



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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*The Impact of Songs in Enhancing EFL Speaking Fluency and Their
Motivation
Case Study of First Year EFL Students at Chadli Bendjedid
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Academic Year: 2020/2021

Dedication

It is with genuine gratitude and warm regard that I dedicate this work to my beloved parents Salime and Zahia who supported me always and taught me to work hard to achieve my goal .

To my brothers, I say thank you for always being by my side.

To the memory of my grandfather who was always a source of encouragement may his soul rest in peace .

I would give a special thank to my best friend Meraihia Nour Elhouda, for being the sunlight in my dark days .

To my dear friends Ilhem, Roumaissa, Hanadi, Rihem and Rania who are the best memories I would like to remember from my studying journey .

Asma

I dedicate this work to my dear parents, my sisters , and brothers who have been my source of strength and counsel. Thanks to them for providing me with care, attention and unending support. I also dedicate this work to my friend and colleagues

Bachir

I dedicate my work to my family and my friends. A special feeling of gratitude to my loving parents whose words of encouragement and push for tenacity ring in my ears. My sisters, and brothers who have never left my side and are very special.

Sabri

Acknowledgements

First, we thank Allah for giving us strength and courage to complete this work.

This research could not have been accomplished without the remarks and assistance of our supervisor Mr. Djedid.

We would like to acknowledge and thank the jury members Mr. Medjabra and Mrs. Allaoui who read our work to provide us with more suggestions and advice.

We are grateful for everyone who helped us through our research, especially the participants who answered the questionnaire.

Special thanks to our classmate Boussaha Ilhem who encouraged us and allowed much time to share ideas with us.

Abstract

Despite a positive attitude towards the use of songs in the foreign language classroom, teachers rarely integrate them into their lessons. This dissertation aims at examining how and why songs can be used in the English foreign language classroom (EFL) . Previous studies have shown that this media can help learners improve their oral skill irrespective of age; However, in Algeria, no relevant study has been conducted. This study focuses on Chadli Ben djedid University students of English, between 18 and 30 years old . Data were collected through a questionnaire which was disseminated digitally. They are used to examine whether songs can improve English language oral skill and whether songs play a role in learning via these means. Teaching with the use of songs is the target in this study because listening to songs in English is highly motivating for students and songs are easily accessible for all learners. The findings revealed that these means could help learners to be fluent and motivated to learn and achieve more.

Key words : EFL Classroom, Songs; Oral skills, Motivation.

ملخص

على الرغم من الموقف الإيجابي تجاه استخدام الأغاني في فصول اللغة الأجنبية ، نادرًا ما يقوم المعلمون بدمج الأغاني في دروسهم. تهدف هذه الرسالة إلى فحص كيف ولماذا يمكن استخدام الأغاني في فصل اللغة الأجنبية. أظهرت الدراسات السابقة أن هذه الوسائط يمكن أن تساعد المتعلمين على تحسين مهاراتهم الشفوية بغض النظر عن العمر ؛ ومع ذلك ، في الجزائر ، لم يتم إجراء دراسات ذات صلة. تركز هذه الدراسة على طلاب جامعة الشاذلي بن جديد في اللغة الإنجليزية ، الذين تتراوح أعمارهم بين 18 و 30 عامًا ، وطلاب اللغة الإنجليزية. تم جمع البيانات من خلال استبيان تم نشره رقمياً. قاموا بفحص ما إذا كانت الأغاني يمكن أن تحسن مهارة اللغة الإنجليزية الشفوية وما إذا كانت الأغاني تلعب دورًا في التعلم عبر هذه الوسائل. التدريس باستخدام الأغاني هو الهدف في هذه الدراسة لأن الاستماع إلى الأغاني باللغة الإنجليزية محفز للغاية للطلاب ويمكن الوصول إلى الأغاني بسهولة لجميع المتعلمين. كشفت النتائج أن هذه الوسائل يمكن أن تساعد المتعلمين على أن يكونوا طليقين ومتحمسين للتعلم وتحقيق المزيد.

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LIST OF ACRONYMS

TOEFL = Test of English as a Foreign Language

IELTS = International English Language Testing System

EFL = English for foreign language

ESL = English as second language

YLS = Young Learners

“Language is a treasure that enriches my mind. Music is a treasure that enriches my soul. Teaching enriches my spirit.”

Veronika Rosová

Chapter One

Introduction

Introduction:

In the past, English learning was widely criticized because teachers' methods were not based on learning a language with the goal of achieving communicative competence and their motivation . This difficult process must take into account the cognitive and acquisition development of learners To accomplish this, it is necessary to create an environment that is similar to that which is natural to English as a Foreign Language (EFL) learners and to create such a suitable environment for EFL learners is through interesting activities ; As Eken States that : " to provide a positive atmosphere favourable for learning. In this aspect music and songs may be one of the methods for obtaining a weak affective filter (1996: 46). Songs seem to be one of the best tools to teach language. A lot of learners prefer singing while studying because songs reduce their anxiety. Listening to songs also serves as an effective way to help memorize vocabulary and some aspects of grammar. It teaches the language. Therefore, it covers such areas as vocabs, listening skills, and why not oral proficiency. Songs have several important characteristics, including the fact that they are entertaining and can keep learners engaged. The most important aspect of songs is repetition. They contain language patterns, but they also help to develop listening skills, pronunciation, and rhythm, as well as provide a fun investigation . Songs also give a chance to develop automaticity which is the main cognitive reason for using songs in the classroom (Schoepp 2001), taking into account all of the advantages of songs in language learning .This research investigates the extent to which songs improve vocabulary

retention, showing how songs can have important benefits in the teaching-learning of a foreign language. Furthermore, it demonstrates that songs have a strong influence on EFL learners' motivation to learn English . The focus would be on enhancing El Chadli Ben Djdid EFL students that canbe developed using songs . The introductory section of this study deals with the statement of the problem, the aim, and the significance of the study. The research questions and hypotheses are also presented.

1. Statement of the problem:

Traditional teaching methods nowadays are not enjoyable for students ; not engaging many students and the most common problems faced by students are quickly forgetting what is heard and not recognising words. Most difficult challenges we all face is keeping students' attention throughout our classes. Frequently, we have to be quite innovative in our techniques . Songs worldwide appeal , which connects all cultures and languages, making it an excellent teaching tool .

2. Aims of the study:

In order to promote EFL oral skills and make English classes less boring. This study investigates the impact of using songs to determine the importance of the relationship between the songs and teaching English to enhance student fluency as well as keep them motivated, imaginative, creative, and eager to learn and succeed . Also using songs can

help learners improve listening skills and pronunciation. Songs can also be useful for teaching vocabulary and sentence structures. besides teaching new vocabulary, language learning set to songs can help students understand stress , rhythm and intonation . The findings of this study will open new dimensions in using this tool to boost their skills of EFL students in Chadli Ben Djdid University

3. Significance of the Study:

The use of activities during classroom to improve learner's fluency considered one of the most important part in EFL classroom. The ability to communicate fluently in a foreign language certainly and efficiently contributes to the success of the learner in school and success later in every phase of life. Thus, it is essential that language teachers pay great attention to develop learner's fluency to help them reach their dream of being fluent speakers .

Songs one of those activities that play a great role in the EFL classroom as long as it has the ability to convey a message , training their listening and pronunciation as well as boost their energy to learn. at the same time to compare between learners who do such practice and those who do not at all . in addition this research work spots the light on the importance of using songs during and outside classrooms, and for rising teachers and learners both awareness about the benefits of songs as a useful tool in language fluency acquisition and the positive impact on their motivation to learn .

4. Research Questions:

- What are the potential reasons for using songs in the EFL classroom?
- What are the advantages of using songs to enhance a student's fluency in the EFL classroom?
- What problems in regards to teaching students English can be solved with the help of songs?
- What type of songs can be used to motivate the students during EFL classroom ?

5. Research hypothesis:

Based on the research questions stated above, we hypothesize that:

- **H1:** most of the students listening to songs in their free time to help themselves to develop their English fluency
- **H2:** teachers can help their students to enhance their speaking proficiency through using song activities in the EFL classroom.
- **H3:** Using songs helps the students to solve their problems which might face them during learning English.
- **H4 :** there are a specific type of songs to motivate the students to learn English and enhance their fluency .

6. Method:

The basic instrument for the current study is the questionnaire in order to investigate EFL learners Perspective towards the role of Songs in enhancing the student's oral fluency and

their motivation in the EFL classroom. For illumination data will be gathered through questionnaire for the students, which will be submitted as an online platform (since the current circumstance of the Covid-19) to 1er year LMD students of the department of English– EL Taref.

7. Limitation of the study:

This study is limited because of the short duration that is devoted to start the practical part of the study. This was mainly because of the spread of the global Covid-19 , This led to disrupting the work of all sectors including the educational sector. It was planned to make experimental activities in the classes with the 1st year students of El Chadli Bendjedid due to the difficulty in contacting them and the limited time did not allow for additional work. Reaching the participants was not an easy task to complete the whole procedure of the research experience and this led to make an online platform questionnaire which were the only way to communicate and collect data from them .

CHAPTER TWO:

LITERATURE

REVIEW

Introduction :

Teaching oral skills, (receptive and productive) skills have an important place in language programs around the world (Richards, 2008). Priority should be given to teaching oral skills to students at Chadli ben jdid in order to strengthen their communication skills. Cameron (2003) indicates that teaching young learners (YLS) to read and write in English is not natural nor straightforward. As a result, beginning language education courses with hearing and speaking is rational because it follows the natural flow of learning the first language. To put it another way, when we learn a language, we first hear it, then speak it, and finally, we learn how to write or read it. It is a difficult challenge for teachers to teach oral skills to YLS. They must adapt their teaching methods to suit the needs of young learners who are naturally motivated and interested. When teaching english to YLS is effective, songs can be used in this situation.

Section A

Speaking Fluency

1.0 Speaking fluency :

Richards (2009, p.14) mentioned a brave definition about fluency, “natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence”.

The definition of fluency has the Latin origin meaning as “flow”. It can be the same as other

languages define fluency as flow or fluidity as stated by Kopponen and Riggenbach (2000, in Jamatlou, F.: 2011). And nowadays, the definition of fluency itself, closer to the simple definition of the term in applied linguistics, also seems to share at least one feature resembling “fluidity”. Fillmore (in Richards, 1990: p.75) identifies four abilities that might be subsumed under the term fluency as follows:

“...the ability to fill time with talk...the ability to talk in coherent, reasoned and semantically dense sentences” showing “a mastery of the semantic and syntactic resources of the language”; “the ability to have appropriate things to say in a wide range of contexts”; and the ability to “be creative and imaginative...in language use.”

The present study about fluency adopted by Lennon’s (Jamatlou: 2011: p.11) shows that fluency might be rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing. This earlier concept of Fluency is different in nature from other components of oral proficiency such as the range of vocabulary and complexity of syntax.

Speaking fluently is one of the requirements for many international language exams, such as the IELTS and TOEFL, which measure fluency in the speaking session. Candidates cannot receive a high overall score if they are simply correct in their grammar but not fluent in the examination. The EFL teachers have the responsibilities to teach their students' knowledge and help them to use the language fluently. Speaking naturally and fluently is a challenge from memorizing language knowledge to using language to solve problems in the conversation. A slow-speed talking or a hesitant style of passing the message is an obstacle in

communication

1.1 The Aspects of Speaking Proficiency :

Because English is a foreign language for Efl students, it is necessary to pay close attention to how that language is pronounced. The most common issue encountered when learning another language is difficulty pronouncing that language. Some students stated that English is really tough. Because the pupils lack enthusiasm to learn English, the instructor must employ an effective teaching method.

1.1.1. Taking opportunities to use speaking in the classroom:

In order to learn, it is necessary to speak in class. It is the place to look for answers to perplexing questions. It is the place where thoughtful argument and discussion pave the way for students to grasp new skills and difficult concepts. It is the place where students listen to and value each other's perspectives. It is a place where they can be encouraged to ask their own questions about their education.

1.1.2. Questioning:

The most frequent technique for measuring students' progress and growth once teachers talk with them about their work is to ask questions. We will push students' views and guide them to other topics of discourse and further questions if these inquiries are left open.

Using perplexing questions to examine fascinating science questions can be a highly useful evaluation tool.

1.1.3. Speaking happens in real time:

Responses are unplanned and spontaneous during discussions, and speakers think on their feet, generating language that reflects this (Foster et al., 2000: 368). The speaker's capacity to prepare, arrange, and control the words utilized is hampered by these temporal restrictions. A false start occurs when a speaker begins to express something and then changes their mind halfway through.

The speaker's statements also cannot be as long or as complicated as in writing.

Furthermore, speakers may miss what they wanted to say; or they may even forget what they have previously said, and so they repeat themselves (Miller, 2001: 27). (Miller, 2001: 27). This means that while realtime speech creation imposes constraints, it also provides opportunities for compensating for these constraints. Formulaic phrases, hesitation devices, self-correction, rephrasing, and repetition can all assist speakers in becoming more fluent and dealing with real-time demands (Bygate, 1987: 21; Foster et al., 2000 and Hughes, 2002: 76).

Exposing students to these features of spoken conversation really helps them enhance their oral output and compensate for the challenges they are experiencing.

It also allows them to be more creative.

1.2 The Learning and Acquisition of Spoken Language :

At first glance, oral language learning and oral language acquisition may appear to be the same thing. Nuraini states that “oral language learning is the contrary of the oral language acquisition” (2016, 9). Therefore, she clarifies that oral language acquisition is the development of oral communication when one is still a child, and oral language learning is developed in an institution (2016, 9). The primary focus is on EFL learning, specifically the improvement of EFL learners' speaking fluency . Al Hosni claims that “for language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction” (2014, 23). Regarding speaking production, fluency development is a very important factor. Fluency is outlined by Nazara as “the ability to converse with others, much more than the ability to read, write or comprehend oral language , they regard speaking as the most important skill they can acquire” (2011, 29). However, EFL teachers do not usually provide students with the resources they need to overcome any linguistic barriers they may have; rather than that, an EFL “Teacher remains a donor of knowledge and corrector of learner errors” (Patil 2008, 227). This means that some EFL classes are teacher-centred and EFL teachers transmitting their knowledge to students rather than guiding them through the learning process and fostering their learning autonomy.

1.1.4. EFL Speaking Difficulties and Problems

According to Al Hosni, the factors that cause difficulty in speaking as nothing to say, low or uneven participation and mother tongue use (2014, 23). It is common

knowledge that “feelings of anxiety can provoke many problems in production performance of the language” (Alshahrani and Alshahrani 2015, 29).

Nowadays, for most EFL learners “the speaking skill learning makes them feel anxious. Generally, anxiety can be associated with “threats to self efficacy and appraisals of situations as threatening” (Papamihiel 2002, 331). Anxiety is one of the most common elements that has a negative effect on EFL students' ability to communicate in English. since “foreign language learning situations are prone to anxiety arousal” (Marwan 2007, 38). They may be reluctant to use the target language because they may be afraid of making a mistake” (Gaya Tridinanti 2018, 36). If EFL learners are shy, this feeling of anxiety is increased when they feel exposed. Patil asserted that teachers should prioritize the building up of the learner’s confidence to eradicate their fear of making errors in order to make the learner feel comfortable with their language use (2008, 230) If students are allowed to speak and feel at ease in the classroom, they will engage enthusiastically without fear of making a mistake. The acquisition process of EFL learners will be more successful if they are at ease. As Lasagabaster and Sierra point out, “the more positive the students’ attitudes, the higher their L2 achievement” (2009, 6). EFL teacher must take this into account to help students develop self confidence and support them. Also, according to Littlewood, “motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves” (1984, 53). That is the reason why it is important to encourage and motivate students since their “beliefs about their abilities significantly influence their subsequent achievement” (Asakereh and Dehghannehad 2015, 346). It is vital for students to feel

supported by their teacher, especially when it comes to learning a new language. Teachers are responsible for encouraging students' to communicate. They are also responsible for creating context as well as opportunities to boost communication

1.1.5. Developing Fluency in Listening and Speaking :

fluency activities are designed to develop a skill, they also have an influence on linguistic knowledge. The manner in which they affect this awareness has an effect on fluency progress. There are three ways to fluency enhancement that might be useful in a language education. The first strategy, known as "the welltrodden road approach" to fluency, is primarily focused on repetition. This requires putting in consistent practice time on the same subject in order to become proficient. The second way of achieving fluency is to make numerous links and associations with a recognized object. Rather of taking a single wellworn road, the student might pick from a variety of options. This may be referred to as "the richness approach" to fluency. This entails employing the wellknown object in a wide range of contexts and circumstances. The third route to fluency is the goal and outcome of the first two techniques. This may be referred to as the "wellordered system approach." Fluency develops when the student has command of the language's system and can go to the desired object through a number of efficient, wellconnected, and well-practiced routes.

1.3 The Role of Speaking Fluency in EFL Classes :

Speaking is one of the most important skills in foreign language teaching and learning. It is the skill that most learners seek to master as soon as possible. Possessing an automatic fluent speech is very important because it is the secret to achieving results in English, particularly

with such a high demand for strong English speaking skills. It is also important because it allows English language users to communicate with native speakers, make friends, participate in business meetings, understand movies, and get better job opportunities. In EFL classes, fluent learners are seen as the most successful and effective students in the class as they can express their ideas freely without irrelevant pauses or frequent hesitation in which they show "facility, validity, flexibility, and creativity felt 10 by the listener" (Fillmore, 1979). Also, they attract teachers and learners attention and take the whole care and interest. Moreover, it has been proved many instructors in foreign language teaching agree that the best discussions in class are those which arise spontaneously. In addition to that, fluency evaluates students' communicative proficiency level. Brumfit (1984) stated that fluency is "the maximally effective operation of the language system so far acquired by the student"(p.42). . So, fluency is one of the main objectives of EFL learners that must be developed in order to achieve speaking proficiency

1.4 Requierment a good fluency activity ?

Echoing Nation's pointed that fluency comes from being able to access that which one already knows, a fluency activity should not be introducing too much new material (Nation, 2007, 6), rather than allowing students to activate and master the language they have already encountered. The activity should also provide the student with multiple opportunities to use the language in which they are attempting to improve their fluency, encourage the student to speak at a faster rate and reduce the amount of unnatural pausing
This is typically achieved by introducing a defined number of needed repetitions completed

within a predetermined time limit. Language exercises do not have to be dull, and can be based on games. Activities that encourage pupils to talk more quickly are sometimes presented in the guise of a race or competition. All of a game's rules and strategies may be linked to language rules.

Section B

The importance of using songs in the EFL classroom

2.1. Definition Of Song :

A song is a brief piece of music that typically includes lyrics. It incorporates melody and vocals, though some composers have written instrumental pieces or works without words that imitate the quality of a singing voice . As Griffie says that “the word song refers to pieces of music that have words, especially popular songs such as those one hears on the radio.”

(1992).In the same field, The Encyclopedia of Americana (1998) defines song as a short musical work set to a poetic text, with equal importance given to the music and to the words.

It may be written for one or several voices and is generally performed with instrumental accompaniment. Also Jamalus (1988: 5) states that songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices . And the last Hornby, AS (1995) defines song as a short poem or a number of verses set into music and intended to be sung.

2.2. Definition Of Music :

Compared to art, philosophers have not shown much interest in defining music. In fact, definitions of music are rarely attempted. Levinson, whose goal is to define music as an art, proposes that music is "sounds temporally organized by a person for the purpose of enriching or intensifying experience through active engagement with the sounds regarded primarily, or in significant measure, as sounds" (1990:273). Music is "the art of organizing tones in a coherent sequence so as to produce a unified and continuous composition" - the "vocal or instrumental sounds possessing rhythm, melody, and harmony" (The American Heritage Dictionary 2nd College Edition). Music is considered as a strong candidate for making language learning classroom an optimum learning environment in which learners can increase their vocabulary, enhance their listening, speaking, reading, and writing skills, and develop cultural knowledge. Numerous teachers confirm the excessive power of music as a relaxation tool in classroom environment and as a warm up or background for other tasks being carried out to facilitate learning processes (Eken, 1996).

2.2.1. The Term of Music X Songs :

Music is a set of sounds that have been arranged in a certain order. A song is an example of a sound pattern. It may be a tune, rap, symphony or scat, for example. Many of these are examples of musical speech. Outside certain festivals, people play drums on buckets and cans, but they aren't really playing a tune. A symphony orchestra is conducting music. Also the Music is a group of all types of musical pieces or work. Song is also a part of music. In addition music is a Rhythms played with each other. It has several sub parts, music is a art

and is very versatile. Song is a famous kind of music and is played and heard everywhere.

Singers are famous because their music is listened to. Songs are either played with rhythms or musical instruments. Cool and Smooth Music provides positive effects to the body.

2.3. Reasons for using songs in the classroom :

Outside of the school, songs are often the primary source of English. As a result, incorporating it into the lesson seems to be a smart idea. There are affective and cognitive reasons for playing a song during a lecture. As a matter of fact, affective reasons are connected with Krashen's Affective Filter Hypothesis. In short, it gives an explanation why some learners learn and others do not. The crucial thing is that students need to develop a positive attitude towards learning (Eken 1996: 46). Krashen (1982: 45) has it that: "for effective learning the affective filter must be weak. A weak affective filter means that a positive attitude to learning is present." (p.45) Hence teachers' task is to provide a positive atmosphere favourable for learning. In this aspect music and songs may be one of the methods for obtaining weak affective filter (Eken 1996: 46). Eken (1996: 46) enumerates eight reasons for the use of song in a language classroom.

Firstly, a song may be used to present a topic, new vocabulary or a language point. Then, it may also be used as a practice of lexis. Beyond question, songs can be used as a material for extensive and intensive listening. Some teachers may use them to focus on frequent learner errors in a more indirect way. Not to mention that songs are a perfect source for stimulating discussions about feelings and attitudes. Learners may talk over with another in pairs or in

small groups what happened in the song and then share their opinions with the rest of students. Additionally, songs may arrange a relaxed classroom atmosphere and contribute to fun and variety in language teaching. Finally, songs may be said to encourage the use of imagination and creativity during foreign language lessons. Songs also give a chance to develop automaticity which is the main cognitive reason for using songs in the classroom (Schoepp 2001). Automaticity is defined as “ a component of language fluency which involves both knowing what to say and producing language rapidly without pauses ” (Gatbonton – Segalowitz 1988: 473). To put it in other words, songs may help automatize the language improvement process. Essentially, the students should be placed in an environment in which it is possible to use the target language in a communicative way (Gatbonton – Segalowitz 1988: 476). As a matter of fact, the nature of songs is said to be quite repetitive, logical and persistent.

2.3.1. Benefits of Using Songs in EFL :

Some teachers may be unaware of the benefits of using songs in the classroom. They may believe that such activities are inappropriate for classes, which frequently cause discipline issues.. Furthermore, lecturers may believe that using music will cause chaos, or students may be reluctant to sing. According to Stanislawczyk and Yavener (1976: 60), a song is a useful tool that a teacher should use.

Take use of it when practicing your language skills. She also highlights the significance of learners' levels of involvement when listening to music or writing their own lyrics are as follows: “In the era when guitar players are ubiquitous, music must be an integral part of language study.

It is a part of classroom activities from the start of the work in language, supplying additional language learning and cultural insights. At the advanced level, students become even more actively involved in music by creating songs” (Stanislawczyk – Yavener 1976: 60).

2.3.1.1.Motivation :

Fundamentally, popular songs have an impact on the lives of students and are linked to their various interests and daily experiences. Since most young people nowadays are interested in a wide range of cultural forms outside classes, songs may be a really motivating and unique teaching tool. Experiencing with films, television, computer games and popular music seems to be highly motivating.

Since a result, devoting more time and attention to popular music in the English foreign language classroom will undoubtedly boost learners' enthusiasm, as classroom activities would reflect on their knowledge, music, and the vocabulary they already know from the songs.

(Baoan2008). Even though motivation is essential in all academic courses, it is studying a foreign language that necessitates a significant amount of motivation.(Williams – Burden 1997 in: Siek-Piskozub – Wach 2008: 144). Dorneyi (2007: 727-728)

points out that learning a language is a long-term process and learners are in charge of their learning at length. Students must support their efforts for an extended period of time, frequently in the face of multiple failures and challenges.

ESL practitioners highlighted the role of songs in inspiring students to learn English and increasing learner involvement (Reeve & Williamson, 1987; Guidice, 1986). Music is frequently recognized as one of most students' pastimes, giving it importance in their life. Songs exist anytime and any where the person may encounters them, according to Murphey (1992), and they are consciously or unconsciously about the people in one's own life. This personal relevance is crucial in inspiring learners because it establishes a link between English in song and their everyday lives as music listeners (Chambers, 1999). Chambers underlines that if learners are unable to recognize the connection between the action and the environment in where they live, the activity's purpose will be lost on them. Using the experience of a musical genre to stress speech lowering in order to generate more fluent speech, for example, makes a link between the actual world and learning English, even if the students' primary concentration is not on comprehending the song's words. lyrical music is the instrument that motivates learners to sing together or practice employing reductions of speech in a familiar form.

2.3.1.2. Positive atmosphere :

Another important factor that makes a song useful for an English lesson is that it can create extremely conducive learning conditions. Murphey (1992: 6) is of the opinion that “the use of music and songs can stimulate very positive associations to the study of a language, which

otherwise may only be seen as a laborious task, entailing exams, frustration, and corrections”.

People associate songs with enjoyment, which is why learning through songs is associated with a fun environment.

Furthermore, music may be utilized to soothe pupils, as learning a new language is a novel experience for many. Our native tongue — our primary mode of communication — is prohibited in some classrooms, and students may feel lost or powerless (Griffiee 1992: 4).

The author also adds that especially instrumental playing silently in the background

makes pupils feel more confident while performing the task at hand

Suggestopaedia is known for having songs playing in the background while learners

read some conversations. Georgi Lozanow invented this teaching method in Bulgaria,

and its valuable component is music in the background.. Essentially, The

Suggestopaedia method takes into account students' barriers and negative attitudes,

such as low self-esteem, anxiety, or a lack of motivation to learn. Meanwhile,

students learn subconsciously, which may be amusing to them as well. These are

A calm mood, a pleasant classroom setting, a new identity for learners, or music activities themselves are some essential aspects of that teaching approach (Larsen –

Freeman 2000: 73-80).

2.3.1.3.Linguistic knowledge :

Another benefit of using songs in the English curriculum is that they contain linguistic

material such as vocabulary, spelling, and grammar. As a result, students often learn new

skills with no intention of doing so. Furthermore, for many academics, the didactic role of songs would be the first to appreciate .

The importance of music will be the first to be recognized. Jolly (1975: 11) states that Normal speech and music are on the same vocally generated human sound continuum.

They both have melodic and rhythmic content and constitute modes of communication in a linguistic sense. It is all about learning that this process takes place in many different ways and all kinds of learning are going on all the time. However, occasionally it is deliberate because learners acquire information presented in a classroom or when they look up a word in a dictionary. Sometimes, on the contrary, the learning process can be unexpected, as when the students listen to music. Ergo, it is advisable for foreign language teachers to use songs and their students will learn language elements through unintentional learning (Baoan 2008).

As Griffiee (1992: 4) writes, there is a deep relationship between rhythm and speech and Attention to rhythm is an important initial stage in learning a language.

Students are exposed to the rhythms of the language when music and songs are employed in the classroom. Furthermore, popular songs contain several examples of colloquial speech. In certain songs, for example, the '-ing' ending is commonly shortened from the full '-ing' to merely a 'n' sound. This is the natural everyday language of songs, not the artificial language in many textbooks. This is a great way to integrate life into the classroom (Griffiee 1992: 5).

Also Schoepp (2001) shares the same opinion as Griffiee, and gives an example of a song "My Best Was Never Good Enough" by Bruce Springsteen as a good example of colloquial English. This song is full of jargon-ridden like "every dog has his day " and "every cloud has

a silver lining”. Outside of the classroom, most English second language students may hear an informal language of speech.

The development of vocabulary are among the most important goals for learners learning a second language. Efficient communication is greatly assisted by a large number of vocabulary. This begs the question: how do songs fit into the lexicon? Learning words in context vs learning individual word-forms has been a major focus of research into how vocabulary is acquired, as well as what assists in long-term retention of words. The use of context to learn vocabulary has been highly acknowledged as an effective way of vocabulary acquisition. Increasing success at learning this talent is influenced by a number of factors, including the number of times the word is encountered and the variety of settings in which it is placed (Brown, 1994; Mikulecky, 1990; Nation & Coady, 1988). Carrell (1984) goes on to say that in order to learn new vocabulary, children must be exposed to terms in a variety of contexts. As a result, reading is said to be the most important source of vocabulary expansion in first language acquisition. Many educators in the field of SLA emphasize the value of intelligible input (Krashen, 1981, 1982, 1983; Terrell, 1983), many scholars are interested in determining the conditions under which a learner would absorb grammatical knowledge (Terrell, 1991; Van Patten, 1993). Songs give a unique atmosphere in which to discover language forms, but that they are also criticized for offering poor grammar examples. Others argue that songs may not be effective for teaching, but they may be effective for sustaining what has already been taught (Terhune, 1997).

2.3.1.4. Cultural and historical knowledge :

Listening to songs is an excellent way to learn about a specific country's culture as well as the language used within the cultural community, as language is one of the branches of

culture. As a result, bringing song into the classroom entails bringing the song's culture with it. Another benefit is that songs can be used to examine a culture and contrast it with other cultures. For example, Christmas carols from Europe tell the history and the geography of that area, too

There are also numerous songs about renowned cities that may be utilized to learn about key views, sensations, or sounds of a place (Griffiee 1992: 5). Baoan (2008) is also sharing the same Griffiee's point of view Baoan (2008) is also of the same opinion as Griffiee. He notices that pop songs ten years ago may sound old-fashioned to modern learners' ears. In this aspect, today's popular songs will be perceived as either rubbish or classics in the future. Searching for the reasons why some particular kind of music is well-known at one point and abandoned at another may provide a wealth of background knowledge for both students and teachers.

2.3.1.5. Other advantages:

Not only do songs appeal to students, but they are also appealing to teachers. Printed, Songs are self-contained, albums, texts or films that may be used in a classroom environment. Additively, the supply is almost infinite and there is a broad range of titles to choose from (Griffiee 1992: 8).

The goal of edutainment is to capture students' attention, keep them emotionally connected, and keep them interested in the course (Okan 2003: 255).

Activities carried out via the use of the edutainment technique are entertaining, which is why teaching through music is a mix of the terms education and entertainment (Okan 2003: 255).

When young learners are disruptive the teacher can discipline them with a song. Szpotowicz and Szulc-Kurpaska (2009: 196) These techniques encourage students to achieve a high level of performance through the use of meaning-centered repetition.

- In addition: languages, and there are hundreds of ways to use them in ELT. We can let students listen to songs that describe people, places, or emotions. Our pupils can write their own stories or poems. When it comes to songs, teachers can ask students to put lines in order or simply to fill the text with single words or phrases that are missing. Teacher can also ask students to listen to a song and predict what the title might be or to Songs provide a break from classroom routine which develops a non-threatening and low anxiety atmosphere.
- They provide authentic material and real examples of the target language which promotes language learning and makes it creative, innovative, fun and interactive.
- Help students develop automation capabilities. “a component of language fluency which involves both knowing what to say and producing language rapidly without pauses.” (Gatbonton and Segalwits: 1988)
- They are a great way to teach and revise grammar, vocabulary, pronunciation, spelling, reading, writing and listening skills.
- They set the tone of your entire class that is, you can use songs to change the tempo of the class (slow or fast songs will completely change the atmosphere of the class by reducing or increasing the energy level.

- They are also an excellent tool and powerful source for language teaching. Students view songs as entertainment rather than work, which generally means learning through songs is fun for them.
- Songs provide a valuable source of authentic material to tell the story described in the song in their own words. As well as according to Murcia Cortés (2012) there are some of the contributions that language learning can songs make. These are the following:
 - Socio-emotional growth
 - Physical development
 - Cognitive training
 - Cultural literacy
 - Language learning

2.4. Disadvantages of using songs :

Although songs have many positive aspects, there are some negative aspects of music and songs that teachers should be aware of in the EFL classroom. Murphey (1992: 8-9) writes that loudly playing songs may disturb neighbouring classes. Secondly, some learners get too excited and may forget about the discipline. Another issue is the fact some students may not agree with musical works, they have different musical tastes. Teachers often complain that students just want to listen and don't want to work. More importantly, students can't understand a lot of songs because they contain a lot of spoken language and the rhythm is too fast. SiekPiskozub and Wach (2006: 9197) added that some songs involve taboo subjects such as violence and sexism, so these songs can confuse or embarrass students.

2.5. What Styles of Songs Can Teacher Use in EFL Classrooms ?

As have been said before songs can set the mood in various settings for that songs which plays a big role for some people. Jazzie Joe (2010) suggests the following wide range of styles of songs. We also call them genres which are :

2.5.1. MADE-FOR-EFL Songs:

Made-for-EFL songs are artificial songs created for the purposes of teaching English so that they best suit grammatical structures, sounds, vocabulary or topics being discussed in classes. Made-for-EFL songs can be found especially in older textbooks

2.5.2. TRADITIONAL / FOLK Songs:

Traditional/Folk Songs originated from the local environment, including the life care and characteristics of a certain ethnic group, and provided many historical notes and backgrounds for the song (Murphey, 1990).

2.5.3. CONTEMPORARY Songs :

Contemporary songs are popular songs which can be heard in the out-of-school environment of students. They can be of any music genre – pop, rock, hard rock, rock n’roll, R&B, rap, heavy metal, punk, reggae or others

2.5.4. REGGAE Songs :

The style of this kind of music comes from Jamaica. It has strong second and fourth beats. Reggae songs often contain non-standard grammar.

2.5.5. CHILDREN'S Songs :

This style of songs is easy to understand. They are songs that have been especially written for

learning purposes.

2.5.6. Action/TPR Songs :

(Total Physical Response was introduced in the 1960's by James Asher): In action songs the music ties words and motion together, which increases memorability. The idea is that students sing, move and do what is sung or said.

2.5.7. HIP-HOP Songs :

In this style of music, songs are often about politics or society. The hip hop artists speak the words rather than singing them. It is also called rap music or hip hop music.

2.5.8. POP Songs :

This style of music consists of popular modern music. These pop songs usually have strong beats and words that are easy to listen to and remember.

2.5.9. R&B Songs :

This popular style of music was started by African Americans in the 1940s. It was developed from blues and jazz.

2.6. Selecting Music and Songs :

There are various songs available, especially on the internet. However, not every song is appropriate for classroom use. When selecting a song for EFL classroom activities, teachers should consider a number of factors.

2.6.1. Purpose of the Song :

Above all, the song chosen should be educational. It is critical to determine what students can learn or practice with a song, as well as to select songs that are related to the class's theme, grammatical structures, or vocabulary. Grammar activities benefit from simple songs with recurring grammar features. Whereas more sophisticated songs with idioms and metaphors are beneficial to vocabulary development. When there is a need to focus on pronunciation, songs with colloquial speech are ideal for practising reduction and linking. Songs that tell exciting stories can serve as topics for classroom discussions and written assignments (Abbott, 2002; Salcedo, 2002; González, 2007). Apart from vocal music, instrumental compositions can also be used for speaking and writing activities, whereby the teacher can prompt the students to express their feelings and associations in relation to particular melodies.

2.6.2. The Age and Proficiency Level of the Students :

It goes without saying that the music and songs selected should be appropriate for the students' age and proficiency level. For young learners, it is beneficial to use nursery or children's songs, which native-speaking infants are usually taught, because they are characterized by overall natural and rhythmic language with appropriate vocabulary and grammar as well as enjoyable phrase repetitions (Failoni, 1993; Zogota 2011). Similarly, songs made especially for English language learners with controlled grammar and vocabulary

can appeal to both young and adult beginners, though authentic songs of appropriate difficulty level would be more appealing. Teenagers, in particular, would prefer to learn English through popular songs, which can serve as an excellent opportunity to spark their interest in language learning. Although popular music can be helpful in learning the target language and its culture, several authors encourage the use of folk songs, which generally have superior prosodic quality, often tell a story and contain relatively simple melodies (Spicher & Sweeney, 2007; Zogota, 2011). No matter what type of songs teachers select, it is crucial to make sure that they are neither too easy to challenge the learners nor too difficult lest they leave them feeling frustrated. Apart from the language used in the songs, the themes ought to be suitable for the students' age and interests (Abbott, 2002; González, 2007).

2.6.3. Language Content and Quality of the Song :

It is absolutely important to listen to the song and assess its language content and quality before presenting it to the students. Non-standard language, grammatically incorrect sentences, altered vocabulary, poorly pronounced words, and abbreviations are all possible in songs. It is therefore important to select, as much as possible, songs written in standard language with lyrics that are identical in their written form. At the same time, the recording should be of good quality and the lyrics should be clear and easily distinguishable from the

instrumental accompaniment (Lems; 2001; Abbott, 2002; Ashmore, 2011).

2.6.4 .Musical Preferences of the Students and the Teacher :

Several authors claim that when selecting songs for music activities, the musical preferences of the students should be taken into account. Lems (2001) states it would motivate students to deal with newest popular songs or older hits, whose lyrics they might have heard but do not know very well. Likewise, Murphey (1992) recommends allowing students to put forward their choices as to the songs to be used as new material in the class so that they become actively engaged in the learning process. In addition to students' preferences, the musical taste of the teacher is also important. As stated by Lems (2001), "because teachers will show care and effort when presenting songs they are especially fond of, their favorites are also good". Similarly, Griffiee (1992) emphasizes the importance of considering both the students' and the teacher's musical preferences: "It is not wise to use music that you do not like. It is also unwise to use music students do not like. The answer is to find common ground" (pp. 6-7). Thus, it is advisable to ask students to suggest song lyrics of their choice, and then choose the ones that have instructional value and are popular with the students. Alternatively, teachers can compile a list of songs and allow students to choose from it, involving them in their own learning.

2.6.5. Format of the Song :

Music can be used in both audio and video formats. While audio recordings are more readily available, music videos provide contextual information and can activate students' background knowledge, thereby enhancing comprehension. As reported by Marone (2018), teachers can explore "their multimodal features (music, lyrics, and moving images) and their multi-layered meanings to increase students' linguistic and cultural competence" (p. 1). It is crucial that teachers carefully select music videos to be used in the lessons paying special attention to their content and messages. As it is sometimes the case with popular music pieces, a song containing suitable lyrics can be debased due to its music video, which becomes inappropriate for the classroom use.

2.6.6. Classroom Opportunities :

Teachers should also consider the availability of resources when they design music activities for the classroom. Such basic equipment as a computer with loudspeakers and a video projector will be needed to play songs or music videos in the classroom. In addition, music activities should be possibly conducted in large classrooms with appropriate acoustics. Lastly, care should be taken not to play music loudly so as not to cause inconvenience to other classes (Griffiee 1992; Abbott, 2002).

2.7. Applying the framework to a song :

Here is an example of how you could use this framework to exploit a song:

- Pre-listening
 - Students brainstorm kinds of songs
 - Students describe one of their favourite songs and what they like about it
 - Students predict some word or expressions that might be in a love song
- While listening
 - Students listen and decide if the song is happy or sad
 - Students listen again and order the lines or verses of the song
 - Students listen again to check their answers or read a summary of the song with errors in and correct them.
- Post-listening
 - Focus on content
 - Discuss what they liked / didn't like about the song
 - Decide whether they would buy it / who they would buy it for
 - Write a review of the song for a newspaper or website
 - Write another verse for the song
 - Focus on form
 - Students look at the lyrics from the song and identify the verb forms
 - Students find new words in the song and find out what they mean
Students make notes of common

2.8. What are some different EFL activities that can be used with songs ?

Teaching with songs to EFL students can be great fun. There are so many song activities

for them , but you need plenty of energy to teach them in a group successfully. They need to learn through a range of different short activities and games. Here we present six fun and engaging song activities for EFL students that you can try out in your classroom :

2.8.1. Gap Filling :

Teaching with songs to EFL students can be great fun. Students of this age are usually very responsive to learning from songs . They are young enough to learn through play, but compared to toddlers, they are already old enough for more complex group activities. There are so many music activities for them , and the kids usually love going to music lessons. But you need plenty of energy to teach this age group successfully.

2.8.2. Sing-Along :

This activity is exactly what it sounds like, though there are some useful points to keep in mind. Print out the lyrics to the song for students and listen to the song a couple of times while students read and sing along.

2.8.3. Rewrite the Song :

In order to have an initial understanding of the original song, students will need to rewrite the song entirely.

2.8.4. Matching Meanings :

This activity is used to both review and extend vocabulary, depending on the song or text selected. It also encourages students to actively engage with English– English learner

dictionary definitions for guessing words. Matching Meanings can be used as an introduction to circumlocution strategies. From the lyrics, select the vocabulary (6 to 12 words) you want to test or reinforce and write out definitions, Note that the definitions must be written in the correct order. Divide the class into pairs or teams. Distribute the definitions page or draw the chart on the board. Students should try to guess each word based on the definition. Play the song for the students and have them write down the right lyrics.

2.8.5. Re-order It :

This activity can be used to direct students' attention to prosody features of English. For lower-level students, this activity may also be used for simple vocabulary development. Select 5 to 10 words from a selected song. Arrange the words in a grid, alphabetically. Students number the words in the song and the order in which they hear them. After the first listening, students compare with a partner

2.8.6. Song picture :

Song Pictures is an effective way of drawing students' attention to the emphasis on content words over function words. Students can hear the words multiple times when listening to songs with repetitive lyrics. Students remember pictures better when they are linked to words, especially when they are smiling and laughing at their partners' drawings. The activity can also serve as an effective warm-up for teachers who wish to develop students' note-taking

skills. Students are to listen to a song and draw the things they hear mentioned in the song.

3.0. conclusion :

To summarize, songs are a valuable way to introduce students to foreign language practice. Songs would be appropriate for students' learning processes, subconscious, and fun. They not only make a lesson more interesting, but they also make it more memorable. They are interesting because of the authentic language and the break from routine, as well as they improve Learners' language skill in a variety of contexts. The first section of this chapter presented speaking fluency in general and how it is very important to enhance this special skill by providing some definition and instructions . While in the second section we have discussed the role of the songs and how it impacts student's fluency speaking skill by incorporating Songs in EFL instruction for the classroom. As can be seen from the more recent publication dates on the majority of these programs, this is a current trend that will likely continue. Without doubt Songs may bring certain benefits into the classroom. What is also worth mentioning is the proper selection of a song as well as the exercises which are planned to be used in a lesson. Although there is no one ideal method in foreign language teaching, songs can surely strengthen students' motivation towards language adventures and their speaking fluency skills .

**CHAPTER THREE:
RESEARCH
DESIGN AND
METHODOLOGY**

Introduction :

This chapter focused on the methodology undertaken in this research. It gives information about the participants. In general, this chapter sheds light on the research which includes population sampling, students as participants. Afterward, a description of the participants is provided also including their age, gender, number, and their level. It also poses the research instruments which students' questionnaires. The last part of the chapter is devoted to the research design and procedures.

4.0 Sampling and Population

4.1 Students as Participants

the present study, deals with a sample of thirty two (32) students, from a total population of about sixty (60) students, University of El-Tarf, department of English. The participants in this study were recruited from two classes. a random selection made up the final sample which consisted of thirty (N=30) students. It was very difficult to gather this number of participants due to some circumstances so they were contacted on social media platforms to answer the questionnaire online . The student's ages ranged from eighteen to thirty . The reason behind choosing to work with the first year is that they are not fluent speakers and those students need to pay close attention to the cognitive- motivational aspect in their learning. They have to learn to use some learning strategies that would foster their academic performance and achievement, generally, and their oral performance.

4.2 Research Instruments

In this study, the questionnaire was the main tool that has been used in order to collect information about the topic. A questionnaire is a set of online questions used for collecting information . After the completion of questionnaires revealed that the use of songs could positively affect students EFL learning, it also became clear that we needed to be more vigilant about keeping constantly in mind the research questions in terms of the design and execution in our main study. Moreover, we learned the need for absolute clarity in the writing of the questions, so that there could be no confusion or misunderstanding. In order to gain specific pieces of information through my questionnaires in the main study, we decided to give students various response options to choose from which were numerically coded and entered onto a computer database. This gave quantitative data which could later on be statistically analysed.

Nearly all the questions in the initial study focused on the positive side of the use of songs, something which would almost certainly have led participants to answer in a positive way. Adding some open questions at the end in order to let pupils answer in a more objective and honest way.

4.3 Student Questionnaire

The students' questionnaire was composed of (14) questions composed of three sections;

the first section deals with background information about the students (Q1-Q2), it was about the students' ages and gender. The second part involves questions about the learners background (Q3-Q7) this section was designed to collect information concerning the background part about listening to songs , (Q8-Q14) the last section used to gather data about the effects of songs in speaking and students' reactions about the impact of using songs in classrooms as strategy on the development of their speaking abilities .

4.4 Research Design and Methodology

The subject of this research is limited to the first grade students of english department of Chadli ben jdid 2020/2021 year. In this descriptive study, both data are used: quantitative and qualitative. Qualitative data enables us to discover and describe the use of song lyrics for teaching speaking and how to motivate the learners speaking . On the other hand, it also used quantitative data in order to measure the effectiveness of using songs in teaching students' oral proficiency.

4.5 Research Procedures

This descriptive study embraced questionnaire for students to collect data about their perceptions of using songs as a strategy in teaching and its effectiveness in developing students' speaking abilities.the questionnaire was supplied online since the university divided

the classes into different times because of the virus pandemic , for that reason it was very hard to keep in touch with them so we depended on the online platforms .

4.6 Conclusion

This chapter provides a view about the method that we used in order to accomplish our study, in the aim of collecting data about the effectiveness of Songs in enhancing student's oral fluency skill and how it motivates them. The study was conducted in University El Chadli Ben djedid, El Tarf, Algeria. The participants were first year EFL students .

Chapter Four:

Data Analysis

Introduction :

This chapter is devoted to the interpretation of students' questionnaire, which is addressed for 32 students (EFL) from the department of English at Chadli Ben Djedid El Tarf. Furthermore, this research collects data based on the questionnaire for learners as well as to see the effectiveness and the impact of songs on their speaking fluency.

5.0 Students' Questionnaire Analysis

5.1 Section One : Personal Information

Table 01: Students' Gender

Options	Number	Percentage
Male	14	43,75 %
Female	18	56,25 %
Totale	32	100 %

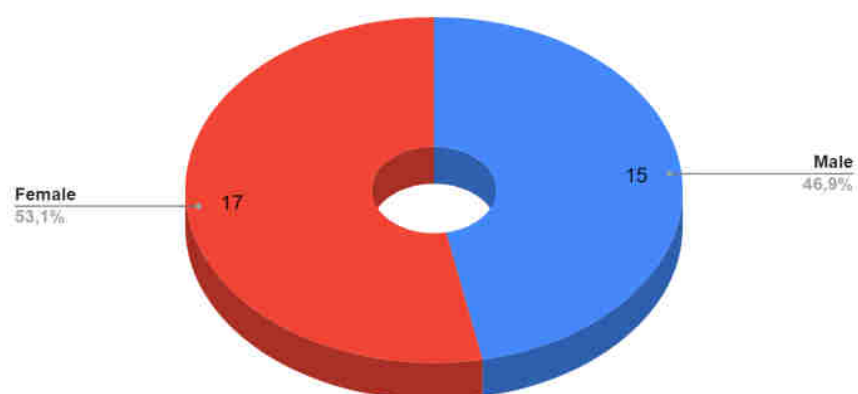


Figure 01 : Students' Gender

As shown in the table above we can notice that the numbers of females are more than the number of males; females are (18) making up (56,25%) of the whole sample of (32) students , (14) males making up (43,75%) of the whole sample ,this results comes from the conception that the numbers of females are more than males .

Table 2 : Student's Age

Options	Responses	Ratio
18-22	14	43,75 %
23-25	18	56,25 %
26-30	0	00,00 %
Totale	32	100 %

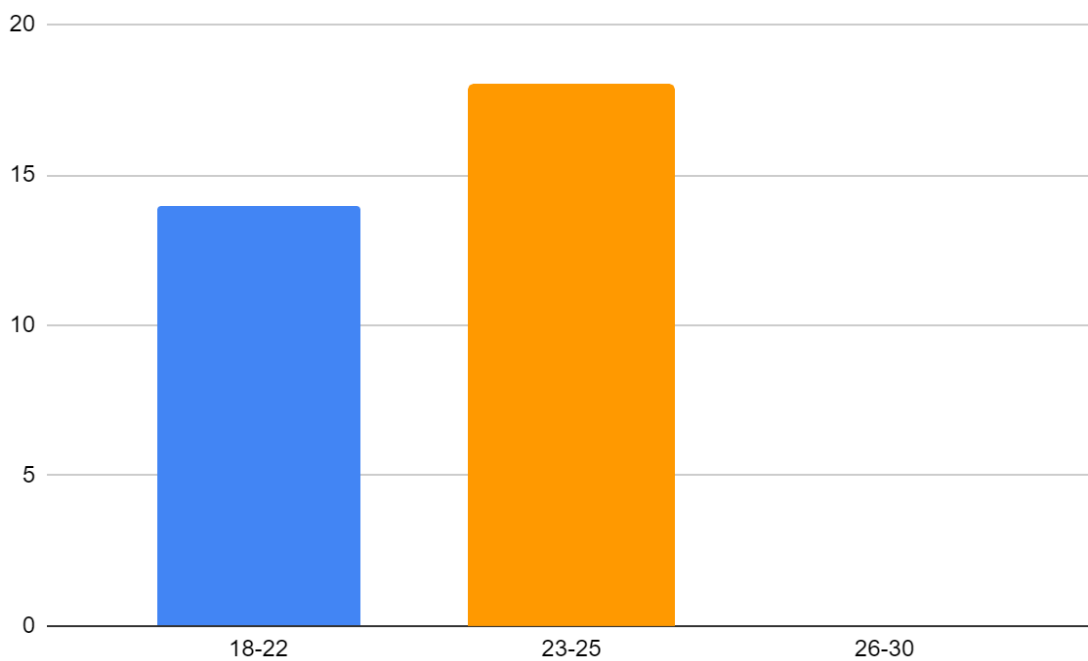


Figure 2 : Student's Age

It is clear from the data findings that the percentage of students' age grouped into two parts. Out of 14 students with percentage (43,75%), their age is around 18 to 22. While(56,25) of the sample are around 23 to 25 years old.

5.2 Section Two: Learners Background About Songs

Table 03 : How do you often listen to English-language songs per day

Options	Responses	Ratio
50 min or more	19	59,37
30-45 min	11	34,37
Less than 15 min	2	6,25

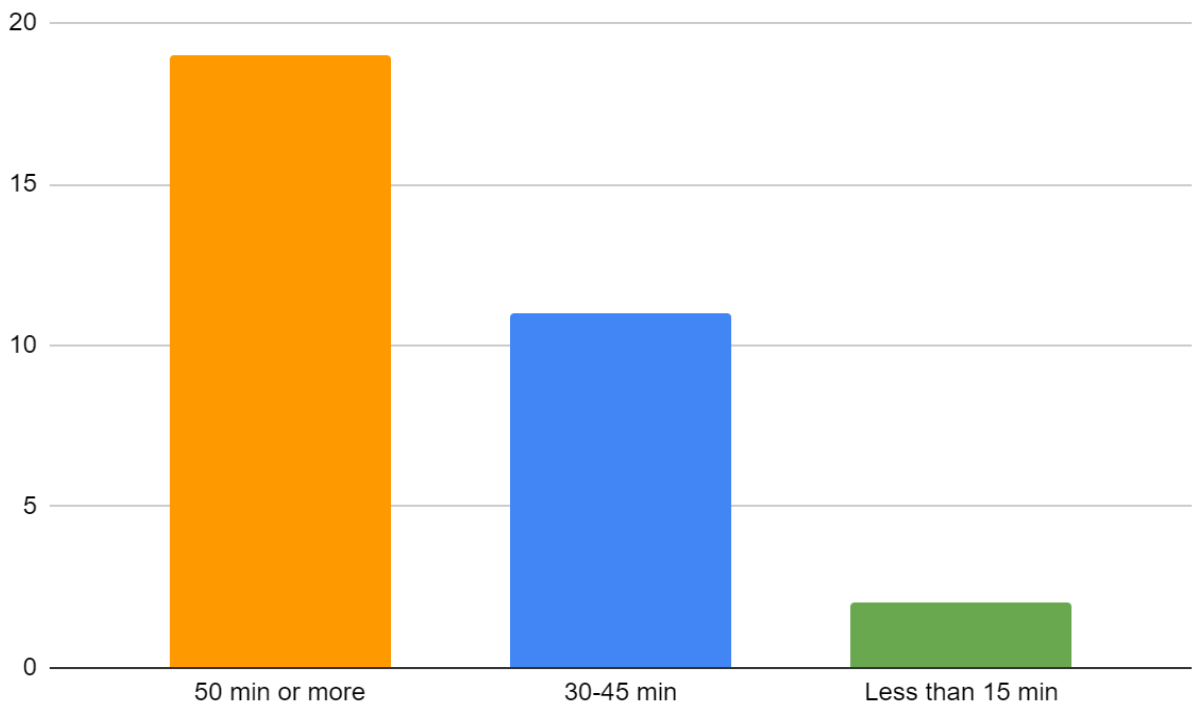


Figure 03 : How do you often listen to English-language songs per day ?

The results demonstrate that (19 students) listen to English songs for (50 min or more). (11) listen to English songs for (30-45 min), however (2) of the whole sample (32) listen to songs for (less than 15 min). This result showed that most of the students do enjoy listening to songs most of the time. The figure shows that the average person

spends close to 18 hours a week listening to songs. While this metric might seem nebulous to fully digest at first, it's worth breaking it down. That means “1.5 hours – or the equivalent of listening to 52 three- minute songs – daily.”

Table 04 : What is your preferred genre for songs ?

Options	Responses	Ratio
Pop	12	37.5 %
Hip-Hop / Rap	11	34.37 %
R&B	10	31.25 %
Heavy Metal	6	18.75 %
Indie Rock	3	9.37 %
Others	3	9.37 %

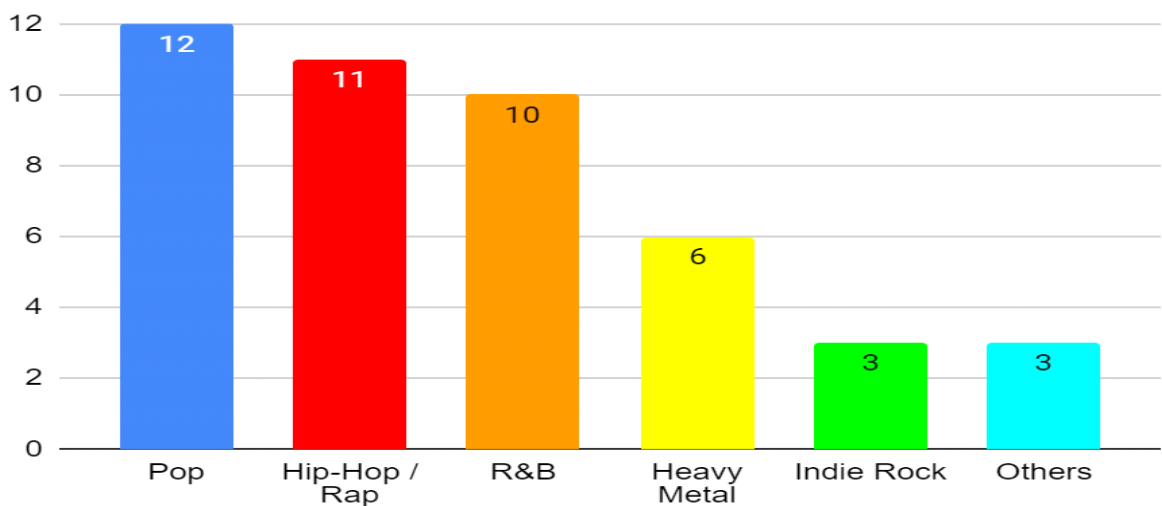


Figure 04: What is your preferred genre for songs ?

As shown in Figure 2 , the students mostly opted for Hip-Hop and Pop . The three dominant genres of songs in that question were: hiphop (12), pop (11) and R&B (10). Only (6) opted for rock, and (3) indie rock, while the last option, were picked (3) times

According to these results Pop songs are popular and full of vocab because their lyrics are said to make a positive impact on society, they have a good rhythm and are easy to remember

Using Pop songs in class are easy and effective way to teach your students English vocabulary, idioms, and figurative language. They can also be used to help teach prefixes, suffixes, contractions, and parts of speech such as verbs and adjectives. Often oriented towards young people and usually consists of relatively short and simple love songs. There is a feature of pop songs, which can be inferred from the name itself, namely that it is popular. Lynch states that music is prevailing in different media such as TV, movie, nightly news and in different occasions such as when people do exercise, are at work, play, and worship (Lynch 2005). Because of their popularity, it is beneficial to involve pop songs in language teaching and learning.

Table 05 : Do you usually sing the English songs you like?

Options	Responses	Ratio
Yes	25	78.12 %
No	7	21.87 %

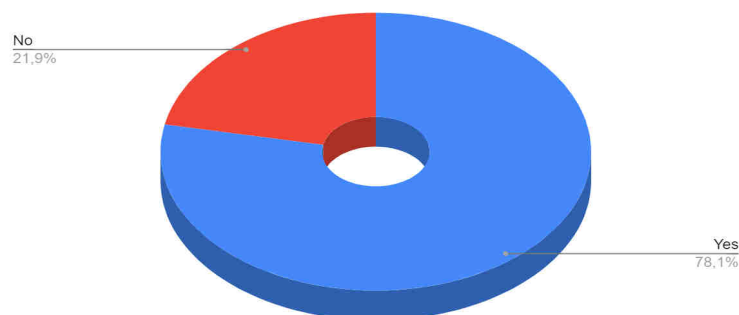


Figure 05 : Do you usually sing the English songs you like?

Most of the students (25) sing the English songs they like, while others (7) do not sing them out loud. Therefore, singing English songs is the choice which most of the students make after having been familiarized with them. Dictionaries are one of the secondary materials used by students to learn vocabulary from English songs. It is a positive phenomenon that most of the students sing the songs out loud from which it can be inferred that they have the chance to orally use what they learn from the songs. Singing is also an excellent way to learn a language's rhythm. It teaches us how words in connected speech are linked together. Even native speakers may find it difficult to sing along, as you are listening to some songs, try to open your mouth and sing along. Since you are imitating the sounds, your tongue will become more accustomed to English sounds, thus improving your English pronunciation.

Table 06 : Do you understand the words of the songs that you listen to in English ?

Options	Responses	Ratio
Almost all	20	62.5 %
More than a half	8	25 %
Less than a half	3	9.37 %
Almost none	1	3.12 %

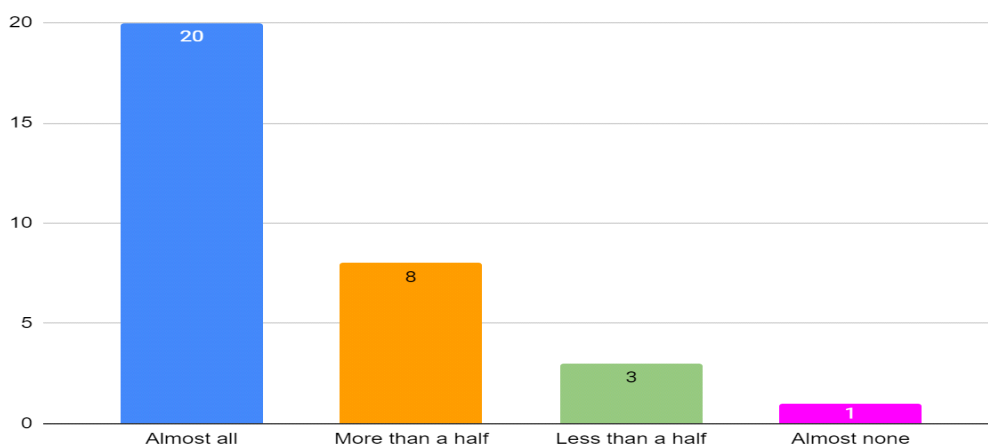


Figure 06 : Do you understand the words of the songs that you listen to in English ?

The results shown that, (20) of the whole sample (32) tend to answer that they do understand the words of the songs they listen to. While more than half of the words are hard to understand for (8students). There are (3) of them answered that less than half . Except for just (1) who said that almost none of the songs he can understand. In general we saw that learning through songs is a great opportunity to combine their interests and learning the language. If the student is interested in a song, they will be determined to understand it, as well as pop songs sometimes use informal, everyday language what made it easy to be understandable and enjoyable .A certain song may get your attention and then get stuck in your head, repeating the lyrics over and over. This helps you learn the words to the song and grammar that goes along with it. Later, you will find that you will be able to actually use these words and grammar constructions because you have heard them so much in a song!

Table 07 : Do you pause, rewind or replay songs to help you understand the words ?

Options	Responses	Ratio
I sometimes do this	15	64,87 %
I rarely do this	9	28.12 %
I never do this	5	15.62 %
I often do this	3	9.37 %

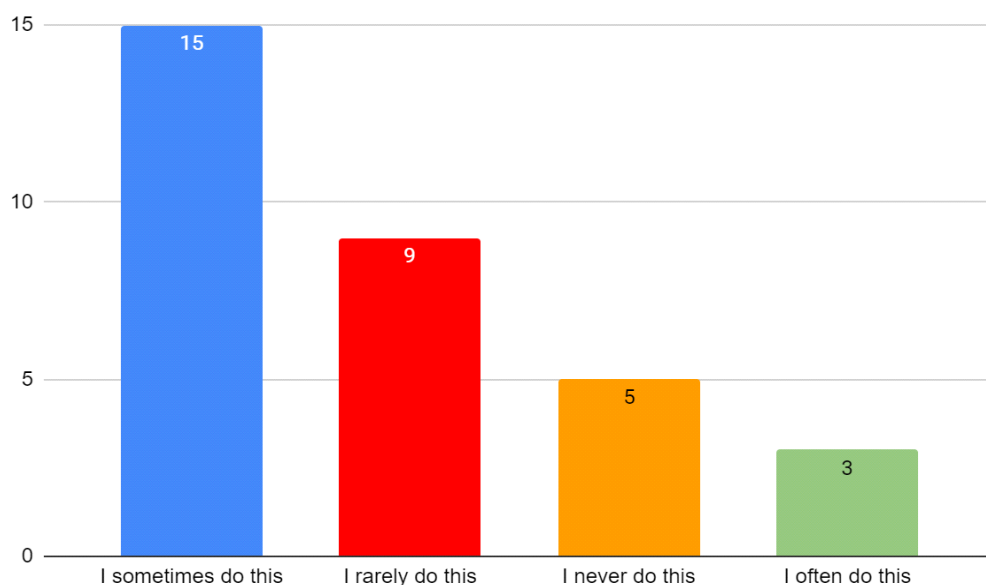


Figure 07 : Do you pause, rewind or replay songs to help you understand the words?

Most of the students (15) do the repetition of listening to the songs only sometimes when they want to imitate the singer , Another group (9) of them rarely do it . (5) of students they never do the rewind at all , There are only (3) of them who often repeat the songs . Making students rewind the song is a traditional strategy of learning the pronunciation just by memorizing. The accent and the problems of mispronunciation by the singers may do harm to the students who imitate their pronunciation. Learning the pronunciation by its spelling seems to be a good way. Nation (2001: 45) recommends that using sound-spelling correspondence may help in both spelling and pronunciation. In the interview (2001: 28) the pronunciation of a word includes knowing its stress. Therefore learning the stress of a word is of great significance for learning pronunciation. Pause and rewind as often as it takes until you're comfortable with one section of the song. Only then should you move on to the next. When you move on to the next section, don't just forget about the previous section. Start the song over again, and listen to everything you've already learned up until the new

section. You'll reinforce the lyrics that way, as well as have a better idea of how the song flows from one line to the next.

5.3 Section Three : The Use Of Songs In Classrooms

Table 08: Does your teacher use songs during your English classes as a way of teaching ?

Options	Responses	Ratio
Yes	0	0
No	32	100 %

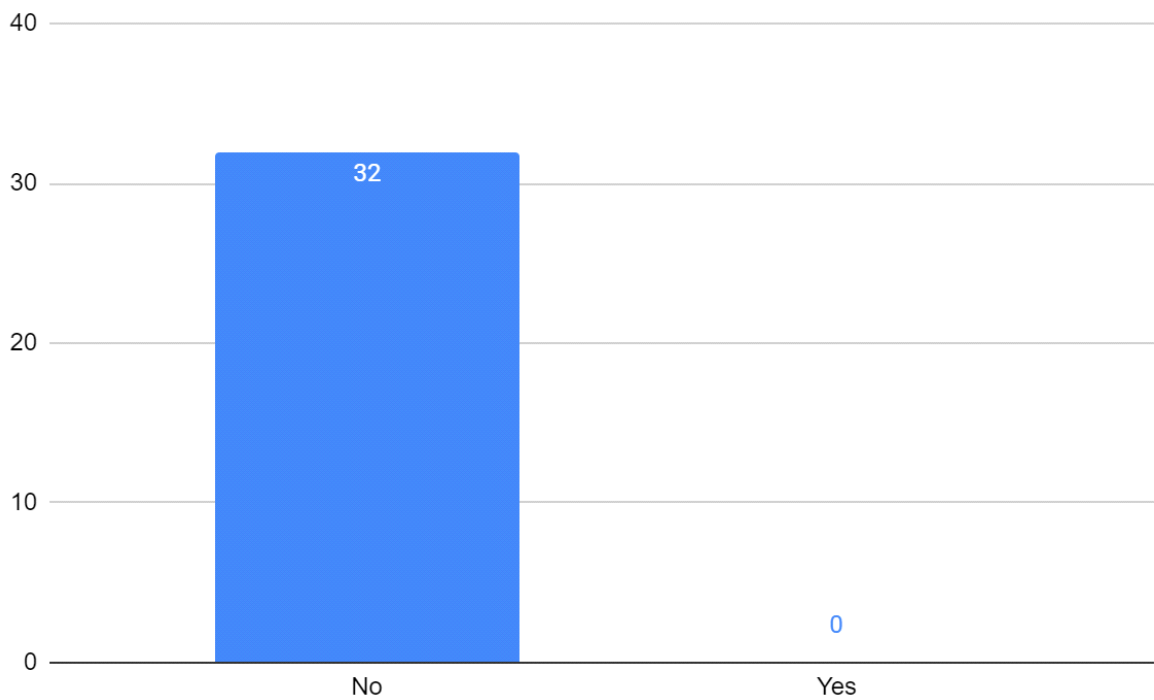


Figure 08: Does your teacher use songs during your English classes as a way of teaching ?

All of the participants (32) say No as they do not get any single activities in their classes using songs. One of the most difficult challenges we all face, whether we are teaching English to infants or adults, is keeping students' attention throughout our courses. As a result, we often have to be quite creative in our techniques. Song's global appeal, which connects all cultures and languages, making it an excellent teaching tool. As a result, it is one of the most effective and inspiring materials in the classroom of the age or background of the learner. There is no better motivation than fun. Even students who are struggling to learn English will go above and above to acquire key phrases. You can assure that your students will relate to the lesson and want to memorize the words if you teach them a song they enjoy.

Table 09 : Do you think that songs can help you to improve your english speaking fluency ?

Options	Numbers	Ration
Definitely yes	18	56.3%
Yes	11	34.4%
I do not know	2	6.3%
Definitely not	1	3.1%
No	0	00.0%
Totale	32	100.0%

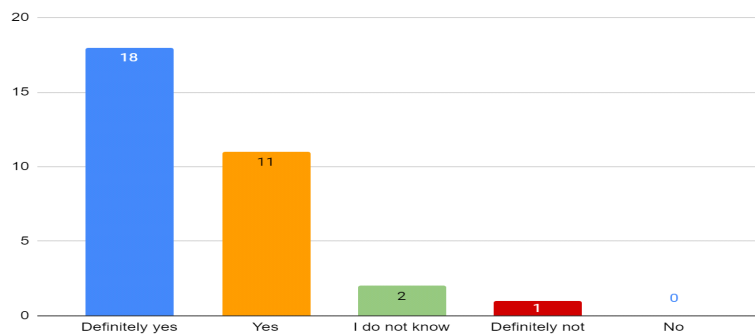


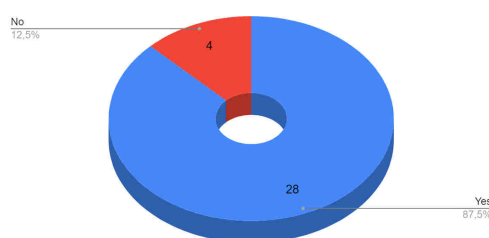
Figure 09 : Do you think that songs can help you to improve your english speaking fluency ?

About half of the students (56,3%) select Definitely yes as they are surly taking songs as part of learning speaking fluency , Another (34,4%) picked Yes , while 6.3% are not sure and 3.1% they do not think so if the songs could improve the fluency . Speaking fluency allows you to communicate your thoughts clearly without causing misunderstandings or repetition. However, English pronunciation is often overlooked in the classroom. Yet somehow, English pronunciation is often overlooked in the classroom. This may be because focusing on correct English pronunciation requires a lot of time to practice with each student individually. Most teachers do not have time in a classroom with some students. Most teachers would rather spend their valuable time learning grammar and vocabulary. This is where English music comes in. It makes pronunciation lessons interesting and allows you to master them yourself.

They won't spend a lot of time, but they will teach you important concepts and motivate you to keep learning.

Table 10 : Does listening to songs have the power to motivate you in the class ?

Options	Responses	Ratio
Yes	28	87,5 %
No	4	12,5 %



Figuree 10 : Does listening to songs have the power to motivate you in the class ?

Most of the students (87.5%) opted for Yes while the other group was against by (12,5%) Everything we do is motivated by something. Sometimes it is our feeling, our wish or our interest that leads us to do a particular action. Other times, the motivation is determined by an external reward, which means that we do something in order to obtain a reward that is not internal. In the case of the process of teaching and learning a language, motivation is also a very important factor.

Teachers must be wise in the assumption of the required educational role from the very beginning. The most important task is to motivate students. The use of songs contributes a lot to the motivation of students, first of all because they are very pleasurable to listen to. Students feel very relaxed and happy when they listen to songs because it is an activity that does not require any mental effort so most of the stress disappears.

Table 11: Do you re-use (Idiomatic phrases) expressions which you hear in songs when you speak english ?

Options	Numbers	Ratio
I sometimes do this	17	53.1%
I often do this	6	18.8%
I rarely do this	6	18.8%
I never do this	3	9.4%

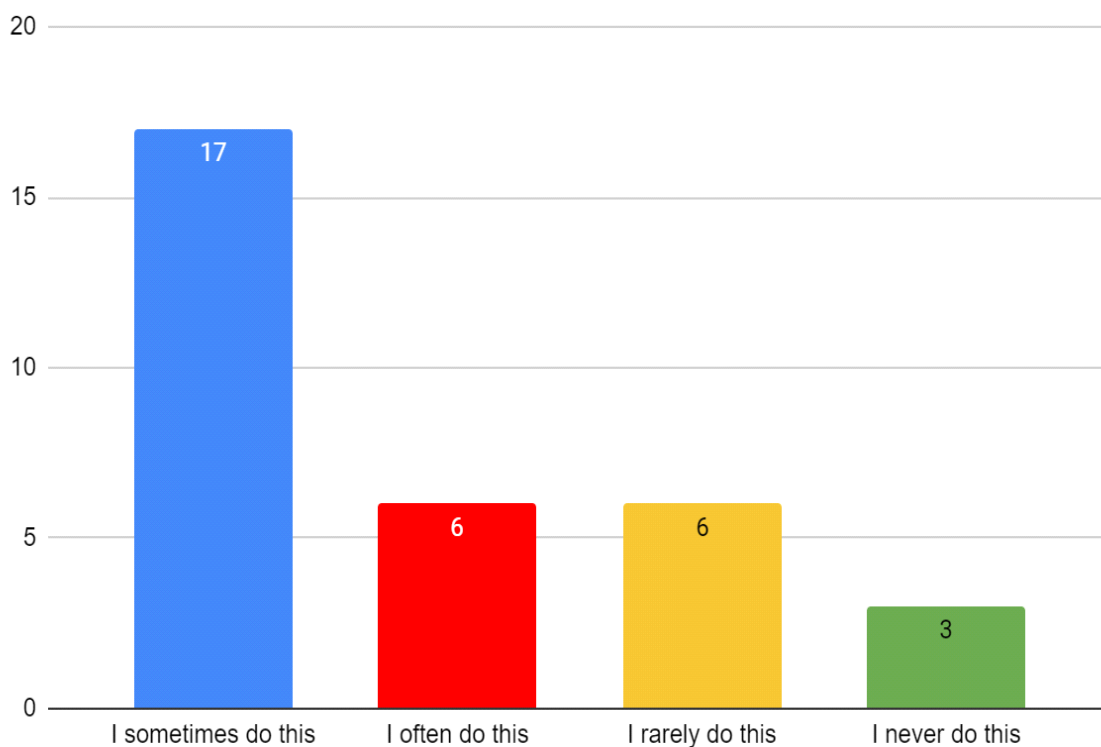


Figure 11: Do you re-use (Idiomatic phrases) expressions which you hear in songs when you speak english ?

The results demonstrate that 53,1 % of the learners listen and re-use expressions in the songs (17 students). 18.8 % of the group do it often (6 students), another 18.8 % rarely do this (6 students), and 3% of the group (3 students) never do

that at all . Using idioms of songs or any lyric words or phrases would help the other to understand and close the meaning more , some students write idioms that are used in songs like Ring a bell ; which mean Something that sounds familiar , another one which is ; Like broken record it means someone who repeats the same thing again and again. These expressions can amplify messages in a way that draws readers in and help to awaken their senses.

5.4 Conclusion

As shown in Figure 3 , many students are interested in songs. This is because songs can be seen almost everywhere and are easily accessible to young people. In addition, students think that songs are useful for learning vocabulary; They probably must have had the experience of listening to songs at school or learning vocabulary on their own. . The songs can be found on the Internet, on the radio and on TV, so there are now many young music listeners. Usually those listeners will be looking for their taste in music, which is why they listen to songs almost every day. Pop and hip-hop songs are students' favorite song genres. Simply choosing popular and hip-hop may be the result of students' interest in these types of songs. It is the responsibility of teachers to find out what type of music their students like best. In fact, people like songs that suit their specific personality or mood. Like, there is no same person, because the song can be perceived in different ways. It may be a joyful song, while other students may find it a warm melody. Some students may not feel relaxed in class.

Chapter five :

Discussion

Introduction :

This chapter is devoted to the discussion part of this research. It focuses on the discussion of the mentioned hypotheses to declare whether the hypotheses are correct or wrong. Adding to this, it covers the implications of the study and offers practical implications and recommendations for students, teachers and further studies depending on the findings uncovered by this study. Lastly, it includes the implications that faced the researchers while conducting the data.

Discussion of the hypothesis

Hypotheses One :

In this study, it hypothesized that most students of ElChadliBenDjedid University listening to songs in in order to booster their speaking skill. The hypothesis given by researchers was correct through the analysis of students' questionnaire results, according to a new study from the same university. It is hypothesized that students usually use songs to aid themselves in enhancing their speaking fluency and this hypothesis is validated.

Hypothesis Two :

The second hypothesis of this study was: teachers can help their students to enhance their speaking proficiency through using songs activities in the EFL classroom

This hypothesis has been confirmed through the analysis of the students'

questionnaires results which indicates that teachers did not use any sort of songs activities to enhance their speaking proficiency in the classroom, as well as they did not even discuss this strategy's benefits on their real life situations in order to give them a clear image about its positive effect in overcoming stress and anxiety during the oral performance. Hence, this hypothesis is not validated in ChadlibenDjedid University.

Hypothesis Three :

Judging from the data results, Using songs helps the students to solve their problems which might face them during learning English. since all the participants shared the same agreement about this concern. On the one hand, through the analysis of students' questionnaires, it has been clear that using songs strategy aids them to replace negative thoughts to be positive ones so that they feel more comfortable and motivated while learning English. On the other hand, they all agreed that the utilization of song strategy truly helps students improve their oral performance, solving their problems from shyness, bored and their vocabulary weaknesses, in the sense that they would enhance their speaking fluency, self-efficacy and enthusiasm. Thus, this hypothesis is validated.

Hypothesis Four :

The fourth hypothesis of this study was: there is a specific type of songs to motivate the students to learn English and enhance their speaking fluency. According to the analysis of

the a questionnaire that has been made for the students the results clearly showed in (figure 2) that pop songs are considered the best type of songs to motivate them and enhance their oral proficiency because the sentences are easy to understand, the vocabulary is simple and the sentences are short. In addition what makes them predictable most of the time, allowing English learners to build their vocabulary and sentence structure through English songs. In addition the fact that pop songs are a source of motivation because it increases their attention for learning English after engaging in listening to songs. As for learning performance, students felt that their English abilities, especially listening and speaking ability, have improved after listening to songs. So this hypothesis is correct and validated.

Limitations of the Study :

The first limitation is that students can acquire the wrong grammar and inappropriate words from pop songs because they contain slang or inappropriate words. This is the reason why students should select the songs carefully to learn the right grammar points. Another limitation is that not every student likes learning English through songs. For those people who love music and who have a musical background, this teaching method could be beneficial. However, using songs - based instruction could reduce the students' interest in learning languages for those people who dislike songs . Lastly, teachers cannot teach decontextualized English because lyrics in music present language holistically.

Recommendations for Future Studies :

It is better for the English teachers to use songs on their teaching-learning process since songs have a very big benefit for the students. Songs can be implemented when the teacher wants to teach vocabulary, grammar, pronunciation, or kind of text. It is known that almost all the students like songs, so it can be used as one of the ways to get the students' participation in the teaching-learning process.

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Appendices

Questionnaire :

**Dear Sir / Madam,
Thank you for visiting us.
By filling out this 5-10 minute survey, you will help us obtain the very best results.**

Section One : Personal Information

1- Select your gender :

a- Male

b- Female

2- Select your age :

18-22

23-25

26-30

Section Two: Learners Background About Songs

Q3. How do you often listen to English-language songs per day ?

1 - Less than 15 min

2 - 30 - 45 min

3 - More than 50 min

Q4. What is your preferred genre for songs ?(you can pick more than one)

1 - Pop

2 - Hip-Hop / Rap

3 - Heavy Metal

4 - R&B

5 - Indie Rock

6 - Others

Q5. Do you usually sing the English songs you like?

Yes **No**

Q6. Do you understand the words of the songs that you listen to in English ?

- 1- Almost none
- 2- Less than a half
- 3- More than a half
- 4- Almost all

Q7. Do you pause, rewind or replay songs to help you understand the words ?

- 1- I never do this
- 2- I rarely do this
- 3- I sometimes do this
- 4- I often do this

Section Three : The Use Of Songs In Classroom

Q8. Does your teacher use songs during your English classes as a way of teaching ?

- 1- Yes
- 2- No

Q9. Do you think that songs can help you to improve your english speaking fluency ?

- 1- Yes
- 2- No

If yes, how ?

Q10. Does listening to songs have the power to motivate you in the class ?

- 1- Yes
- 2- No

If yes, how ?

Q.11 Do you re-use (Idiomatic phrases) expressions which you hear in songs when you speak english ?

- 1- Yes
- 2- No

If yes, give us an example