represents a huge shift in language education; it prioritizes real communication over grammar or memorized phrases. It

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encourages learners to use language in practical everyday situations (Richards & Rodgers, 2014). It emphasizes fluency over accuracy through putting students in situations where they express themselves and learn from their mistakes as part of the process (Harmer, 2007).

Activities like role-plays, interviews, and group discussions take place in CLT classrooms to ensure dynamism and smooth interaction. The teacher acts as a facilitator rather than a lecturer, creating opportunities for learners to engage in meaningful exchanges. “CLT suggests that learners learn best when language is presented in context and when they are actively involved in communication.” (Brown, 2001, p. 43). However, despite all that, it received some criticism concerning the neglect of accuracy and grammar as well as the failure to suit all the cultural contexts.

1.2.2.2 Task Based Language Teaching

Task Based Language Teaching (TBLT) involves the principles of CLT but goes further by structuring learning around real life tasks instead of traditional grammar lessons. “A task is an activity that requires learners to use language with emphasis on meaning to attain an objective” (Ellis, 2003, p.9). The approach mirrors how language is used in the real world, making the learning process more relevant and engaging as well as giving the learners a purpose for learning and using the language (Willis & Willis, 2007). This helps enhance both fluency and problem solving skills, while also promoting autonomy because it is learner centered. TBLT has been always praised despite the presence of criticism due to the vagueness of defining a task and the high demand of expert teachers.

1.3 Motivation in language learning

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Among several factors that affect the language learning process, motivation stands out as the one with the heaviest impact. It shapes how learners start their learning journey and how they navigate their way through it. Understanding the way it functions is essential for a successful process.

1.3.1 Definition and Importance

Growth, personal development and many things that we achieve or tasks we accomplish are influenced by several factors. Motivation is one of these factors and it plays a key role in different areas of human life. It refers to a psychological force that ensures the initiation and the sustain of goal oriented activities. It explains why people start certain actions, how much time they will commit and how consistent they will be.

Motivation was divided into two types: intrinsic and extrinsic. Deci and Ryan in their theory of self-determination in 1985 claimed that intrinsic motivation is driven by personal interest, curiosity and satisfaction meanwhile the extrinsic one is driven by other external factors such as praise, rewards and pressure. Intrinsically motivated learners are more likely to be successful yet both types of motivation play a role in the learning process (Deci & Ryan 2000)

1.3.2 Theoretical Models (Gardner, Deci & Ryan, Dörnyei, Krashen)

When it comes to language learning, motivation gains more importance because the process of acquisition is long and multifaceted involving conscious practice and interaction. During the phase of interlanguage where learners are still sculpting their skills and filling their linguistic luggage they might face some hurdles that block their progress despite being exposed to a comprehensible input as Krashen (1981) elaborated in his affective filter theory. The obstacles include low self-esteem, anxiety and mainly low motivation. Thus, only motivated learners are more likely to engage with the language and overcome the difficulties that they might face making their language learning process successful. Gardner (1985) also highlighted the

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importance of motivation in language learning where he split it into two types. On one hand, integrative motivation and it refers to the desire to learn a language in order to connect with the people and the culture of the target language. On the other hand instrumental motivation, which is based on practical benefits such as passing exams, getting jobs or traveling. His model emphasizes that motivation, along with attitudes and learning context, plays a crucial role in second language achievement. Many other scholars have dealt differently with this matter, among them Dörnyei (2001) who expanded the understanding of motivation by emphasizing its dynamism in language learning claiming that it is not a fixed trait but it is constantly shaped by internal and external factors. His work points out how classroom atmosphere, teacher behavior, and learner beliefs can all affect motivation levels throughout the learning journey.

Motivation is a key driver in the language learning process. It influences the way learners approach, persist, and succeed in acquiring a new language. Whether shaped by personal desires or the learning environment, maintaining motivation is essential for effective language acquisition.

1.4 Music in Language Learning

Music can go far from just a tool for entertainment. It has a powerful cognitive and emotional impact that contributes efficiently into the human communication and learning. Thus, taking advantage of its benefits in the context of language learning will be always of a significant impact.

1.4.1 Cognitive-emotional Effects of Music

Music is a universal form of expression that cuts across cultural, linguistic, and generational boundaries. It is a structured set of sound comprising melody, rhythm and often lyrics that transmit emotion, tell stories, and create experiences.

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Historically, music has been rooted in human culture not only for entertainment but for communication and education as well. In the recent years, educators, neuroscientists and psychologists became more aware of the relationship between music and the human brain and increased their attempts to uncover the mystery of its profound cognitive and emotional effects.

Cognitively, music triggers different regions of the brain simultaneously. When individuals perform or listen to music, areas related to attention, memory and auditory processing become activated. According to Patel (2008), music and language share the same processing areas especially when it comes to syntax, rhythm or the auditory memory. Thus, he suggested that the exposure to musical stimuli helps improve the linguistic abilities. Studies have also shown that rhythm and repetition in music support the development of working memory and makes pattern recognition easier, which are crucial in language acquisition (Gordon et al., 2015).

Emotionally, music has its weight due to the ability to switch the mood, reduce stress and evoke deep emotional responses. This emotional engagement can be useful in educational settings where motivation, focus, and emotional safety highly influence learning outcomes, As Koelsch (2010) explained that music activates the limbic system, which is the emotional center of the brain, and this fosters positive learning environments and encourages deeper connections.

Music provides a sense of comfort, identity and belonging for language learners especially the younger ones all of which help maintaining motivation and reducing classroom anxiety. Moreover, learners develop affective connections with certain artists, songs or even genres, which is most likely to improve their memory and concentration. Music is powerful due to the dopamine that the brain releases when one listens, dopamine acts as a neurotransmitter associated with pleasure and reward, which helps foster the neural connections and facilitate long-term consolidation of memory. Thus, when learners listen to a song they love. especially if the lyrics are clear they stand a better opportunity of memorizing the language and grasping more vocabulary.

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Music supports both cognitive and affective domains and this makes it a unique educational tool, especially in contexts where traditional teaching methods may fail to keep the learners engaged. Unlike textbook content, music is dynamic and culturally embedded. Thus, it can be ideal for reinforcing language input in a way that feels natural and enjoyable.

In conclusion, music can go beyond entertainment and stand as a rich, multidimensional way to enhance attention, boost memory, and create a more emotionally responsive learning experience. The dual power characteristic it has which is stimulating the brain and touching the heart positions it as a successful tool in educational contexts, especially when used thoughtfully to support intricate skills like language acquisition.

1.4.2 Music as a Tool for Language Acquisition

The relationship between music and language acquisition gained noticeable attention in linguistic research because both of them share many structural and functional similarities such as rhythm, pitch, intonation, and sequential processing. This parallelism drove scholars to explore how musical experiences can level up the development of second or foreign language skills. By integrating music in language education, it becomes more than just a motivational tool but rather a constantly supporting one for listening, pronunciation, vocabulary acquisition, and even grammar.

One of the most relevant theoretical frameworks in this context is the Affective Filter Hypothesis of Krashen (1981), in which he posits that learners with high anxiety or low motivation create a mental filter that blocks input from being processed effectively. Music, by creating a low-stress and enjoyable environment, helps lower the affective filter and makes learners more receptive to the comprehensible input. This is mainly true for adolescents, who often face emotional

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instability and stress. The use of songs in the classroom helps students relax and participate without the fear of making mistakes.

Another notable theoretical foundation is the Dual Coding Theory by Paivio (1986), which suggests that information processed through both verbal and non-verbal channels is more likely to be remembered. Songs offer this dual input by providing learners with not only language but also associates it with rhythm, melody, and often emotion and that strengthens the recall. This is extremely useful for vocabulary acquisition and idiomatic expressions, which learners may find difficult to memorize through traditional instruction.

Furthermore, the Theory of Multiple Intelligences of Gardner (1983) counts musical intelligence as one of the distinct forms of human intelligence. He assumes that learners with high musical intelligence are naturally more attuned to pitch, rhythm and auditory patterns, which relate to pronunciation, intonation, and listening in language. Learners who may not be musically inclined still benefit from songs via repeated exposure and rhythmic reinforcement of language structures.

From a practical point of view, music supports the development of listening skills, as learners receive natural speech patterns, varied accents, and informal language that textbooks may not offer, especially nowadays with the rise of the trendy slang terms commonly used among teenagers. Songs also help reinforce grammar structures and sentence patterns unconsciously. For instance, learners listening to a song like “If I Were a Boy” by Beyoncé (an American singer and songwriter) are implicitly exposed to the second conditional structure, also upbeat pop tracks can provide practice in the simple present or phrasal verbs by the frequent use of these structures (I love you, I miss you, do not give up on me...). Additionally, music helps enhance pronunciation and fluency as well. Singing along to lyrics can improve rhythm, stress, and intonation which are elements often overlooked in standard EFL instruction. When learners sing, they mimic native speakers and this contributes to a more native-like pronunciation and greater oral confidence. This is especially beneficial in contexts where learners have limited exposure to authentic spoken English. Music also has a

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vital role in building cultural awareness via the cultural references, expressions and slang that songs carry which are often avoided in academic settings. It makes learners gain insights into the social and cultural dimensions of English-speaking communities. This enriches their learning experience and supports integrative motivation, as described by Gardner (1985).

Finally, from a pedagogical perspective, incorporating music into EFL classrooms allows for a more learner-centered instruction. Music-based activities such as filling the gap exercises, lyric analysis, creative rewriting as well as karaoke cater to various learning styles, which encourages learners to take part in the learning process actively, thus fosters their autonomy and their long-term engagement.

1.5 The History of Music in EFL Instruction

Music has been present historically in educational settings across cultures, mainly in oral sessions where rhythm and melody were used to aid memorization. In the context of (EFL), music has gradually evolved as a recognized pedagogical tool, supported by both theoretical and empirical research.

Back then, language teaching was traditional, principally within the dominance of (GTM) and (ALM), the use of music was minimal and rare due to the focus on rote memorization and drilling activities. However, with the rise of modern methods in the 1970s and 1980s, the affective dimension of learning began to gain more attention. At that time, Suggestopedia, which was developed by a Bulgarian psychotherapist Georgi Lozanov, came up as one of the first teaching methods to incorporate music into language instruction. It aimed at decreasing the affective filter through relaxation techniques, including the use of baroque music played softly in the background during learning sessions to promote a calm and focused state of mind (Lozanov, 1978).

The rise of Communicative Language Teaching (CLT) in the late 20th century marked a notable shifting point in how music was used in the EFL classroom. With the focus on meaningful communication, authentic materials like songs have become

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valuable resources. Songs provided not only exposure to natural language and pronunciation but to idiomatic expressions and cultural context elements as well. This shift aligned with the focus on comprehensible input and the role of low anxiety environments in successful language acquisition.

In the 1990s and 2000s, the use of trendy songs in classrooms expanded intensely. Teachers started using activities such as gap-filling tasks, lyrics analysis, singing along with songs and others. These strategies allowed learners to develop their listening and writing skills as well as their speaking fluency. Music also increased their autonomy as the majority started being engaged with English via their own personalized playlists, searching lyrics and singing along even outside the classrooms. More recently, as we dived into the digital age music has become more accessible and central to EFL learning, with platforms like YouTube, Spotify, Anghami and musical language learning applications such as Lyrics Training, students can access a wide range of English-language music accompanied by synchronized lyrics, translations, and interactive exercises easily. This has opened up new gates for more personalized learning experiences mainly for adolescents who are more musically engaged in their daily lives. Thus, music is now more of a bridge between the classroom and the learners' personal world.

Scholars continued recognizing the value of music in second language acquisition. Fonseca-Mora et al. (2011) claimed that the integration of music in language education facilitates the learning processes via reinforcing the linguistic input through rhythm, melody, and emotional engagement.

In summary, the use of music in EFL learning has evolved throughout the years until it became a purposeful and strategic instrument of language instruction. As language education continues to embrace more learner-centered approaches, music stands as a useful and versatile tool that enriches the learning experience and supports deeper language acquisition.

1.6 Useful English Music Genres for Language acquisition

Over the years, music has proven to be beneficial in language learning. Nevertheless, certain genres offer more efficiency of the language learning process taking into account the linguistic focus, the age of the learners and the cultural context. Thus, the choice of musical genres is essential for maximizing motivation and ensuring the success of learners, especially among adolescents because of their influence by emotional content and social relevance with music being a lifestyle for them rather than just an artistic entertaining tool.

In the past decades, several music genres have been examined to reveal how they contribute to the learning process. Starting with Pop music and as Murphey (1992) observed, lyrics in this genre are “linguistic time capsules” reflecting the way native speakers actually talk and feel, making them perfect for learners to master natural speech patterns. Pop also takes listeners into emotional depths via themes such as love, friendship and so on, which resonate deeply with adolescents and foster intrinsic motivation (Fonseca-Mora et al., 2011). Moreover, pop music videos often provide visual reinforcement of lyrics, supporting comprehension and memory retention.

Hip-Hop and Rap, which is another dimension of poetry that is highly valuable for its linguistic density, wordplay, rhymes and authentic cultural expressions. It also gives the listeners a fast-paced speech with many slang and complex sentence structures mixed with a bunch of rhetoric and metaphors, helping improve listening comprehension, pronunciation, and lexical range. "Rap lyrics are dense with metaphor, slang, and storytelling, making them valuable for teaching idiomatic and informal English." (Cutler, 2007). Rap is also full of subliminal messages and hidden meanings, which triggers listeners to dig deep in the lyrics.

Slowing the pace now with R&B and Soul, which is a genre that typically features slower tempos, clear articulation and pronunciation as well as emotionally expressive lyrics by touching particularly sensitive and sad themes like grief, breakups...etc. All that helps ensure comfortable learning for beginners and this was also stated by Engh

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(2013) where he mentioned that different tempos alongside emotional engagement has an impact on learning. This genre relies on the use of modal verbs, conditionals, and expressive utterances, which is relevant for personal conversations and emotional expression.

Moving on with Ballads and Acoustic Songs, which are known for their narrative nature usually telling stories through lyrics in the past simple and past continuous tenses. This way they offer a unique enjoyable approach to teach grammar in context while making the listeners immersed in reflective discussions. Due to the slower delivery and the story-based lyrics, ballads are particularly helpful in reading comprehension and creative writing tasks because they enhance imagination. Ludke et al. (2014) found that the songs with clear narrative structures aid memory encoding by linking language input to emotional and situational context. This genre also has less instruments in comparison to others and that gives listeners space to focus on the lyrics.

Finally, Jazz, Lo-fi, and Instrumental, despite the fact that they do not include lyrics, they still have an impact on language acquisition by creating a focused and relaxing learning atmosphere. According to Lozanov (1978), baroque or soft instrumental music played in the background during reading or vocabulary exercises can enhance retention by lowering stress and increasing alpha brainwave activity. These genres are mainly helpful when it comes to Silent reading sessions, writing exercises or revisions.

In conclusion, music genres differ and so do their impact. Nonetheless, all of them intersect at one point, which is enhancing language acquisition and this is what qualifies music as an efficient tool to improve the language acquisition experience.

1.7 Conclusion

The chapter was an attempt to review the major concepts and research concerning EFL teaching methods and their evolution as well as the central role of motivation in

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language acquisition and how music can be a supportive tool to enhance the process. Language teaching shifted from rigid traditional methods into more communicative learner centered ones aiming at fostering meaningful engagement and authentic language use. Motivation emerged as a key point during this shift ensuring perseverance, sustain and success of learners. The literature also emphasized that music is powerful cognitively and emotionally and it was shown to enrich memory, improve pronunciation, reduce anxiety and increase motivation via creating emotionally engaging environments. Despite the majority of studies, which support the idea of taking advantage of music as a supportive tool, certain small gaps are still there. The studies mainly focused on the general benefits of music and only few of them systematically studied the different genres. Thus, recent studies call for deeper investigation.

Building on this, the present study aims at exploring the intersection between music and motivation among the Algerian youth as well as revealing the most beneficial musical genres that contribute into the efficiency of the language acquisition process and in parallel offering practical implications whether for classrooms or for the teenage learners overall.

Chapter Two

Methodology and Data

Analysis

Chapter two: Methodology & data analysis and interpretation

2.1 Introduction

This chapter presents the methodology followed to investigate the impact of songs on English language learning among Algerian youth. It outlines the research design, highlights the participants and the tools used to collect data. It also provides a systematic analysis and interpretation of the findings. At the end, some recommendations will be proposed.

2.2 Context of the Study

The research was conducted in Algeria, a country characterised by linguistic and cultural diversity where English is increasingly being recognized as an important foreign language. Most of the participants were university students mainly from the department of English at the University of Tlemcen as well as some friends.

The questionnaire was delivered online via social media applications to friends and peers as well as a platform called discord to reach a community of music producers in order to extend the target population to reach the maximum number of youth in different parts of the country. Furthermore, interviews were conducted face to face at the department of English in Tlemcen. The interviewees were from different academic levels that helped ensure more in-depth interactions and offered additional insights into the study.

As it represents a generation of Algerian youth who are musically active and exposed to the English language even outside the formal settings. This environment provides a valuable ground for examining and exploring how music affects the English learning process of the young Algerians.

2.3 Research Design and Approach

The study adopts a mixed-methods approach, combining both qualitative and quantitative methods to collect data and in order to offer a deep understanding of the

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topic. The qualitative aspect is based on the semi-structured interview conducted with a selected group and the open-ended questions from the questionnaire, while the quantitative aspect lies on the questionnaire.

The choice of a mixed-methods approach was due to its ability to offer both measurable data and in depth insights. The questionnaire offers an overview about general patterns and attitudes across a broader population. Meanwhile, the interviews provide a deeper exploration of the experiences and personal interpretations of individuals related to English songs and language learning.

The study is both descriptive and exploratory aiming at describing the current experiences of young Algerians with English songs and at the same time exploring its potential as a supportive tool within the context of language learning. The study seeks to offer nuanced and rich conclusions by integrating quantitative and qualitative data.

2.4 Participants and Sampling

The participants involved in this study were Algerian EFL learners, with the majority of them being students of the University of Tlemcen, particularly English majors. One hundred participants answered the questionnaire while eight participants took part in semi-structured interviews. Thus, the researcher gathered a wide range of in-depth data.

Data collection was done using convenience sampling, which consists in the use of the questionnaire among peers, friends as well as a discord community that is mainly composed of Algerian music producers from other Algerian cities like Oran and Algiers. This sampling technique made it easier for reaching a diverse group of individuals who are in contact with music and familiar with English. The second sampling technique was adopted for the selection of interviewees from different academic levels through purposive sampling to ensure a variety of point of views.

2.5 Data Collection Methods

To gather data, this study relied on two different research tools: a questionnaire and semi structured interviews. Both instruments were designed to complement each other providing a broad overview of the attitudes of the participants as well as a deeper exploration of their personal experiences with music and English learning.

2.5.1 Questionnaire

The questionnaire was used for the sake of collecting quantitative and qualitative data from a wide group of informants. It was designed including close ended, open ended, scaled and multiple choice questions. Those tools allowed for assessing the exposure of the learners to English songs, their response to them and their effect on the learning journey.

2.5.2 Interview

Semi structured interviews were conducted with eight participants, which took place at the English department in Tlemcen. The interviewees came from different academic levels (Bachelors of Arts students and Master students). All of them were chosen based on their musical interest and engagement with English.

The interview was designed to make sure the interviewees speak openly and feel at ease while sharing their own experiences concerning their musical preferences, motivation and their English learning process. The use of the interview helped provide valuable narratives that support the data collected via the questionnaire.

2.6 Data Analysis and Interpretation

The data analysis entails a systematic examination and interpretation of the collected information. The analysis follows a mixed-methods approach. Frequencies and percentages are going to be used to reveal general trends and behaviours using also visual aids like pie charts to illustrate the quantitative data collected through the questionnaire. In parallel, thematic analysis is going to be used for the qualitative data that was gathered via interviews to provide deeper insights into the experiences of the learners.

2.6.1 Analysis of the questionnaire

The questionnaire consists of thirteen questions organized into three sections, the first section aims at collecting background information about the informants, the second is dedicated to music and motivation and the last section uncovers the most effective music genres for English learning with additional general questions. The questionnaire includes various types of questions such as close ended, open ended, multiple choice and Likert scale. Each question will be individually presented, interpreted and supported by a visual aid.

❖ Section 01 (background information)

● Participant's age

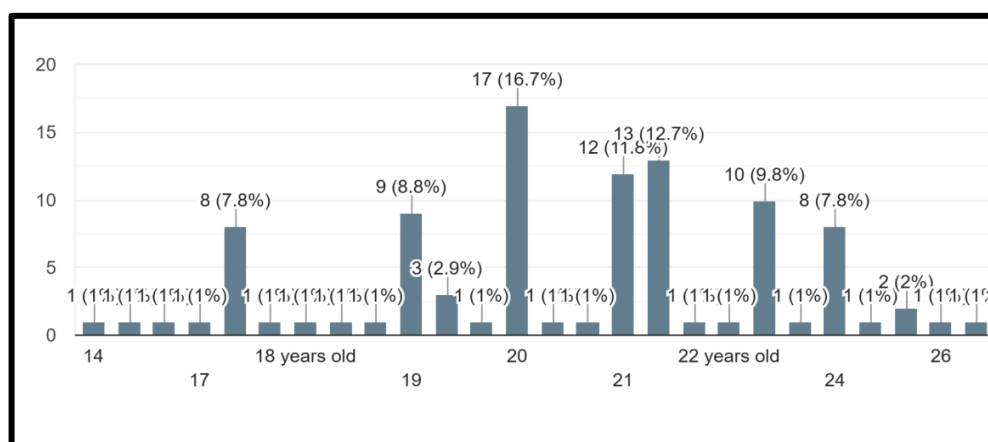


Figure 2.1: Participant's age

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The purpose of this question was to identify the age distribution of the participants ensuring that all of them belong to the target population of the study which is the Algerian youth. As revealed in the histogram the majority were between 17 and 24 years old with a minimal number aged between 14 to 17 and others from 24 to 27 years old. This indicates that the sample consists mostly from late teens to early twenties, which represents a key demographic for learning English in Algeria.

- **Participants engagement with English**

This question aims at assessing the level of proficiency of the informants, which is essential to interpret how songs may have helped them during the journey of learning English. The responses were diverse, ranging from 01 year to over 17 years. Most of them stated that they started learning in middle school, which is the case for all the Algerians who only were exposed to English academically. Others reported that their first interaction with English was not academic but rather informal due to personal desires. This diversity contributes positively to the overall analysis of how music accompanied them throughout the process.

- **Participant's level of proficiency in English**

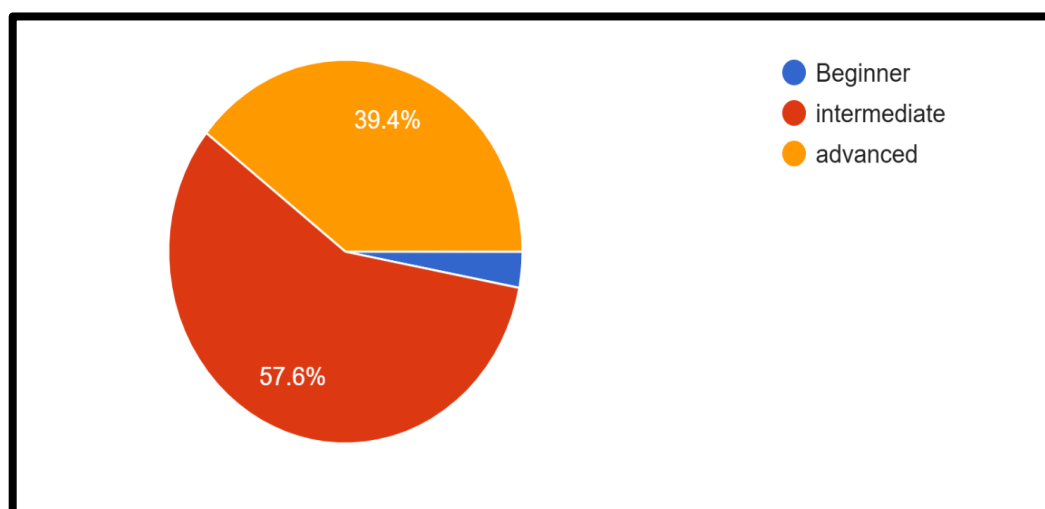


Figure 2.2: Participants English proficiency

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This self-assessment question is used to understand the current proficiency level of English of the participants and provide context for interpreting their responses concerning music and language learning. As illustrated in the figure, 57.6% of the participants rated themselves as intermediate, while 39.4% considered themselves advanced and only a small proportion of 3% rated themselves as beginners. This suggests that most of the participants already possess a functional level of English, which may influence the way they engage with English songs and support the relevance of investigating how music influences their learning process.

❖ Section 02 (music and motivation)

● Participant's engagement with English music

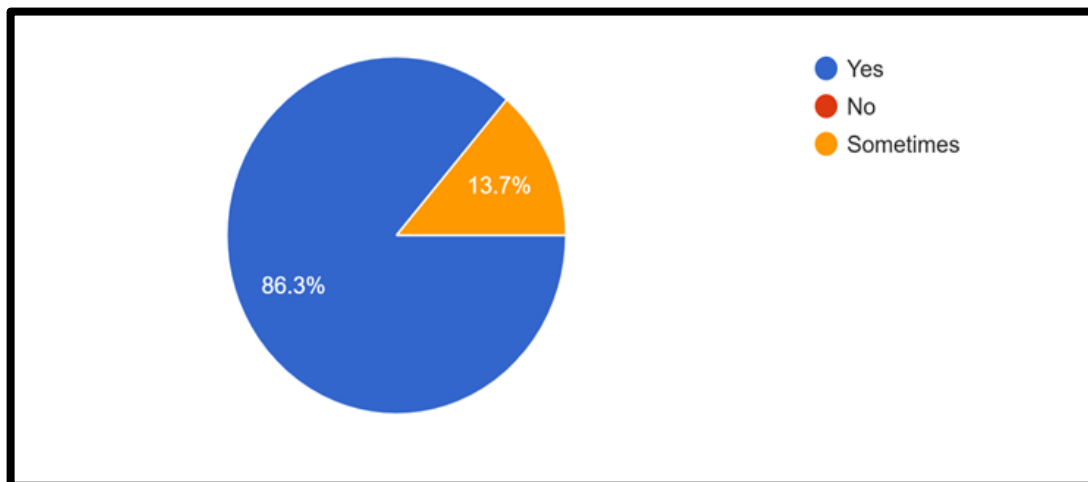


Figure 2.3: Engagement with English music

The purpose of this question was to gauge the level of exposure of the participants to English songs. The significant majority, which is 86.3%, reported that they regularly listen to English songs meanwhile 13.7% indicated that they do so occasionally. These results demonstrate that all the participants are exposed to English music whether consistently or occasionally which makes it a potential influential factor in language exposure and acquisition. The high percentage of

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regular listeners implies that music could be a useful supplementary resource for learning English.

- **English music's benefits**

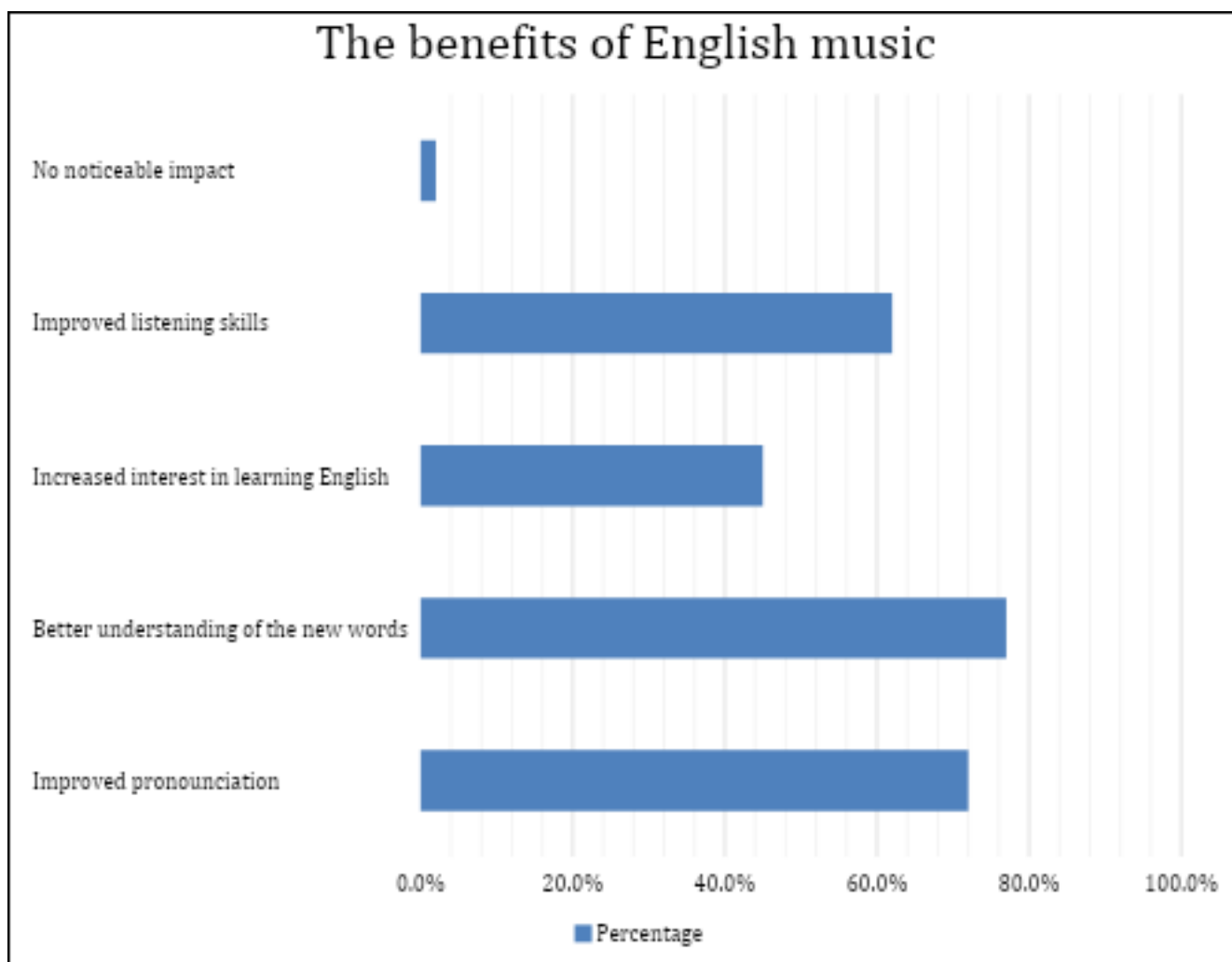


Figure 2.4: The benefits of English music

The purpose of this question was offering insights into how listening to English songs can contribute to the English language learning among the Algerian youth. The informants were allowed to choose multiple benefits and the most frequent one was

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better understanding of the new words with 77.2%, following that 72.3% Of the respondents reported witnessing pronunciation improvement as well as 62.4% Of the respondents claiming listening skills improvements, also 44.6% reported witnessing an increased interest in learning English. From the whole sample, only 2% witnessed no noticeable impact, which clearly reveals that Algerian youth are taking advantage of English songs in several key areas of language acquisition.

The most notable impact is vocabulary development indicating that frequent exposure to English songs likely helps internalise new words and phrases. A significant number also reported improvements in listening and pronunciation, which play a vital role in oral expression and this is due to the rhythmic and melodic nature of music, which helps the learners to mimic and practice in an enjoyable way. Furthermore, nearly half of the respondents claimed that listening to English songs increased their interest in learning the language, which highlights the motivational impact of music. The low number of respondents who reported no impact reinforces the idea that music can be an engaging supplement to formal methods of language learning.

- **The relationship between English music and participant's motivation**

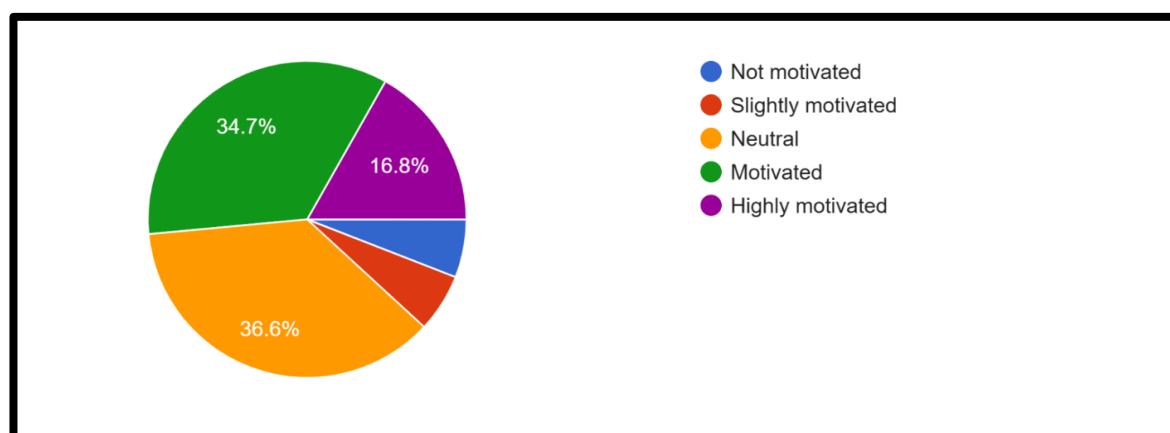


Figure 2.5: English music and motivation

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This question seeks to assess the extent to which the exposure to English songs motivates the Algerian youth to learn the English language. As revealed in the figure, the majority feels positively influenced with 16.8% feeling highly motivated and 34.7% feeling motivated after listening to English songs. In addition to that, 6.9% claimed to be slightly motivated while 36.6% remained neutral. Only 5% reported that they do not feel motivated after listening to English songs. The previous results emphasize the idea that music has a positive impact on the motivation of learners with more than half of respondents experiencing a noticeable motivational boost. Thus, music does not only play a role in improving language skills but rather acts as a source of emotional and psychological encouragement, which enhances the engagement of learners.

- **English music's effect on motivation**

The responses to this question reveal the power of English music as a motivational tool for many Algerian youth. A significant number of informants reported how English songs made the process of learning the English language more enjoyable, engaging and less stressful with many of them claiming that they improved their pronunciation and learned new words. Some of the respondents also described how English songs shaped their attitudes towards learning the language turning the frustration into enthusiasm. The emotional and cultural connections were also mentioned as motivators due to feeling immersed within the songs during listening. Although a few respondents reported a minimal impact or remained neutral, the overwhelming majority viewed music as a gateway to learn English. This demonstrates that music can play a crucial role in enhancing motivation and easing language learning.

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❖ Section 03: (effective English music genres for English learning)

- Preferred English music genres among Algerian youth

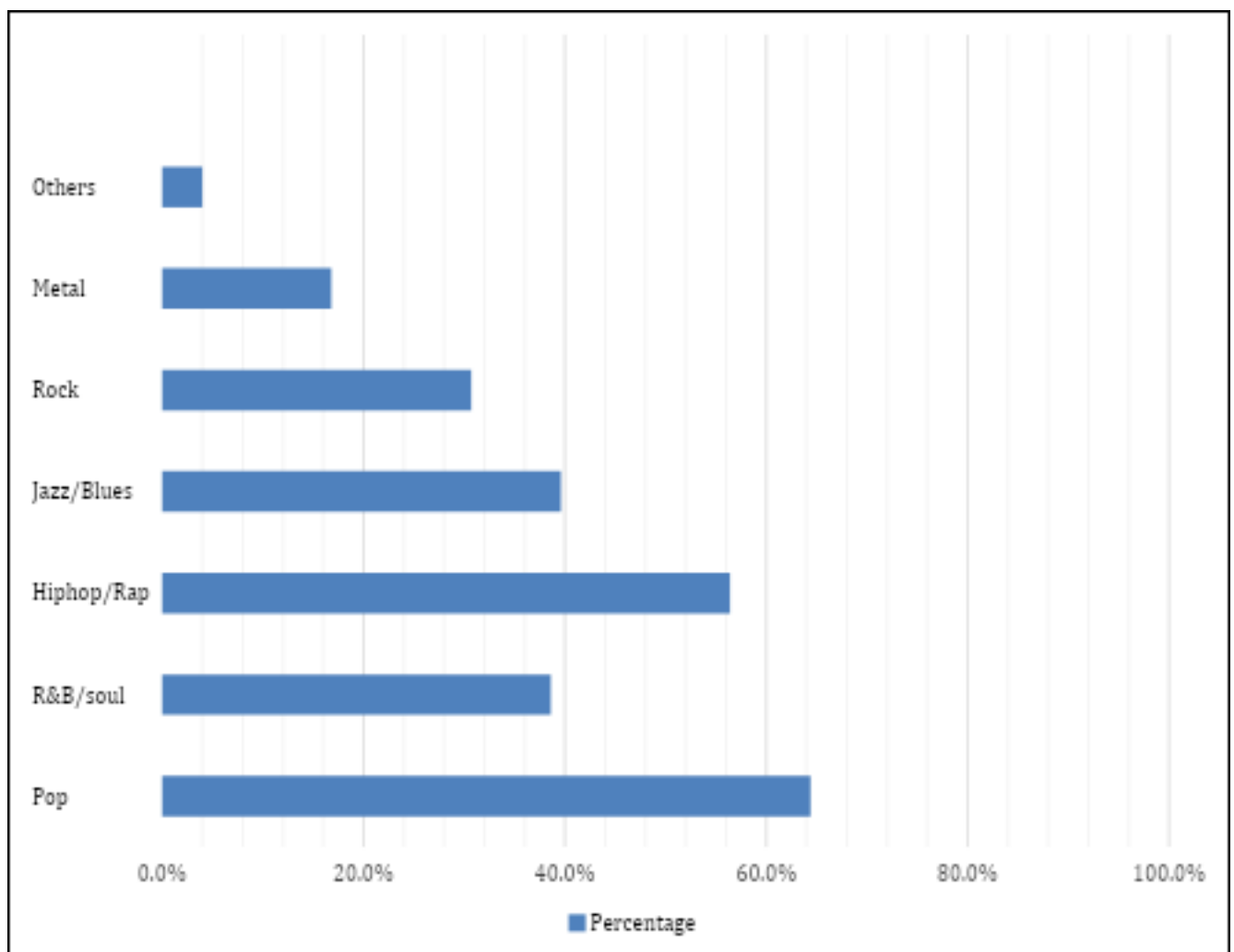


Figure 2.6: Preferred English music genres among Algerian youth

The goal behind this question is to explore the desires of Algerian youth concerning English music genres offering insight into their listening habits, which reveals what genres might be more influential. As shown in the bar graph, Pop is

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dominating with the percentage of 64.4% followed by Hip-hop/Rap with the percentage of 56.4%, while Jazz/Blues and R&B/Soul were chosen by 39.6% and 38.6% of respondents. After that comes Rock with the percentage of 30.7% followed by Metal with the percentage of 16.8%. A minimal number of respondents mentioned other genres like Phonk and Lo-fi with the percentage of 4%. These findings indicate the dominance of Pop and Rap among the Algerian teenagers likely due to the global accessibility and the cultural resonance and trends. Jazz/Blues and R&B/Soul showed some potential along with Rock music. Thus, these genres may be useful in the learning process due to their presence in the daily life of Algerian youth.

- **Beneficial English music genres for learning English**

The purpose of this question is to gather the different perceptions of the Algerian youth on the effectiveness of English music genres in learning English; it offers qualitative insights into their preferences and reasoning. The responses reveal a strong desire of Pop cited by the majority for its simple, clear and repetitive lyrics that are more comprehensible and easy to memorize, with reasons like "It uses common words used in our daily life" and "Catchy melodies make learning motivating and fun". Hip-hop/Rap were also frequently mentioned, valued for the rich vocabulary and the use of slang and idiomatic expressions with some highlighting that "It helps sounding more natural", though some of the respondents did not agree and complained about the fast pace of performing Rap songs which makes it hard to grasp words. Many respondents praised R&B/Soul for their slow pace, easy lyrics and emotional atmosphere. Other genres were mentioned less frequently such as kid's songs, Rock, Blues and others yet they were valued for the simplicity and the story telling aspect. Other individuals reported that it is a matter of desires emphasizing the role of emotional connection.

In summary, these findings suggest that Pop and R&B/Soul are perceived as the most effective genres in English learning with Hip-hop/Rap also taking a spot

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standing the top three with only the shortcoming of the fast pace. Each genre was praised for certain aspects, which offers valuable insights for tailoring music-based EFL strategies.

- **Engagement with lyrics**

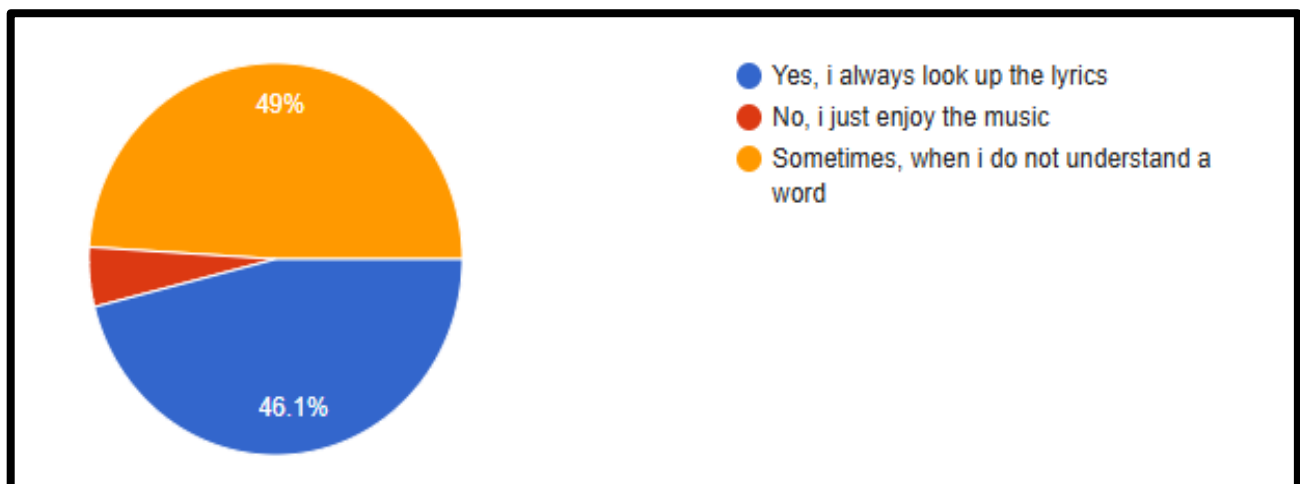


Figure 2.7: Engagement with lyrics

This question aims at assessing whether the respondents engage with lyrics from the songs they listen to as a learning tool or not. As the chart shows, 46.1% reported that they always check the lyrics and 49% answered sometimes when they do not understand a word, which suggests an inclination to learn from songs. Only a few respondents reported that they only enjoy the music. These findings reveal that the significant majority of Algerian youth at least occasionally try to understand English songs by checking up the lyrics, likely driven by the desire to improve their linguistic skills. This active engagement with lyrics suggests that English songs are a valuable tool for learning with the potential for educators to exploit it in lyrics based activities.

- **The integration of English songs in EFL classrooms**

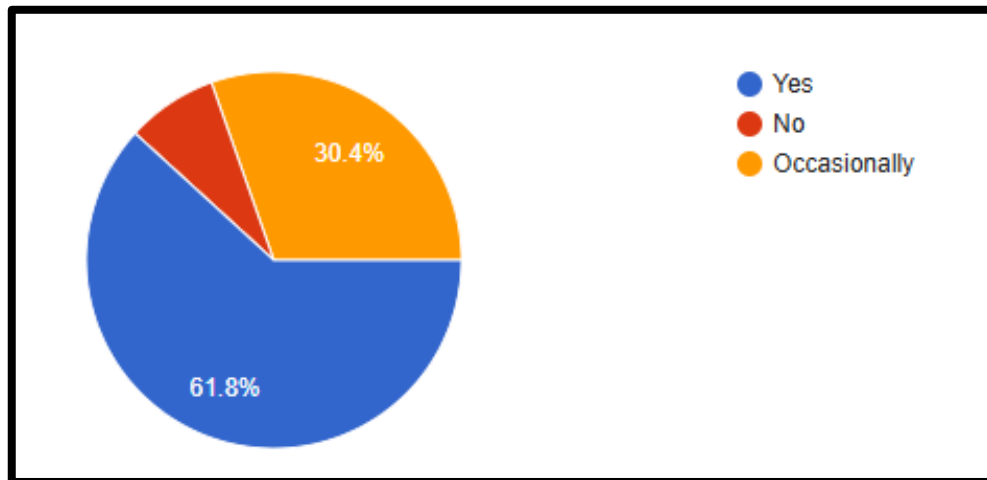


Figure 2.8: The openness to integrating music in classrooms

This question aims at exploring the opinions of Algerian youth concerning exploiting English in language lessons, which can provide solid recommendations. As revealed in the chart, 61.8% answered yes, 30.4% reported that they want it but just occasionally and only a few respondents (7.8%) did not agree with the idea. These results suggest that Algerian youth see music as a valuable and enjoyable educational tool with the significant majority (92.2%) agreeing with the idea. Thus, this implies that the use of music in classrooms could enhance the learning process.

- **Participant's use of English songs**

The purpose of this open-ended question was digging deep in the way that the respondents may use music as a method for vocabulary retention and to explore the strategies they rely on if they do so, which offers some effective ways to use music as a supportive educational tool. The majority (91.2%) answered affirmatively, reporting various strategies such as lyrics repetition, the association of words with

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melodies and quoting lines from songs. Only a minority (8.8%) claimed that they never used music intentionally for memorization, yet the role of music is still acknowledged by the majority, which suggests that music can serve not only as a memory aid but also as an engaging and a stress-reducing approach.

- **Participants additional perspectives**

This question aims to gather insights about the personal experiences of the informants, how music shaped their English learning process and allowed them to express themselves freely providing rich qualitative data. Many respondents highlighted the crucial role music played in enhancing their English learning journey. They mentioned several reasons such as the way music makes the process feels fun and less pressured by turning it into an enjoyable and emotional experience. Some also reported that singing along improves pronunciation and repeatedly listening to lyrics helps with the vocabulary acquisition. Others mentioned that they learned words without even actively trying but just via constant exposure. The majority also highlighted the role of music beyond language learning claiming that it fostered their cultural awareness helping them understand idioms, slang and the emotions behind the language. Some also reported that the different genres contribute differently, some of them helping with vocabulary, others with reducing stress and so on. Overall, the responses depict that music can be a game changer in the process of language learning when used thoughtfully.

2.6.2 Analysis of the interview

Semi-structured interviews were conducted to dive deep into the personal experiences of the learners, allowing for more natural and flexible interaction. The interview consisted of nine questions divided into three sections: a general section, a music-related section and a motivation-related section. This structure aimed at guiding the conversation while still giving the participants a chance to express themselves freely concerning their English learning journey.

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❖ General section

This section consists of two questions to collect general information about the interviewees. The first one concerns the age in order to reinforce demographic relevance to the focus of study, which is Algerian youth. Indeed the interviewees were aged between 18 and 22 years old. The second one aims at assessing their engagement with English. All the interviewees reported that their first interaction with English was before school, Driven by the influence of family and personal curiosity. One of the interviewees shared “I have been dealing with English since I was a child, basically since I was 5 years old, my sisters influenced me to speak in English” highlighting family influence. Another one cited that “Michael Jackson” was his idol and he influenced him to start learning English, others mentioned cartoons and TV shows as their main influence. The pattern repeated across the eight interviews revealing the informal exposure and the intrinsic motivation.

❖ Music-related section

- **Engagement with English music**

The eight interviewees stated that they frequently listen to English songs, preferring them over Arabic, French or songs with other languages. One of them said, “Yes, of course, I would say English songs are my favorite ones, they’re my go-to songs” another one said, “Yeah, I listen to English songs almost all the time.” Others reported daily listening often joined by some other genres like k-pop, which is in Korean. These results depict the cultural preference of English driven by globalization and social media trends.

- **Reasons behind the admiration of English songs**

For this one, some interviewees cited emotional connection others linguistic familiarity and others cultural appeal. One of them stated, “I’m so comfortable with

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English, I understand everything related to English... English songs are trendy and most listeners of music listen to English songs more than anything” highlighting trendiness and linguistic familiarity. Another one noted, “The English songs are beautiful and the lyrics are catchy, it gives you the energy to do stuff,” emphasizing the motivational aspect. Others reported reliability highlighting emotional connection. This reveals that English songs provide global cultural access and relatable emotions.

- **Desired genres**

This question aims at exploring the personal desires of the interviewees concerning the English music genres. They reported diverse preferences, with Pop and R&B taking the lead; five interviewees cited Pop and four Cited R&B with one of them saying, “I love pop. I’m a big Pop girl fan... other than Pop; I would say R&B”. Three others mentioned Rap and Metal but pop was dominant.

- **Helpful genres for EFL learning**

Most of the interviewees reported that pop is the most efficient in this matter for its clear lyrics and catchy melodies, even those who mentioned rap as their favorite genre admitted the fact that pop is more helpful yet they valued rap for the use of slang and more cultural immersion. The other genres were mentioned less frequently in comparison. One of the interviewees said, “Of course pop songs they’re helpful because you’re listening, you’re acquiring a language, you’re visualizing when you read the lyrics, pop songs are pretty much easier to grasp and understand.” In addition, another one stated “Songs like, sung by singers like Doja Cat or Playboi Carti, are not really beneficial because of the slang”. These results highlight again the dominance of pop for its linguistic accessibility.

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❖ Motivation-related section

- **The influence of songs and artists on participants**

Most of the interviewees reported that English songs motivated them to learn the language especially the artists they like. An interviewee stated, “I was listening to a song by Adele, it made me motivated to learn the language and to understand what she’s saying”, another one noted “I’ve always wondered what is he saying, why he’s sounding like that so aggressive,” referring to Eminem and highlighting her curiosity that drove her to go search the lyrics always. These results show the emotional connection that listeners build with artists and the way make they them motivated to learn English.

- **The impact of listening to English songs on the linguistic skills of the participants**

All the interviewees agreed that music has an influence on their linguistic skills and it helped them learn English with some citing listening skills particularly, other mentioning vocabulary retention and pronunciation. One of the interviewees said, “I strongly believe that music could help you develop your listening skills, you can grasp words and learn how to decode words”, another one noted, “Yes, it did. The four skills (listening, reading, speaking and writing) , I mean. It did, especially pronunciation, like the speaking skills. It helps you pronounce words correctly because if you read, you just know the spelling, but if you listen to songs, you know the pronunciation”. This reveals the impact that English songs have on the learning process of listeners and confirms what has been reported in the questionnaire concerning the benefits of music.

- **The integration of music**

The eight interviewees supported the idea of incorporating music into classrooms and proposed some creative strategies like lyrics analysis, karaoke sessions... etc.

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One of them suggested, “Instead of teachers give us texts, how about they give them actual lyric songs they can analyze them and answer questions”. Another one stated, “We can plan karaoke sessions to sing alongside with the song”. Suggested methods included replacing texts with lyrics analysis activities, karaoke for engagement, and projects for deeper analysis, which fosters Interactive Pedagogical Integration.

The analysis of both questionnaire and interview revealed a consistent pattern regarding the positive influence of English songs on language learning among Algerian youth. Quantitative data highlighted trends such as increased motivation, improved vocabulary and pronunciation, and a strong preference for genres like Pop and R&B. These findings were further reinforced by the interview responses, which provided personal accounts and deeper reflections on how music shaped learners' attitudes, engagement, and linguistic development. The convergence of both data sets offers a solid foundation for interpreting the study's outcomes. The following section will discuss these findings in relation to the research hypotheses and the theoretical perspectives presented in the literature review.

2.6.3 Discussion

The findings of the study strongly support the first hypothesis that supposes teenagers who frequently use music as a tool for learning English exhibit higher levels of motivation and engagement compared to those who do not. As shown in the results of questionnaire and reinforced via the interviews, The majority reported feeling more motivated to learn English after listening to English songs, especially when they get emotionally connected or when it is an artist they admire. This aligns with the self-determination theory of Deci and Ryan (1985) which posits that intrinsic motivation that is driven by personal interest and enjoyment has a crucial role in sustaining learning. These results also support the view of Dörnyei (2001) on the dynamic nature of motivation as many participants described the way music progressively shaped their interest and efforts towards learning English. A notable

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number of participants noted the emotional connection with English songs as well which falls into what Krashen (1981) Affective Filter Hypothesis posits because music creates a low-stress and an enjoyable environment that facilitates the language learning process. Furthermore, the findings also support the second hypothesis that posits Pop and RnB are the most effective music genres in helping teenagers in language learning due to their relatable themes, and repetitive structures with easy words. Both genres were consistently cited and highly preferred among the participants whether in the questionnaire or the interviews. The participants reported that Pop has clear lyrics, catchy repetitive melodies as well as relatable themes which aligns with the idea of Murphey (1992) that pop lyrics are linguistic time capsules that offer accessible and authentic language input. In addition, participants also mentioned the slow pace of R&B songs and their emotional resonance, which supports Engh (2013) assertion that the tempo and the mood of music influence the comfort and the comprehension of learners.

Overall, the results of the research validate the initial assumptions of the study concerning English songs and reinforce the claims of the scholars found in the literature review regarding the cognitive and the emotional benefits of music.

2.7 Limitations of the study

Despite offering valuable insights, the study faced some challenges. First, the sample was not big reaching only Tlemcen, Oran and Algiers, which may affect the generalizability of the results. In addition, few participants did not take the questionnaire seriously in the open-ended questions. Lastly, the study focused mainly on the perception of learners without testing actual language gains via experimental methods such as testing due to the time factor and the lack of tools.

2.8 Recommendations

Based on the results of this study and taking into account the limitations, several recommendations can be considered whether for practical applications or for future research.

Firstly, it is recommended that Algerian educators start looking for thoughtful ways to incorporate music-based activities into EFL classrooms. Activities such as karaoke sessions, lyrics analysis and vocabulary games using songs that can offer a more dynamic and engaging atmosphere especially for adolescent learners. Teachers can select specific genres that align with the desires of the learners and exploit them purposefully to maximize the impact.

Secondly, future researchers have to consider widening the sample to reach other educational levels as well as expanding the geographical reach by including various regions across the country.

Lastly, policymakers and educators have to acknowledge the strength of English songs in fostering motivation and the way they improve the linguistic competencies, they should consider introducing more musical content into textbooks or national programs, which can provide learners with more meaningful and culturally relevant exposure to the English language.

At the end, aligning the informal learning habits desired by the youth with formal education will serve as a bridge between personal interests and academic goals ensuring better outcomes.

2.9 Conclusion

The study explored the impact of English songs on learning English among Algerian youth, it focused on the motivational aspect as well as the music genres that are more helpful in the acquisition process. Relying on a mixed-methods approach via combining both a questionnaire and Semi-structured interviews, the findings

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confirmed the hypotheses of the research revealing that music plays a significant role in enhancing the motivation of learners by keeping them engaged and supporting their acquisition of vocabulary, pronunciation and listening skills. It also revealed that Pop and R&B are the most influential genres in the process of English language learning for their easy and catchy lyrics and reliable themes followed by Hip-hop/Rap, the genre which was valued for the cultural immersion yet criticized by many for the fast pace which may hinder the linguistic input.

The analysis demonstrated that the majority of Algerian youth are engaged with English songs, often making conscious efforts to understand the lyrics, singing along and using it as a memory aid to enrich their vocabulary. Thus, music is more than a supplementary tool but rather a natural, emotionally charged medium that can enhance language acquisition whether inside or outside the classroom. The findings also highlighted the practical value of integrating music into language education with the majority of the participants advocating the idea.

In summary, the study confirmed the initial assumptions that answer the questions of the research confirming that music is a multidimensional recourse that makes the language acquisition and learning process easier and successful through its cognitive and emotional aspects. This contributes to the field calling for more creative, learner-centered approaches in EFL education in Algeria.

General Conclusion

General Conclusion

The English language is playing a vital role in this digital and globalized era whether academically, socially or professionally. Thus, the need for learning it is consistently increasing. In parallel, innovative language learning approaches and tools gained interest in the recent decades. Among them, music appeared as a culturally rich and emotionally engaging medium that is mainly relevant to adolescents.

This study explored how English songs contribute the language acquisition process of Algerian youth. It focused on the motivational aspect as well as the effectiveness of some specific musical genres. It was driven by a personal interest in the world of music and the idea that the informal exposure of Algerian teenagers to English songs could be exploited to reinforce formal language learning.

Several theoretical frameworks were reviewed during this research to shed light on motivation in EFL learning and the cognitive-emotional benefits of music. Adopting a mixed-methods approach, the study combined quantitative and qualitative data and revealed that the majority of Algerian youth engage with English songs considering them enjoyable and helpful for sculpting their linguistic skills. It also confirmed both hypotheses revealing that music plays a role in keeping the learners engaged and motivated, with Pop and R&B standing as the most effective genres in language acquisition. The results also reinforce theories from Gardner, Dörnyei, Krashen, and others, highlighting the value of music as a supportive tool for language acquisition.

The study encountered some limitations despite the valuable findings. A narrow sample, self-reported data and the absence of experimentation. Thus, future research should consider a broad sample employing an experimental research design. Nonetheless, this work contributes to the development of the field of EFL education in Algeria offering insights about an informal tool that could be exploited thoughtfully and purposefully to in enhance English language acquisition and learning.

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Appendices

Appendix -A-

Student's Questionnaire

Section 1: General Information

- How old are you?
- For how long have you been learning English?
 1. Less than 1 year
 2. 1–3 years
 3. More than 3 years
- How would you rate your English proficiency?
 1. Beginner
 2. Intermediate
 3. Advanced

Section 2: Music and Motivation in Learning English

- Do you listen to English music?
 1. Yes, regularly
 2. Sometimes
 3. No, rarely
- How does listening to English music affect your motivation to learn the language?
- Which of the following benefits have you experienced from listening to English music?
 1. Improved pronunciation
 2. Better understanding of new words
 3. Increased interest in learning English
 4. Improved listening skills
 5. No noticeable impact
 6. Other(specify)

- On a scale from 1 to 5, how motivated do you feel to learn English after listening to English music?

1. Not motivated at all
2. Slightly motivated
3. Neutral
4. Motivated
5. Highly motivated

Section 3: Most Effective English Music Genres for Language Learning

- Which English music genres do you listen to the most?

1. Pop
2. RnB/Soul
3. Rock
4. Hip-Hop/Rap
5. Jazz/Blues
6. Other (please specify)

- In your opinion, which music genre helps the most in learning English? Why?

- Do you actively try to understand the lyrics of English songs?

1. Yes, I always look up lyrics
2. Sometimes, when I do not understand a word
3. No, I just enjoy the music

- Would you like English teachers to incorporate music into lessons?

1. frequently
2. Occasionally
3. no

- Have you ever used music as a method to memorize English words or phrases? If yes, how?

- Any additional comments on how music affects your motivation or learning process?

Appendix –B-

Semi-structured Interview

- Interview Introduction

1. Background Info

- How old are you?
- For how long have you been learning English?

2. Relationship with Music

- Do you often listen to music in English?
- Why do you prefer songs in English (emotional cultural connection etc)?
- What kind of music do you usually listen to? (Genres/artists)
- Are there certain genres that you think are more helpful for learning English?
Why?

3. Motivation & Learning Impact

- Have you ever felt more motivated to learn English because of a song or an artist you liked?
- Do you believe that music has helped you improve any specific English skill? (listening, pronunciation, vocabulary etc)

listening, writing, speaking and reading skills

- What do you think would be the best way to use music in the classroom?

- Interview closure

الملخص

تستكشف هذه الدراسة تأثير الاستماع للأغاني الإنجليزية من طرف الشباب الجزائري على مستواهم في اللغة الإنجليزية مع التركيز على التحفيز والأنواع الموسيقية الفعالة. كما تقدم بعض الاقتراحات لكيفية إدراج الموسيقى كوسيلة لتعليم اللغة في أقسام اللغة الإنجليزية في الجزائر.

الكلمات المفتاحية: الأغاني الإنجليزية، الكفاءة اللغوية، التحفيز، الأنواع الموسيقية.

Summary

This study explores the impact of listening to English songs on Algerian youth's English language proficiency, focusing on motivation and effective music genres. It also provides suggestions for incorporating music as a tool for teaching English in Algerian English classrooms.

Keywords: English songs, Language proficiency, Motivation, Music genres.

Résumé

Cette étude explore l'impact de l'écoute de chansons anglaises sur la maîtrise de l'anglais des jeunes Algériens, en se concentrant sur la motivation et les genres musicaux efficaces. Elle propose également des suggestions pour intégrer la musique comme outil d'enseignement dans les classes d'anglais en Algérie.

Mots-clés : Chansons anglaises, Compétence linguistique, Motivation, Genres musicaux