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UNIVERSITY ABDELHAMID IBN BADIS- MOSTAGANEM
FACULTY OF FOREIGN LANGUAGES DEPARTEMENT OF ENGLISH



UNIVERSITE
Abdelhamid Ibn Badis
MOSTAGANEM

Facilitating Language Acquisition Through Songs

STUDY CASE: The American corner

A dissertation submitted in partial fulfilment of the requirements for the Master degree in
Science of language

Submitted by:

RAHAL MAISSA

Board of Examiners:

Chairperson: Mr. MOULAI HACENE YACINE

University of Mostaganem

Supervisor: Dr. BENYOUCEF RADIA

University of Mostaganem

Examiner: HAIRECH FAIZA

University of Mostaganem

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Abstract

Songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials and our case of study is the American corner (SHELF). They can be used to teach and develop every aspect of a language. This paper aims to verify these claims and confirm the effectiveness of using songs as a means to improve young learners' English language vocabulary and to determine whether songs influence young learners' motivation to learn English. The paper deals with theoretical explanations of young learners, listening skills, and different aspects of using and teaching songs. It also discusses how songs influence motivation and the connection of songs with some language learning theories. The analytical part of the paper explains the procedure and the results obtained from the pre-tests, post-tests and delayed tests for three different children's songs as well as from the questionnaire that was done in order to collect information about motivation provided by songs. The results showed that songs have a positive influence on vocabulary retention of young learners. Whatever setting is used, aural or aural/visual, the results prove that songs are suitable for different learning styles, they encourage positive learning experience, and enhance their knowledge. Songs aid motivation and help learners develop a love for language learning. Students motivated in this way are imaginative, creative, and eager to learn and succeed.

Key Words: Songs, ESL, Young Learners, Motivation, Vocabulary, Listening Skills.

Dedication

To Mom and Dad, it's impossible to thank you adequately for everything you've done, from loving me unconditionally to raising me in a stable household, where you instilled traditional values and taught your children to celebrate and embrace life

To my big brother who was always with me

To My young little sister which is my half heart

And My young brother who is my little son

Love you all

Acknowledgements

I would like to express my deepest appreciation and special thanks to my supervisor, for guidance and advice, and for her encouragement and patience.

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Finally, I hope that this paper will open the door for English further scientific researches.

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List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a second language

ELE: Effective learning environment

ICT: Information and communication technology

AS: American Shelf

OHP: Overhead Projector

General Introduction

In these days learning English language, has an important role in all over the world, there for there are different obstacles that learners face during learning a language in the other side teachers are looking for an appropriate way to help students to learn a foreign language. Teaching English to young learners cannot be seen only as teaching the language. This challenging process needs to consider the social and cognitive development of learners. In order to do this, it is necessary to create an atmosphere that resembles the one which is natural to children. One of the best ways to create such a natural, anxiety-free environment which can be through interesting activities. Songs certainly belong to the group of fun activities which serve as useful tools for learning the language and which do not put pressure on students to immediately produce the language but to start doing it only when they are ready.

Songs are one type of listening activity that have a broad potential. Music and songs are essential parts of growing and learning. Children love to sing and teachers naturally use songs to teach them concepts and language in a funny way. Some of the significant characteristics of songs are that they are fun and can keep the students excited. However, the most important feature of songs is repetition. They contain language patterns, but also develop listening skills, pronunciation, and provide a funny atmosphere. Even if the teachers play songs multiple times a day, the majority of students probably would not get bored. In addition, songs are very beneficial types of activities. There are so many aspects of a language that can be delivered and recycled through the use of songs. They can be used at any stage of a lesson and there are many ways to incorporate them into a lesson. Sometimes, they are used just as gap fillers and warm-ups, sometimes as the main part of a lesson, but sometimes they are there to provide an entertaining atmosphere.

The case of this study is: the American Shelf; there are different teachers who are teaching English to young learners and they take up the challenge to do it by finding methods to teach it they tried an easy and suitable way which is teaching the language through songs, which had an important result including helping students to learn and understand the language. It is not an easy work to teach foreign language to young learners specially when it is the second foreign language because in Algeria in general the first foreign

General Introduction

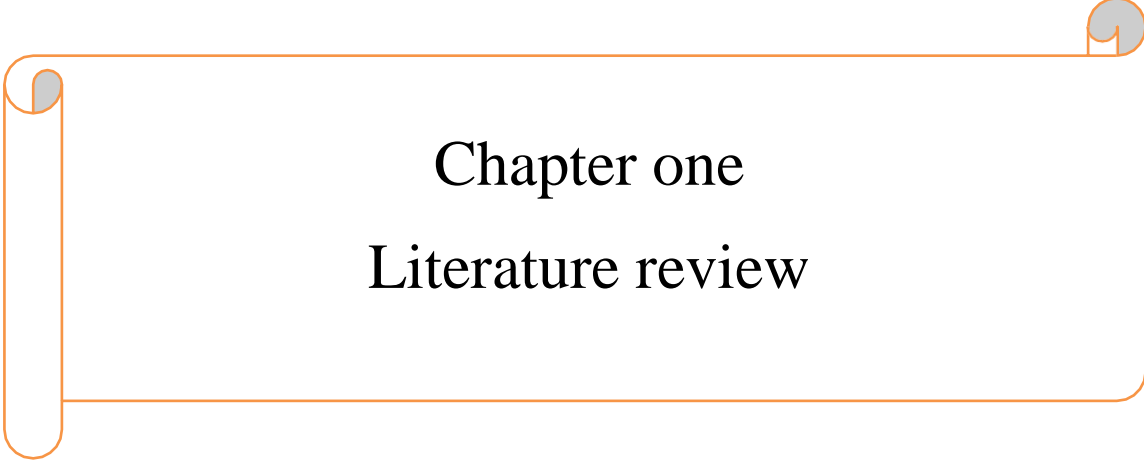
language is French so most of learners mix between the two languages which make the teachers fall in predicament, and try to make them away from French and they start to create new methods to help them acquiring the language through using technology, pictures and songs. furthermore, teachers create an atmosphere that help their learners to get attached to every word they sung.

In the other side learners learn EFL easily while singing, dancing and relate each picture to the song sung. Every word they learn learners can remember it easily; so even their memory get refreshed by using songs and even their skills such as speaking, writing and pronunciation get developed while singing that means that the value of songs in motivating EFL learners and enhance their evolvment because they can be used to develop any aspect of language classes. As for Gugliemino (1986; p 42)

“Adults sing at religious services, bars, in the shower, and listening to the car radio. Singing have become an integrate part of our language experience, and if used in coordination with a language lesson they can be of great value.” In fact, to enhance learners’ commitment, it is beneficial to allow learners to take a part in the selection of songs. Fortunately, with the expanding prevalence of the Internet and specifically the World Wide Web in to both classroom and lives of students’ access to music and lyrics has been made easier.

Besides automatization, there is also linguistic reason for using songs in the classroom because songs provide good opportunity for both teachers and learners to practice English language in different situation. Songs touch the lives of learner, and they are connected to their various interest, needs and everyday experience. The song itself is the vehicle encouraging students to sing along and practice using reductions of speech in a familiar format that learners can all relate to.

The study is divided into three chapters, the first one is devoted to introducing the theory of the relationship between songs and language and how we can with songs facilitate third language acquisition and create a great atmosphere. The second chapter gives space to see how teachers and young learners deal with this method in the American corner, Also, it explains the methodology of the work. It further, sheds light on the importance of songs while teaching a language. The last chapter is dedicated those the results of the use of this method and it effect on teachers and learners.



Chapter one
Literature review

Introduction:

Language as an important tool for media uses it mostly to influence attitudes and beliefs in our everyday lives. This chapter sheds some insight on the teacher's role in developing an efficient learning environment. When the teacher addresses learning needs for the learners, they can communicate well with them and have a positive environment in the classroom. Furthermore, pupils know from their teachers which mean that the teacher is their pupils' role model and they are their l's building of character.

The creation of an effective learning environment (hereafter ELE) through the use of songs demonstrates the professionalism and ability of teachers to maintain the effectiveness of the teaching environment, which helps them to increase the achievements of their learners. As a result, an effective learning environment is characterized by different strategies that need to be available in any classroom.

1.1 The relation between Songs and Language

The most obvious connection between language and songs is that songs can be used to help us remember words. It has been convincingly shown that words are better recalled when they are learned as a song rather than speech - in particular conditions. Rhythm is obviously part of the most obvious connection between language and song is that they can be used to help us remember words. It has been convincingly shown that words are better recalled when they are learned as a song rather than speech - in particular conditions. He also suggests that both song and language helped humans knit together in social groups, and perhaps music was first. We are all conversant in the extraordinary power of songs not only evoke emotion, but also to bind us into a gaggle. consider your feelings sometimes of group singing - the singing of the anthem, singing 'Auld Lang Syne' at New Year's Day Eve, singing in church, campfire singing, carol singing ... fill in your own experience.

Dunbar also observes that, while skilled oratory has its place in fact, language is fairly inadequate at the emotional level - something we all have occasion to note once we wish to supply comfort and support to those in emotional pain. sometimes like these, we tend to fall back on the tried and true methods of our forebears - touch. Thus, while language is unrivalled in its ability to convey the facts; there is some extent at which it fails. At now other facilities got to step in. At a private level, we've touch, and "body language". At the social level, we have song.

Language and song then, could have developed together, not entirely independently. More evidence for this comes from recent neurological studies. I mention this now because he also suggests that both music with lyrics and language helped humans knit together in social groups, and perhaps music was first. Songs can be used profitably with virtually all language learners. However, the choice of types of music obviously depends on many factors, including the age, language level, cultural background and musical interests of the learner as well as the general learning context.

1.1 Songs and language learning:

Language acquisition has a profound music relationship in that they can grow as well as support each other. The cited research indicates a productive interdependence when Song is used in the classroom with much contemplation and preparation. Context of melodic recognition, contour processing, timbre discrimination, rhythm, tonality, prediction, and vision, tone, and symbol perception. The obvious implication now lies with the language teacher and the linguistic researcher in seeking methodologies which can be implemented in practice in the classroom, making language learning more effective. Traditional methods of language teaching need to be checked, and music added as a way of further improving learning. Fluency would be the result of the merged teaching methods for Teaching and learning, together with motivated learners, improved vocabulary development, contextual use of vocabulary and communicative trust, as demonstrated by the case study cited. There has been a positive impact on the four key areas of language learning: listening, reading, Writing and talking. Over the past twenty years, scholars have made amazing strides in the theory of language learning. The pedagogical conjuncture of language and music is convincing for "Stansell." They shared what Stansell (n.d) had to say when the case study learners talked colloquially about their own learning to have a vibe.

In the AS, their listeners came from various language groups, demonstrating that song talks and works across boundaries. How do we, as educators, describe the relationship between learning languages and songs? Acquisition of written language focused on phonology, morphology, syntax and semantics by Oats and Grayson (n.d). Connections in the course of acquisition can be seen as follows:

Language Level learning:

1. Phonology: consists of symbols describing the language's sounds.
2. Morphology: meaning and grammatical role are described by word form.
3. Syntax: word order is sentence shaping.
4. Semantics: language creates meaning and comprehension

If Song can also be seen as a language, then it is possible to draw comparisons between the acquisition Processes relevant to language learning and song Learning Another Horn study also confirms that song is a language type, using tones, pitch, timbre, and rhythm as a universal language. Both language and song are forms of communication, aural and conveyed orally, comprising phonetic, syntactic, and semanthropic components that evolve early in life and are common socially interactive media.

Horn adds that song strengthens one's vocabulary and teaches articulation and pronunciation She points out that song plays a crucial role as a second language in teaching English, emphasizing that learners should have well-developed listening abilities in order to learn, understand and experience song and language. 'Developing communication skills helps learners to master basic language skills such as reading, writing, communicating and communication. Horn suggests that music can be used to enable learners to listen in a mentally active and critical way, adding that 'in studying the language of music, as in studying any language, learners need to listen to the language and its sound patterns before they can understand. Clearly, listening skills are essential to the teaching and learning of reading and comprehension, and are therefore essential Key component of language learning, education and social development. Studies indicate a connection between teaching music and reading in language learning. "Both use a symbol form that can be decoded into sounds that have meaning.

Visual and auditory discrimination Both subjects are needed and are driven by the left-to-right paradigm. The similarities that occur within the learning process during the acquisition of both language and song skills have shown remarkable benefits, especially for the learner of English Second Language (ESL). Most of the learners during this SA case study were ESL learners. Learning a language through lyrics within the target language can inspire students to spot who they're through their own culture and therefore the song they love. Students are further introduced to foreign languages and culture through song as a teaching tool, making learning interactions even more integrated than perceived. Acquisition of languages is translated into acquisition of culture and communication. Mora claims that song and language also can be used as a far off language in teaching English. Song incorporates word and phrase repetition and this repetition helps the brain to recall learned information. Mora found that repetition worked through a song: The musicality of speech doesn't only have an impact on speech.

The pronunciation skills of the students of the EFL but also on their skills the entire process of language acquisition. "This ensures that, in addition to attending the class, completing the tasks and speaking out loud, the song allows rehearsal the language that has been learned. Schunk 's

findings support this conclusion: children who have learned and Intervention text sung had a substantially higher vocabulary increase over children who had just heard it spoken. They averaged 6.5 words learned, over 2.5 words in the text community.

Song and music are clearly powerful means of language instruction. Medina further promotes the development of vocabulary Via oral tales, but he noticed the learning was enhanced when songs were used as a medium for the story. ESL educators should consider using the song more often and more effectively in the classroom. Eady and Wilson propose the following strategies for teaching reading and language skills: Activities use word cards containing the favorite words of the songs

- Creating new phrases from words in favorite songs
- Guess the first lines of the songs, with the teacher offering the word structure hints
- Creating crossword puzzles in which the entries are words in song titles.

1.1.2 Teaching Language Through Songs

Children are known to like to play, sing songs and knowledge English through their senses. Therefore Bourke (2006: 281) indicates that the syllabus should be experientially important for young second-language learners and will certainly contain poems, rhymes and songs. Similarly, Martin (2000: 69) points out that songs and rhymes are crucial aspects of primary language programs. in sight of this, teachers must do their best to form their students happy, positive and fulfilled. As a result, they have to form sure that songs and activities that are fun yet also suit the curriculum and therefore the theme of their lessons are chosen. Children learn more when confronting real-life situations (Paul, 1996: 6). the very fact that youngsters want to try to to stuff they need outside the classroom shows this argument. Teachers got to bear in mind that some children enjoy constructive participation and physical activity while others don't want to interact themselves physically. Whether or not the songs are motivational and have an emotional feeling is what really must be taken under consideration. This is made apparent by the very fact that children got to be emotionally engaged during a learning environment that abounds in play-like activities that are pleasant and (Mcteer: H, J and Bailey,R.T, 1980)interesting, which facilitate learning. Researchers accept Jolly (1975: 14) Shin, J.K (2006) that songs are valuable teaching aids that lift and sustain student's motivation particularly in cases where they're catchy and supported by colorful visuals, realia (real-life objects utilized in classroom instruction) and motion. These supplements add additional sensory and visual input, which successively improves learning. Songs, songs, poems and rhymes play a crucial role within the development of early language. they're a versatile resource that permits teachers to use and adapt them during a sort of ways to satisfy

the requirements of their learners.

Children can easily absorb and reproduce the language of the songs. They function a superb tool for memory. The repetition of words, the structure of language, and rhythm enhances learning, and that they easily stick with the minds of learners. so as to form this a memorable experience, it's important to settle on songs that children find enjoyable and not boring, and to not give children the sensation that they're forced to concentrate to songs that don't appeal to them. For a spread of purposes, songs and rhymes are important within the classroom of young learners. First of all, children's favorite language games include repetitive words and phrases. They also improve listening comprehension, teach pronunciation, intonation and stress during a natural way, and teach vocabulary and song language structures. Moreover, Songs help children create faith by encouraging them to hitch regardless of how good their English is. They 're also developing community dynamics. and eventually , when a song appeals to them, they typically sing it on their own, outside the classroom . consistent with Green (in Nelson and Son, 1986) the rhythm of the verses of the song contains aids within the growth of children's language fluency, while rhyming song writing helps children consider proper pronunciation. She also claims that children who are regularly exposed to songs at an early age improve their vocabulary and develop trust in using the target language.

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- Listening comprehension is best taught through songs.
- Songs represent the strong feature of modern primary language programmes.
- Songs are great tool for language learning at an early age.
- Songs are regarded as an excellent memory tool.

- Songs provide a variety of comprehensible input.
- Songs create a safe and natural classroom ethos.
- Songs are extremely repetitive and result in language fluency.
- Songs abound in cultural content.

In addition, songs are beneficial for various reasons in English classes; Griffiee (1988) identified the following reasons:

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

Similarly, Murphy (1992) discusses the benefits of songs, and asserts that songs aid the development of language in young children and influence short- and long-term memory. He adds that songs are short, self-contained texts and recordings which contain simple, repetitive, conversational language. Due to their joyful nature they provide variety and fun and aid relaxation and group dynamics. Therefore, it can be concluded that by listening to songs in English lessons children may benefit in many areas. Being repetitive does not mean that songs are dull, but instead they offer children opportunity to drill and acquire the language in a fun way. Furthermore, songs assist learners in developing their vocabulary and provide meaningful contexts for teaching vocabulary because they deal with relevant topics and include forms and functions that can reinforce common themes and structures that are being covered in the language program (Abbott, 2002). In addition, songs are a great opportunity to teach a foreign language culture. This cultural element can be found in, for example, children's songs, and counting songs.

1.2 Teaching ESL through Songs

To make sure effective studying outcomes, pedagogical techniques must efficiently introduce and beef up new material, whilst at the identical time shooting students' interest and growing their motivation to learn. From a sensible perspective, it is additionally essential that new educational techniques can be employed except a exquisite deal of greater education or education on the phase of teachers. Often, it is difficult to decide whether a new approach or

activity will work without honestly trying it in the classroom. In the case of music, there is evidence from a range of sources to suggest that using songs as pedagogical material can be very effective.

For example, educators, researchers, and theorists have claimed that music and songs in the contemporary language classroom may additionally provide high-quality emotional and mastering enhancements for college students at distinct a while and degrees of mastering (Spicher & Sweeney, 2007; Ting, 2002; Medina, 1993; Lozanov & Gateva, 1989; Rees, 1977). As a result, numerous pedagogical techniques and pointers have already been advanced which motivate the incorporation of music and song into the overseas language curriculum (Murphey, 1992; Anton, 1990; Felix, 1989; Bancroft, 1995). Teachers have also reported that songs can quickly set a advantageous school room tone (Jensen, 2000), improve overseas or 2d language (L2) intake in the learning process, and attract learners' interest to the linguistic material contained in the song. As a pedagogical tool, songs would possibly actually be best for attaining contemporary language teachers' aims.

Songs can present challenging, proper L2 material (Spicher & Sweeney, 2007) and the exciting repetition of language sounds and structures via the use of songs can encourage students to practise the L2 fabric outdoor of classification (Murphey, 1990). Research proof from psychology and neuroscience has also shown that musical presentation techniques can support language learning. For example, song has been shown to assist verbal getting to know in the native language (Thaut et al., 2008; Rainey & Larsen, 2002).

1.2.1 Teachers' knowledge in TEFL TS:

As for affective reasons, Schoepp (n.d) argues that the practical application of affective filter hypothesis is that teachers must provide a positive atmosphere conducive to language learning. Songs are one method for achieving a weak affective filter and promoting language Learning and Nowadays, teachers are supposed not only to teach, but also to create a suitable background for learners. For this reason, pupils are more likely to be trained in a protected learning environment and teachers use songs to let them get engaged easily to the lesson and have a good atmosphere that lead them to better acquisition, and what is noticeably that teachers' knowledge is necessary while teaching any language so with songs he can develop his knowledge easily. In addition to that, curriculum knowledge, that is to say teachers are supposed to have a particular grasp curriculum as a program of education made as a guide during the year. The teacher here needs to understand and have the knowledge the use of songs and knowledge of evaluation methods.

1.2.2 Teachers Methodology

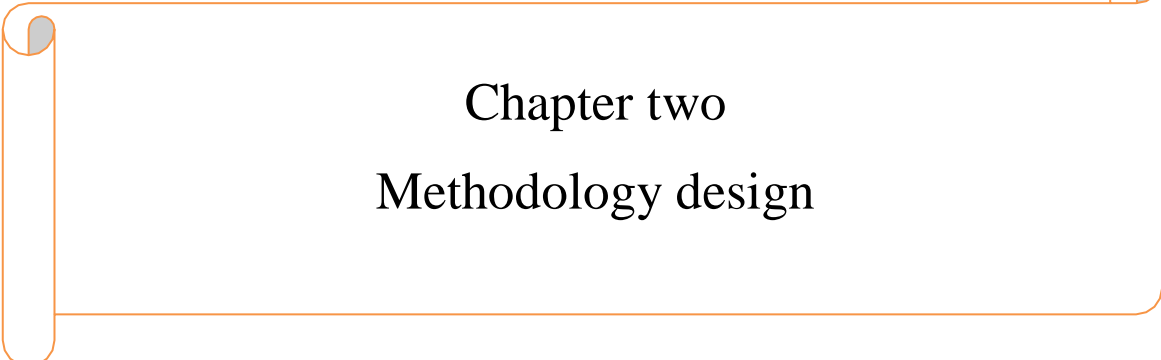
Teaching means working in a friendly atmosphere and being flexible. Teaching methods can be used to facilitate pupils' learning. This enables teachers and their learners to get better interacted and organized lively. So we can say that with songs teacher can get easily to the target point and to help his learners to get familiar with the new atmosphere, and to motivate and reach the consideration of all the pupils in their classes, different materials can be provided because using a mixture of teaching techniques into the classroom is the best opportunity to earn learners' attention and help them to get integrated to the course and for sure to attract learners attention teacher don't have to create only new methods but also to , integrate new materials such as overhead projector, pictures, games... .

1.3 Classroom Management

The teacher performs sort of positions within the classroom specially while using songs they should move, jump and dance, but the foremost important is that the classroom manager. the event of a healthy and efficient learning environment is often a challenge for teachers ' work. Successful teaching and learning can happen during a well-managed classroom; in other words, the numerous methods and procedures that teachers adopt in their classrooms can lead and sustain they 're well-structured learners. they need to inspire all their students to help them create classroom rules. Therefore, teachers make their classrooms well managed once they apply this technique. First, the fore most important thing is to construct an emotional relationship with their students, and make a secure and protective environment for them". Classroom management is during a strong place within the learning process. the simplest teachers are those that think twice about what they go to try to in their classrooms and the way they go to coordinate teaching and learning. (Hammer, 1991).

To be an efficient teacher and to possess an honest classroom management, it's important to start out with a warm-up activity; like, they begin their lessons with examples and activities that attract learners' attention and make them ready and excited specially while they're using songs, then tell them what they go to try to. additionally, teachers got to inspire and empower their students by congratulating them on their unique accomplishments.

Good teachers strive to try to whatever they will to assist them get an ELE and catch the interest of their learners, making them more interested and involved. In line with Farris (1999) classroom management includes time management, learners' involvement, engagement and classroom communication.



Chapter two
Methodology design

Introduction:

This chapter introduces the analysis part. At the beginning it tries to provide enough information about teachers how they find this method and when they use it in the same time see the reaction of the students through this method. Since; the learners were beginners and don't have enough information about the language I tried to do an observation to see how they react while using songs to teach them and I used a questionnaire for teachers .

The purpose of this chapter is to line out the methodology followed during this study and include a brief overview of its design; the number of participants and therefore the research instruments. additionally , the info collection technique and therefore the data analysis are went to assess the role of songs in promoting language acquisition. In this chapter, the approach followed helps the researcher to know how the instructor can build an efficient learning atmosphere and what his / her responsibility is towards the learner. during this a part of the study, the researcher selected a questionnaire of nineteen questions addressed to EFL lyceum teachers so as to explore their points of view on the position of songs in facilitating foreign language acquisition.

2.1 Description of the setting and participants

During the preparation of the research method, the collection and processing of data, the analysis of the data and the writing of the research report; the environment, the participants, when and on whom the research is to be performed must be identified.

2.1.1 Setting

My investigation was carried out at groups of students who are aged between 4-13 who are studied in the American shelf which is an American corner at the university of Bechar which is specialized in teaching and learning English. Amid this, the study was conducted on Amid these young learners Amid this, the study was conducted on young learners to figure out the role of songs in facilitating language acquisition, It is very clear that such a technique makes it easier to learn a foreign language as an English than a conventional approach.

2.1.2 Participants

Among the EFL teachers who have participated in conducting this study are university students. The first EFL teacher is the president of the shelf which is Master degree students in didactics that gives me the opportunity to do my observation, and the rest were master degree in didactics and third year English who are specialized in English for the aim to answer the questionnaire.

2.2 Methodology Design

2.2.1 Data Collection Procedures

The research was assisted by two investigative methods. Next, a questionnaire was sent to three EFL teachers who are students at the same university. It was administered to achieve the objective of the researcher, which is to evaluate the role of the songs in facilitating the acquisition of the second language. It consists of a collection of 8 questions aimed at assessing the degree of comprehension of the competence of the Member States of songs as a learning tool and multiple choices questions on the best methods for their linguistic production. They were told that their responses would be anonymous. This can be contained in the appendix. Second, participant observation was necessary in order to observe the positions of teachers and students in the classroom and the reactions of their pupils to them.

2.1.1 Questionnaires' Description

In fact, after submitting a questionnaire to EFL teachers, the researcher distributed copies of the Questionnaire by handing over the majority of participants and sending some of them electronically. They were expected to choose the appropriate response from a number of options and to provide full justification whenever possible.

2.1.2 Observations' description

In addition to the findings obtained from the questionnaire, an observation has been made. Classroom Observation is a way of tracking and assessing the teaching / learning process. It needed the assistance of four sessions with the teachers every Saturday of the month. It was from 8.30 a.m. to 11:30 p.m. October 2019 at the American Shelf at Bechar University with Classes of 30 learners who aged between 04-13.

This observation was made with an EFL instructor who was a strong motivator and controller for their students. The purpose of this study is to see whether the teacher has the ability to build an ELE when using songs, and also to see if the teacher uses different methods and ICT materials when teaching, as well as to track the relationship between the teachers and their learners.

2.3. Data Analysis and Results

In this segment, the researcher collected information, the results obtained from the teacher questionnaire and data from a variety of sources; the remediation of these data took time and the researcher analyzed the data in order to obtain the final results.

2.3.1 Observations' analysis:

After the classroom evaluation, the findings have now been analysed. The purpose behind this study was to illustrate the role of the instructor in generating the stimulus of the ELE and learners in this environment and the role of the songs in promoting the EFL.

The Analysis of the Finding of the Classroom Observation

Population	Group	Age	Number
30	1	(4-9)	19
	2	(9-13)	11

2.1 Number of pupils in each group

Table 1 shows the number of learners in each group in The American Shelf, it is divided into two groups according to age the first group contain 19 students from 4 years old till 9 years old and the second group from 9 years old till 13 years.

Number of session	Date	Time	Activity
Session 1	09/11/2019	First group:	Alphabet
Session 2	16/11/2019	8.30-10	Numbers
Session 3	23/11/2019	Second group:	Dates
Session 4	30/11/2019	10-11.30	Revision

2.2- Number of sessions

The table 2 shows the four sessions that researcher deal with to see the differences between traditional method and the modern one, they were about how the teacher should integrate songs to make them easy to be memorised.

Session 1:

I have entered the class with the teachers at the same time and sit with them in the same place, minutes later Miss "SERINE" who is the main teacher who is master degree students

who is specialized in didactics, stood and began to welcome the pupils in a nice way and they seemed happy, after that she tried to draw the alphabet on the board and she asked the pupils about them, they answer correctly but the problem was that they were pronounce it in French, she tried to make them pronounce it in the right way by using a song of alphabet by GROOVY Le Martien, afterwards they were repeating after the song and pronounce them in

the right way. At the end Of the session Miss “FERIEL” which is third year English students, reviewed the lesson to exert the extent of their understanding we found that they acquire the easily and in the same

time they get motivated but not all of the because some students who did not acquire French they could not notice what are they and after explaining they were able to pronounce them and was not easy for them to write the Alphabets.

Session 2:

This time after I entered the class and the teacher welcomed the teachers at the first time Miss “Hafsa” which is a master degree students who is specialised in didactics too started to distribute some papers who contains numbers and asked the students to sit according to the numbers from 0-10 and she asked them to say them we were surprised because we found that they knew them but the problem was that they acquire them only orally and they do not know how to write them so we tried to keep our method but make it audio-visual one by using data-show so in each number we stopped and ask them to write it, After that the teachers tried to see each student’s mistake and correct it and I tried to help them too, what we noticed is that 75% of the students were able to draw the letters and the rest were not able to write it in the right way.

Session 3:

The third session I have joined them to attend the course of “Dates”, this course was little bit difficult for them so we tried to make each day clear for them by writing the date and its translation in Arabic for example: Saturday → السبت, Sunday → الأحد. Moreover, They helped them to understand but was not sufficient so we tried to make it easy so we tried to use songs and make them sing each day with the song, it was not easy so we ask each one to write a day and we organize them according to days and say it loudly after that we repeated the song and finally they could repeat after the song. Since the time was not enough the teachers ask them to revise them at home.

Session 4:

After a week we meet each other again, since I observed them in the previous courses, I have taken notes and this time was while revising through songs, we found that they were memorising the songs and pronounce them properly, but still there are some difficulties in writing.

The collected Information confirmed the hypothesis that songs facilitate language learning based on the data gathered and the classroom observation we found that:

Using songs to teach English as a foreign language was the appropriate technique.

Children who are acquiring English language through songs get motivated and acquire the pronunciation in appropriate way.

Teachers need to do more efforts and have patience to transmit the message easily and manage the classroom.

We can notice that songs help learners to memorize the lesson easily and they even learn alphabets, days and numbers with rhyme, it reinforces the integration of songs in EFL classes or curriculum. It is also important because it shows EFL teachers that by using songs they can expect to draw obvious benefits from them. For instance, they save them, largely, from some of the time waste related to classroom organization, also Language teachers can and should use songs as part of their classroom-teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, speaking and different skills.

2.3.2 Questionnaires' analysis

The questionnaire has been used as a research tool and the EFL teachers were asked kindly to answer the questions. The three EFL teachers were asked as follow:

Q1: Do you or did you utilize songs as an educating technique in teaching EFL?

Options	Subject	%
YES	3	100%
NO	00	00%
Total	3	100%

Table2.3: Teacher's Method to teach EFL

Through the table it is noticed that all the respondents use songs to teach EFL beginner's classes, which means that all the teachers investigated are aware of the importance of songs in TEFL Unfortunately, they lack the appropriate techniques and strategies likely to help them use songs and song-based activities in their EFL teaching.

Q2: How would you evaluate their commitment through the lesson while using songs?

Options	Subject	%
Very important	1	34%
Important	2	66%
unimportant	00	00%
Total	3	100%

Table2.4: Teachers' evaluation of students' commitment

The aim of this question is to know how teachers are going to assess the dedication of their students through the lesson by using songs and as it mentioned (66%) see it as an important commitment and 34% see it as a very important one and this is according to the method and the atmosphere of the lesson. the incapacity of these EFL teachers to introduce songs in their daily teaching can partly be explained by the fact that these teachers are not professionally prepared or equipped to efficiently face the different challenges related to EFL Teaching and learning.

Q3: Using songs to teach English motivates you?

Options	Subject	%
Agree	3	100%
Neither Agree nor disagree	0	00%
Disagree	0	00%
Total	3	100%

Table2.5: Teachers' motivation while using songs.

This question is to distinguish whether teachers agree that songs don't motivate only learners but they all agree (100%) that even teachers get motivated while using the technique and provide a great atmosphere for both of them. the teachers involved in the present study use songs for a variety of purposes.

Q4: Teaching through songs help you to build a better relationship with your students?

Options	Subject	%
Agree	3	100%
Neither agree nor disagree	00	00%
Disagree	00	00%
Total	03	100%

Table2.6: Teachers' Relationship with their learners

This question's aim is to know if teachers have a better relationship with their students while singing and teaching the language and they totally agreed 100% that they prefer to use this method because it helps them to be closer to their learners and they can avoid the traditional relationship between teacher and students.

Q5: When you use songs, you feel that your students are motivated?

Options	Subject	%
Agree	03	100%
Neither agree nor disagree	00	00%
Disagree	00	00%
Total	03	100%

Table2.7: Learners' reaction through the use of songs

This table shows that all teachers (100%) see that their students get motivated while learning their lessons and this method helps students to get integrated and motivated while learning. EFL teachers put forward that their learners love singing. Although EFL students love singing and their teachers acknowledge its importance in EFL teaching and learning process.

Q6: Songs increase the students' interest in Anglophone culture

Options	Subject	%
Agree	03	100%
Neither agree nor disagree	00	00%
Disagree	00	00%
Total	03	100%

Table2.8: The students' interest in Anglophone culture

The aim of this question is to demonstrate if teachers see the development of students' interest through Anglophone culture and 100% of teacher agreed about it, because the students get curious to know everything about each word they learn.

Q7: In which of these skills and sub-skills do you believe that are most needed?

Options	Subject	%
Listening	3	100%
Speaking	2	66%
Reading	00	00%
Writing	00	00%
Pronunciation	2	66%
Vocabulary	3	100%
Grammar	00	00%
Spelling	1	00%
Total	3	100%

Table2.9: Skills and sub-skills in which songs are most needed

This table illustrates in which teachers see that songs are most needed at the first place listening and vocabulary 100% so we can say that songs improve listening and vocabulary skills, and speaking and pronunciation which were in the second position 66% which deal with communicative skills which are important for beginners to acquire and songs and rhyme facilitate to learn.

Q8: Which of these difficulties are you most likely to encounter or do you expect to encounter?

Options	Subject	%
Classroom management	03	100%
Meeting learning objectives	00	00%
Time allocation	00	00%
Deviation from the courses	00	00%
Students negative reaction	1	34%
Total	03	100%

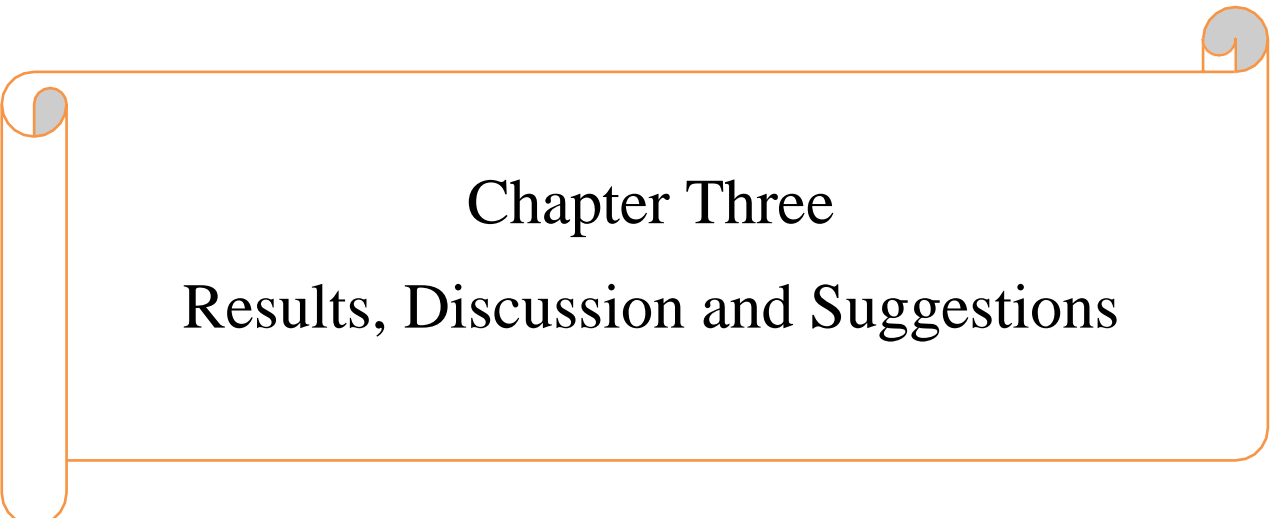
Table2.10: Difficulties teachers encounter

This question is instantiated to see what are the difficulties that teachers face while using songs as a technique to teach language and the first problem was classroom management 100% because they can't control all the students because they are too young and they don't accept direct order , in the other side students' negative attitude 34% came at the second place because the teachers can't expect the students' behavior.

Conclusion:

The aim behind this study to show that both teachers and learners enjoy using songs either to teach or to learn foreign language (English language) and the song can lead to promote many skills such as speaking, listening and pronunciation. The selected participants were beginners who are studying English for the first time and English teachers who are teaching English and master degree students.

The questions posed by the theoretical aspect were successfully answered by the questionnaire and participant observation. It can be inferred that the teacher has an important role to play in managing, guiding and making the necessary decisions to establish any effective, positive, productive learning environment. Nevertheless, in producing an optimistic and ELE, the teacher plays a vital role.



Chapter Three

Results, Discussion and Suggestions

Introduction

This chapter incorporates the findings' dialogue in order to discover a few solutions. In fact, after discussing and studying the outcomes of this study, the researcher will discover a few hints and comment the results of the questionnaire. Throughout this study, the researcher can become aware of the position of the instructor in growing a powerful getting to know surroundings at the same time as the usage of songs and the way they control their study room and deal with their pupils. In this part of thesis, which is the most important chapter that shows participants' opinion; the researcher will suggest some recommendations to help teachers to be effective in teaching EFL through songs and as well as it will facilitate for teachers to provide all learners' needs.

3.1 Finding's discussion:

Results of both the questionnaire and observation show the role of songs in facilitating language acquisition. Yet teaching is a hard work to do, most teachers admitted that for better end results teachers should create new methods to attract learner attention and help himself to work in good conditions an to get the best of the learners, teacher needs to give the best of him. These results could be obtained only through a long process of thinking about learners' and how to facilitate second language acquisition for them and tried to inspire their learners by new techniques and materials to help them to get incorporated to the lesson.

In addition, trying to get a closer look at the influence of songs on the production of languages and how the learning environment has a significant impact on the academic achievements of learners from one side and from the other on their entire lives as they consider the instructor their model and imitate everything.

In addition, getting motivated, happy and having the ability to acquire foreign language are the key component of learning EFL through songs. Therefore, it is the role of teachers to be imaginative and creative to meet the needs of today's learners, especially in a world of high technology that is evolving at a rapid pace. For this purpose, one of the alternatives for establishing the required learning conditions may be the use of Songs; games; ICTs, and group work and collaboration.

It is noted that the suggested theories have been tested according to the findings obtained from the teachers' questionnaire and participant observation. Using songs to teach foreign languages to young learners have an important impact on learners. In the other side for teachers, it is also a major responsibility because teaching is not only about imparting wisdom, but about training well-educated future people with new way of teaching and learning.

The use of songs is an important method that help both teachers and learners in learning and teaching a language.

The first purpose in presenting this paper is to state a case for developing songs from activities into learning tasks. The second purpose is to spotlight how, with a touch initiative, teachers can adapt children's songs to raised suit their teaching goals. Songs are often used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they will even be useful for teaching vocabulary and sentence structures. Probably the best benefit to using songs within the classroom is that they're enjoyable. Unfortunately, despite these advantages, simply singing songs won't teach learners the way to communicate in another language. Using songs as tasks could be a method of helping transfer words from songs into use, and maximize the potential of songs as teaching and learning tools. Adapting existing children's songs is one method that teachers can use to extend their repertoire of songs, thus giving them more opportunity to use songs in their teaching contexts. Given the goal of the task is singing the song within the core activity stage, it's useful to activate the vocabulary and to make basic sentence structures within the preparation stage. this might be done employing a number of methods, counting on the resources available to the teacher or the dimensions of sophistication. a method of activating vocabulary could be to use an image of alphabet, numbers and days to elicit vocabulary and form basic sentence patterns. for instance , the teacher pointing to the amount could ask, "What is this?" Students reply, "A OR B." The teacher then asks, "How we will pronounce it?" Students reply, the teacher might then point to alphabet and ask an equivalent question in fact this is often just one option; the teacher might not have access to images to match the song and might want to ask the scholars to draw an image. the photographs might be wont to elicit vocabulary utilized in the song. Regardless of how the teacher chooses to activate vocabulary and form sentence structures, the aim is that, at the top of the preparation stage, the scholars are able to sing the song and acquire new vocabulary.

3.2 Tips to improve the EFL by songs

3.2.1 The use of technology and song teaching method

Although few of us have the resources to provide our students with music lessons, we certainly can bring musical appreciation and musical experiences into our English classrooms, with all the benefits they provide. An unquestionable benefit of the digital revolution is our greater access to music, not only music from our own culture but also music

from around the world. We can see performances on YouTube, even if the performers are no longer with us. We can find lyrics to songs, so we are not left wondering what the words are. We can post and share our own musical creations through our smart phones and even perform them live through Facebook! And we can easily learn about and enjoy new artists and new music, from inside and outside our own cultures. It's a music lover's paradise—and most of us are music lovers.

What follows are three simple lesson ideas for using music to teach English. Each one involves listening, speaking, reading, and writing. Although the techniques can be enhanced by digital technology, none of them depends on it. I will share one basic activity for each of the three lesson ideas, along with a few ways to extend or vary the activity. At the end of the article, you will find a short list of websites that can help you generate lessons that incorporate music for use in your English classroom. Sharma (2016) pointed out that:

“Using technology in the classroom enables teachers and pupils to find the new conclusion of daily life problems. Technology helps in education to create a better educational syllabus, learning material, and future products and services. It's really important to integrate technology into classrooms”.¹

(Sharma, 2016)

3.2.1.1 The Use of Overhead Projector

Recently, the education system is based on new methods of exchanging and transmitting knowledge aimed at improving the skills and abilities of learners; one of these modern ways of using an overhead projector (hence OHP). The OHP needs to be used correctly in order to be more effective, one of the key benefits of which is to help students better understand the subject they are intended to study. The OHP needs to be used correctly in order to be more effective, one of the key benefits of which is to help students better understand the subject they are intended to study. Thanks to the OHP; the material presented can be seen by the entire class that can enable pupils to take notes from the information presented. Moreover, the aim behind this new technology is that the learner gets his information in an organized way.

The OHP is beneficial to both teachers by encouraging them to use it to outline their lessons and students by improving their awareness, comprehension and comprehension.

3.2.2 The Use of Games

In order to create an active and inspired classroom atmosphere by using songs; teachers can find new ways to get their learners' attention from time to time. As a result, song games need to be integrated as a teaching tool in the introduction of innovative ideas that deliver imaginative and complementary classes, interactive learning and communication both teachers and their students, because learners enjoy a range of events and surprises to be more involved in their learning. However, the game is meant to have a partnership with the lesson. In reality, the incorporation of classroom games plays an important role in teaching, making learning more enjoyable and exciting as students work on teams, collaborate and engage with their teachers and classmates. It can have positive effects on the learning of pupils and increase their personal participation. In addition, the delivery of lessons using games can make it easier for learners to gain knowledge and to understand the lecture better than the normal studies. It enables learners to explore new methods of working towards the achievement of goals and objectives in an immersive manner. During the game, players have the ability to sing, play and make mistakes without any significant repercussions. Whereas, after that, they will address any error in setting up a party, this helps students to think about what they did and maybe change their plan for the next time. As a consequence, this form of evaluation can enable the learners to obtain better results.

3.2.3 Collaborative curriculum

Collaborative teaching or learning is an educational approach in which a group of people learn about a particular topic or explore those topics together. In this scenario, students will teach each other. It has many advantages as group learning effectively connects learners with each other and their teachers. Via collective learning, students learn essential life skills. According to Astin (1997) and Tinto (1998) In addition, supportive community interactions have been shown to lead to student learning, retention and overall college performance. Collaborative learning usually has many advantages; working with a group of pupils to solve a problem or to complete a task has a much higher chance of success than only one. It also allows students to share their experiences and thoughts and helps them to learn more about what others are thinking. Learners are more directly interested in group learning. As a consequence, each member in the group benefits from the support of the rest of the group.

3.2.4 Functional Community Learning

Group work can be a powerful tool for inspiring students, encouraging constructive learning and improving better communication skills. The teacher shall carry out a particular task for their learners. Teachers aim to create well-organized groups and to make their learners more relaxed and function in a cohesive community. Roberson & Franchini (2014) underlines this point. *“For group learning to be effective; learners need a clear sense that group work is serving the stated learning goals and disciplinary thinking goals of the course”* Roberson & Franchini, 2014, p. 280)

Essentially, working in groups help learners to be motivated, creative and productive better than individuals in their own. It helps them in dividing the task into parts and steps for each member in the group especially complex tasks. It facilitates sharing different perspectives.

Recommendations

These suggestions are intended for teachers, particularly novices, to know how to interact with their classrooms and learners. They are obliged to keep these tips in mind. Suggestions for further studies arose from the results of this study during this study. It is believed that having an efficient learning environment by using songs is one of the teaching strategies and that they need to handle their classrooms emotionally as well as have a significant impact on the learning achievement. Teachers can simply use songs and combine them with ICT and games while, in some cases, performing their lessons. Second, they need to incorporate technology into training in an effective way to improve EFL teaching and learning and to build an ELE. In addition, songs are the best way for teachers to use language teaching and inspire their students. In addition, OHP can be used to help students better understand the subject they are going to study. Moreover, online learning is very effective in developing the technical skills of pupils and increasing their freedom. Furthermore, face to face coaching that will make it easier for teachers to monitor their learners and keep them well behaved. They will need to use emails to get in touch and connect easily with their learners. In addition, the use of games for learning which are a motivational tool that can grab learners' attention. Last but not least, teachers are supposed to make their pupils work in group to exchange knowledge and ideas.

Limitations

Throughout this report, which highlighted the role of songs in facilitating the teaching of the EFL and the development of the ELE, the researcher faced some limitations. First, he / she could not find adequate and sufficient details on the subject. Another problem was the lack of internet on campus and at home, and the lack of documentation, such as books and other forms of documentation. The last one was that some teachers did not approve the questionnaire and there were only three who approved the questionnaire.

Conclusion

To conclude, after a massive analysis and discussion on the final findings and results that show that the teacher can provide different methods in the learning process and the easiest and appropriate one for their learners to learn in successful learning environment was combining learning EFL with songs. The researcher recommended some solutions and tips for teachers. Furthermore, he/she suggest some pieces of advice that could help teachers in facilitating learning English as a foreign language.

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General Conclusion

General conclusion

This study has examined through the combination of two research tools – namely: questionnaire and observation – the current view that is held by EFL learners and teachers about the application of songs as a tool in learning and teaching English in the Algerian context. This work proposed the hypothesis that this technique would have a positive effect on the language learning process on different facets; linguistic, cultural and motivational. The research has gathered sufficient data to prove that such an effect does exist; not only do students greatly appreciate listening to music with lyrics in English but they are also largely in favour of their introduction in a classroom learning situation. Furthermore, they acknowledged the existence of a tangible contribution to their linguistic competence and performance resulting from the use of songs as a personal strategy and, though more rarely, as a technique in a formal setting. Teachers, for their part, supported the claim that listening to songs, singing and using them as teaching material central to various activities constitutes an ideal way for acquainting the learner with the target culture and a valuable resource for accent training both in receptive and productive skills. In addition, songs do influence positively the affective factor in foreign language learning for learners as well as teachers.

Implementing in a classroom, in spite of all the possibilities it opens and perhaps due to this very characteristic, has its inconveniences. Indeed, the effective exploitation of such a resource has the specificity of being demanding for the teacher. If individual differences of learners are to be respected, leading the whole classroom to be involved in the activities and each student to show his/her potential may pose a problem of management, especially in crowded classrooms which are frequently encountered in Algerian institutions. Moreover, such activities are usually time-consuming and therefore are not unlikely to overleap the allocated time, whereupon a certain disequilibrium in the syllabus can be expected, compromising the achievement of learning objectives.

Without a doubt, it is very important to create an efficient learning environment in which the teacher plays a crucial role. Teachers are, in reality, the main focus; they are the role models of their pupils. They're supposed to be nice and successful teachers for that. In addition, to make both learners and the environment more successful; it is important for teachers to be competent and to spend all their time giving their pupils a worthy education.

To sum up, the research explains that the class atmosphere is very important. It is easily achieved with the activities natural to a child's development level, such as songs. Songs can have a great impact on learners because of their multi-modal characteristics and may connect with the language in many different ways. Singing helps practice listening skills, vocalize the words and expressions and practice their pronunciation, and if students dance along with singing then it connects the language with gestures and movements. The readiness with which young children accept songs helps teachers include them as their classroom routine and create an enjoyable and inspiring atmosphere. Therefore, no matter what type of song representation or activity teachers choose, the research has proven that songs definitely influence language acquisition and enhance motivation. Thus, they should be a main component of any young learner's language program.

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Appendix

Questionnaire

This questionnaire is intended for Algerian teachers of English as a foreign language and covers actual experiences as well as the teacher's beliefs as a specialist in the field of education. Language learning/teaching. Please contribute by answering sincerely this questionnaire.

Part 1

1. Do you or did you utilize songs as an educating technique in teach English as a foreign language?

YES NO

2. How would you evaluate their commitment to the lessons?

Very important Important unimportant

3. Using songs to teach English language motivate you?

Agree Neither Agree nor Disagree Disagree

4. Teaching through songs help you to build better relationship with your students?

Agree Neither Agree nor Disagree Disagree

5. When you use songs, you feel that your students are more motivated?

Agree Neither Agree nor Disagree Disagree

6- Songs increase the students' interest in Anglophone cultures?

Agree Neither Agree nor Disagree Disagree

Part 2:

1. In which of these skills and sub-skills do you believe that songs are most needed?

Listening Speaking Reading Writing

Pronunciation vocabulary Grammar Spelling

Appendix

2. Which of these difficulties are you most likely to encounter or do you expect to encounter?

Classroom management Meeting Learning Objectives Time allocation

Deviation from the course Students' Negative Reaction

(Justify your answer)

.....
.....
.....