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**Master**

**Didactics of Foreign Languages**

## **Enhancing Pupils' Speaking Skill through Using English Songs**

**Case of study: Third Year Middle School at IKHWA SOUSSI –  
Relizane.**

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## Dedication

*My deepest gratitude goes to:*

*My lovely Mother and Father for their love and prayers to me*

*My Husband who supported me*

*My niece "Rihem" who inspired me*

*My brother "Yassine"*

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### *Abstract*

Acquiring new vocabulary items so as to speak is a challenge. Teachers may provide their learners with an acceptable amount of vocabularies but the problem is that they do not show their learners how to acquire and how to memorize it for any future speaking. This study was designed for the purpose of investigating the role of English songs in enhancing speaking skill. The aim of this research is to discover whether English songs can be a motivational tool in helping pupils to speak during oral expression. Three different tools were used in order to collect data. A questionnaire was given to thirty-one pupils of third year middle school, an observation and an experiment was made in order to refute or confirm the hypothesis. The findings indicate that the use of English songs in the classroom is motivating in helping pupils to speak during oral expression.

**Key Words:** Speaking Skill, English Songs, Vocabulary Acquisition.

**List of Acronyms**

**TEFL:** Teaching English as Foreign Language.

**TTT:** Teacher Time Talk.

**STT:** Student Time Talk.

**EFL:** English as Foreign Language.

**ELL:** English Language Learning.

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## General Introduction

English as a foreign language has been learned by the Algerian pupils starting from the middle school. This level is considered as an important step to learn this language. Teaching English as a foreign language (EFL) has to do with the teaching of the four language skills: reading, listening and speaking, writing. Focusing on the oral skill is very essential since the goal is to make pupils able to communicate effectively and fluently.

In the Algerian middle schools, most of the pupils become reticent in the oral sessions and this due to several reasons: fear of public, lack of self confidence, fear of making mistakes, etc. Because of these factors, the process of speaking is sometimes less achieved than expected. Teachers should be creative in order to help their learners to speak by using authentic materials like: English films, videos, games, etc. One of these authentic tools that are suggested is teaching through English songs.

This research work aims to investigate the influence of English songs on pupils and also to show the way it motivates them. The reason behind the interest of this study, is the belief that the English songs can motivate learners and improve their speaking skill. The participants who are included in this research are third year middle school, because in this stage they will learn the rules of grammar and vocabulary and the words structure, etc.

This study tries to investigate how English songs can be a motivational tool that helps pupils to speak during the oral classes. In this respect, it tries to find answers to the following research question:

- Can English songs motivate pupils and influence them in expressing themselves orally?

This research question is explored on the basis of the following hypothesis:

- English songs can be a motivational tool in helping pupils to speak during Oral Expression classes.
- English songs cannot be a motivational tool in helping pupils to speak during Oral Expression classes.

In order to conduct this research, three different tools are used: a questionnaire and classroom observation, and an experiment. A questionnaire was given to thirty-one pupils of third year middle school from the same class. It consists of sixteen open-ended and close-ended questions. The questions were translated into Arabic in order to make them easier for them to understand them so they can answer them. Second tool is observation. It was devoted to four sessions two were for observing both teacher behavior and pupils' behaviors and two sessions were devoted to the experiment of using songs in order to confirm or reject the hypothesis.

This thesis includes three main chapters. The first chapter provides a literature background. In fact, different theories and studies are provided to clarify the different views. This chapter is divided into only two parts: first part is devoted to the speaking skill, where definitions, and activities and problems of speaking were provided, the second part is concerned with the English songs , media , vocabulary , introducing songs in teaching vocabulary were mentioned in details . The second chapter aims to shed the light on the practical part of the study as it contains the methodology of the study, participants, and instruments. Further, it entails the data collection tools and the description of each data and the analysis. The third chapter is the concluding chapter; it is intended to discuss the findings of the data collection tools and giving some recommendations for both teachers and pupils end up the chapter with limitations of the study.

**CHAPTER ONE:**

**REVIEW OF LITTERATURE**

## **1.1 Introduction**

Communication is the process of expressing our thoughts and ideas, feelings, and emotions conveyed through a given language (i.e.) speaking is one of the most important ways of communication, and this skill is primarily considered in the teaching process. Consequently, teachers make efforts to make their learners able to communicate effectively through oral language, and to develop their abilities by using different methods and approaches. In this chapter an attempt to present the theoretical background divided into two sessions. The first section is about oral proficiency, and the definition of speaking skill and productive and receptive skills, teaching speaking, the reasons behind oral reticence. The second section is about songs and how songs are introduced in teaching vocabulary.

## **1.2 Teaching English as Foreign Language (TEFL)**

Teaching English as a foreign language is one of the most challenging subjects in the school curriculum. The concept of teaching English as a foreign language is significant because it is the center of all the debates between different scholars, and linguists. According to Dominic Wyes (2013) during the 1970 and 1980 the teaching of “language” was the focus, and the primary school main goal was developing students’ language through: reading and writing.

With the coming of the new educational reform act 1988, English was re-established as the main focus of the language, and it concerns the teaching of the three main language modes: reading, writing, talking. Speaking and listening has gained equal importance as the reading, and writing skill. After 1988 the main focus in the educational system was on the speaking skill since English is the language of communication in all over the world. Teaching English language is not that easy, it needs professional teachers as pointed out by Dominic Wyes (2013) that : “teaching English requires teachers who know the language very well because they are going to teach learners how to communicate with language in all other subjects.

### **1.2.1 Teaching English as Foreign Language in Algeria**

Teaching languages has become the main focus that have made the world as a ‘small village’ by taking into account that English is the most demanded language in the whole world. English is the most spoken language and also a communicative language that is used in various fields. The emphasis of teaching English in the whole world, especially in the case of Algeria, has become very important after the ministry changed the educational reform, by starting to teach English to students in the level of first -year middle school (i.e.) at the age of the eleven years, it covers four years in the middle school.

English language is still the second foreign language after French in the Algerian educational system, and it has gained more importance after the education reform.

### **1.3 Oral Proficiency**

Oral proficiency is the ability of the individual to speak, and use the language and interact with others with the level of accuracy; the individual should express ideas, and thoughts, and conduct conversations successfully. Iwashita, (2010): “the characteristics of proficient speaker are as follows: good, fluent, knowledgeable, bilingual, and competent.” A proficient speaker is the one who can communicate effectively.

Oral proficiency requires different features such as vocabulary, grammar, fluency, pronunciation, etc. Saunders and Brien as cited in Genesee (2006) state that “oral proficiency in English language requires: vocabulary, grammatical accuracy, prosody, fluency, pronunciation and interactional skills” i.e. these different features that are mentioned above play a big role in developing learners’ performance.

### **1.4 Language Skills**

In teaching- learning process, there are four different skills needed to complete this process, these four skills are divided into two language skills:

- Productive skills: speaking skill, writing skill.
- Receptive skills: reading skill. Listening skill.

### **1.4.1 Receptive Skills**

The receptive skills also called “passive skills” which consist of two skills which are: reading and listening. In this type of skill, learners are not going to produce a language, but they are going to receive it and understand it from different sources.

#### **1.4.1.1 Listening Skill**

Listening is one of the receptive skills. According to Lundsteen (1971): listening is a process by which the individual can transfer the spoken language into meaning to the mind; she explained that there is a distinction between: hearing which is a physical act, and listening which is a mental act. One of the most common characteristics of listening is that: it plays a role in the communication process where the individual can take the role of speaker or listener in the same time, and it also can be integrated with other language skills.

#### **1.4.1.2 Reading Skill**

Reading is the second receptive skill. Rumelhart (1986) as cited in Wilson (1998, p. 12) states that: “Reading is the process of understanding written language” i.e. the individual start absorbing information and messages from written text.

### **1.4.2 Productive Skills**

The productive skills or “active skills”, in this type of skills the learner is going to produce a language. The productive skills are: speaking and writing:

#### **1.4.2.1 Writing Skill**

Writing is one of the productive skills in which The Learner is going to produce something. Widarinsih (2015) Stated that writing is: “an activity of producing and expressing: ideas, thoughts, feeling, facts, etc. in a written form”.

#### **1.4.2.2 Speaking Skill**

Speaking is the second productive skill. By which the individual is going to express ideas or thoughts or feelings in spoken language. Speaking is an act of making sounds and vocals. To speak means to make conversation.

## **1.5 Speaking Skill**

### **1.5.1 Speaking Definition**

Speaking English still a problem among all the students from all levels; the students are very weak when they interact with others because of several reasons: one of

these reasons is the shortage of the vocabulary storage and the fear of making mistakes, etc. There are many different definitions of speaking were proposed by scholars: (Magdalena, 2015) defines “speaking as the ability where the speaker can communicate information to a listener”. (i.e.) when the individual speaks, he is producing sounds that the other people can understand what he is saying. However, speaking considered as one of the most complicated skills because it involves more than just pronunciation. In addition to that, (kathleen M.Bailey and David Nunan, 2004) stated that speaking is “an interactive process of constructing meaning that deals with producing and receiving and processing information”. Moreover, teachers need to give much priority to oral language especially in the elementary schools because it is the basic of learning. Lemke 1989 as cited in (Bentayeb, p. 28) “especially with the elementary level before achieving the writing and the reading process, the oral language is already must have been achieved. The oral language is one of the most important tools in acquiring knowledge”.

Speaking reflects the people’s thoughts, and ideas, and feelings. The speaker says words to the listener not only to express what is in his mind but also what he needs. Furthermore, Fulcher (2003, p.23) as cited in Laksana (2016, p. 05) points out that: Speaking is the use of language to communicate with others. In this sense, this process involves two or group of people, both of people can be hearers and speakers having to react whatever they hear and to interact with each other. The English teachers should encourage their students to become more active by using communicative activities and interesting Medias in classroom, and give them the opportunities to participate and to improve their speaking abilities. Moreover, speaking is the process of transferring ideas and information orally in variety of situations (i.e.) both of listeners and speakers are going to speak according to the situation.

From these theories, we can conclude that speaking is concerned with the communication and the use of language to express someone’s ideas and feelings and thoughts and emotions with the appropriate way in order to inform or to convince other peoples.

### 1.5.2 Teaching Speaking

Learning English is something different according to the Algerian students because it cannot be learned like the mother tongue “Arabic”, learning another language has to do with learning the grammar, the pronunciation, the sounds system and the language form and structure, etc.

Teaching speaking is not that easy because English is not native language in Algeria. So they need time to develop it. Basically, people face some difficulties in speaking English because they use it only in the class i.e. that the opportunities to practice the language are not enough. So, the teacher needs to think about strategies, and methods, and materials that could help his learners in practicing speaking in the target language freely. Teaching speaking to young learners is more complicated because it requires more different and authentic activities since they are naturally acquirers, they are self motivated to acquire any language vocabulary without conscious learning.

There are some tips that help EFL teachers to attract their learner’s attention during the speaking activities, and so the students can enjoy with these activities and become more active and to speak freely and feel more confident. Harmer (1998, p. 87) Suggested certain principals for teaching speaking as follow:

1. Get your students to have a free discussion by giving them topics and tasks.
2. Give them a role play tasks about any satiation allowing them to rehearse such a real-life event in the safety of the classroom.
3. The language that students use during the speaking tasks provides feedback for both teacher and students, it is nice for the teacher to know if the class is going well or not and what the language problems they are having and also for the students they will know what they need to improve during these speaking tasks .
4. Boredom kills motivation: the teacher should always motivate and encourage his learners.
5. Speaking activities (role play, games, singing, etc.) provide students with self confidence and also satisfaction and with sensitive teacher guidance can encourage them.
6. Choose the appropriate speaking activities that can motivate the learners and give useful feedback.

7. Many speaking tasks are intrinsically enjoyable like: role play, open discussions, problems solving, etc.
8. Nunan (2003, p. 55) Suggested that the teacher should provide his learners practices with both accuracy and fluency. Accuracy means that speaking and writing without making any grammatical, vocabulary, and pronunciation errors. Whereas, fluency is the smoothness of the flow with which sounds, syllabus, word, and phrases are joined to other when speaking.
9. Give them opportunities to talk and divided them in small groups, Minimize the teacher time talk (TTT) and maximize the students time talk (STT).

Based on the explanation above, the good teacher is the one who knows how to teach speaking using different kind of activities that encourage his students to speak freely without being afraid to join speaking.

### **1.5.3 Classroom Speaking Activities**

Teaching speaking needs from teacher to do more efforts and to create new communicative activities that could help students to be more active during the classes. Harmer (1998, p. 88) Proposes different Classroom Speaking Activities as follow:

➤ **Information Gaps**

The first type of speaking activities is the so called “information gaps” in which two speakers have different parts of information making up the whole. Because both of them have different parts information there is a gap between them.

➤ **Describing and Drawing**

This type of activities is very popular. Where one of the pupils draw something and hide it from the others and he starts describing the drawing and the others guess it.

➤ **Communication Games**

Teaching speaking through games is something interesting. Speaking activities based on games is often useful way in helping learners to become more active. These games such as cross words, puzzle, matching words, or even giving them a lyrics and ask them to read it and then let them predict the title or the pictures names, for example

the teacher let them listen to a certain song like animals song then he will give them pictures of animals and then they start guessing.

➤ **Discussion**

Discussions are the most commonly used activities during the oral session where the teacher is going to suggest a certain topic and his learners are going to discuss it by sharing ideas and their experiences or finding solutions to a certain phenomenon in their discussion group. Before the discussion it is essential to set the purpose of the discussion by the teacher, so that the learners are not going to spend their time talking to each other about irrelevant things.

➤ **Role Play**

Role play is an effective way that encourages the oral fluency, and a way that helps learners to be trained very well, role play is a popular activity where the teacher asks from his learners to imagine that they are in different situations and act accordingly, and express their feelings and thoughts as they are doing it in the real world.

## **1.6 Causative Aspects in Oral English Reticence**

Oral reticence has captured the attention of many language theorists in the recent years; Senekro (2005:7) as cited in Wafula (2013) argued that: “*When students from different language culture speak in a second or foreign language they become more stressed and tense thus more unwilling to participate in conversations*”.

Additionally, Kagwesage (2012.p.7 ) as reported in Wafula (2013, p. 02) argued that: “students are facing problems during oral sessions due to : fear of public failure, fear of making mistakes and being embarrassed in front of their friends , lack of confidence , low English proficiency, and lack of vocabulary , lack of motivation”. Moreover, many students were orally passive in their classes because of the effects of their mother tongue and they do not use English language most of the time, especially when responding to their teachers. Many theorists have supported these types of causal oral English reticence.

So, the teachers should always seek to find solutions to the problems that their students encounter while presenting the lessons, in each lesson presentation teachers

will discover new causes of the oral reticence so they need to create a good atmosphere using different strategies and motivational tools only in order to help their learners and encourage them to participate more.

## **1.7 Teaching English through Media**

### **1.7.1 Definition of Media**

The word '*Media*' refers to the different tools of communication. In the teaching and learning process, Most of the teachers discover that teaching by media tools which is a way that helps in creating an enjoyable atmosphere. According to Briggs in Ruis et al. (2009:2) as quoted in Christamia (2014, p. 20) defines Media as "physical tools that are used to convey learners a given message and encourage them to learn, it also helps teachers to deliver the materials in the class, media can also considered as a motivational tool for learners to learn in different ways". Moreover, Media tools play a big role in helping the teacher to get the attention of his learners and also raising the students' interest towards the target language as well as it help students to work more in speaking activities.

### **1.7.2 Types of Media**

There are different types of media that can be presented in two kinds: traditional media and new media. Traditional media such as course books, handouts, journals, etc. while the recent one related with the development of the technology. Teachers can use these types of media during class sessions, which may be the reason in helping the learners to interact and participate during oral sessions. Teachers should always think for the different ways that can surprise their learners, and captured their attentions and facilitate the learning process.

### **1.7.3 Teaching Speaking through Media**

In teaching and learning process, Media is very important and meaningful because it helps both teachers and learners. Three kinds of media that could help the teacher to achieve the process of teaching speaking: Visual, Non-Visual, and Audio-visual as mentioned in Baidawi( 2016, pp. 57-58):

➤ **Non-visual Media** (Audio Visual)

Non visual media are the media that just can be heard or just voiced without pictures or videos, only sounds, the audio media are the once that have a recorded content such as radio, audio, cassettes, CD's, records, gramophones, etc

➤ **Visual Media**

This kind of media shows information that can be seen or read, Wright (1976:194) as cited in (Christamia, 2014, p. 36) Says that: a visual aid is anything which can be seen while the language is spoken. For example: pictures, graphic, diagrams, poster, cartoon, books, etc.

➤ **Audio-visual Media**

The audio-visual media is a combination between audio and visual i.e. that it can be heard and seen in the same time like: films, videos, etc. this type of media is very beneficial in teaching because it provides learners with a real life background.

In order to teach with these types of media, teachers should always pay attention in selecting the one that fits the lesson and that provide learners with useful information and helps them to understand the content.

## **1.8 Teaching Speaking through English Songs**

### **1.8.1 Definition of Song**

This type of media can be presented in all the types that are mentioned above. It can be visual by using videos or written lyrics, and it can be audio just hearing the song and it can be both of them.

Oxford( 2012, p. 368) Defined song as: “piece of music with words that you sing”. It is a combination between melody and vocals and lyrics. The perfect teacher is the perfect creator, and is the one who brings new things that can be the reason that his learners become more active and motivated. The use of English songs with lyrics and music help teachers in making their lessons more clear, and understandable, and also helps them in changing the atmosphere of the class. The teacher should always select the appropriate songs that have a relation with content of the curriculum. The songs

always have one primary vocabulary that is the most needed during the lesson and several secondary vocabularies that are appropriate to the pupils' level.

### **1.8.2 The Importance of Using English Songs in Teaching Speaking**

Using songs in the class help learners to acquire new vocabularies and grammar, develop learner's pronunciation and spelling, and improve the linguistics skills: speaking, reading, writing and listening. According to Bentayeb (p. 55) has suggested different reasons for the use of songs as following:

1. Singing and listening to songs are very enjoyable.
2. Student's confidence rises.
3. The learners will pay more attention since it is new strategy used in the class.
4. Students become more receptive and paying special attention.
5. Songs contain more authentic and natural language.
6. Songs include some repetition words that could help learners to memorize it.
7. Songs include supra-segmental: Rhythm, Stress and Intonation manipulate the pronunciation of English language.
8. A new vocabulary can be introduced to learners through songs.
9. Songs can be selected to suit the interest and the needs of the learners.
10. Students become motivated and active.
11. Students think that songs are natural and fun.
12. Students' positive response to melodic music makes them completely engaged in the activities.
13. Songs and activities can be used either to introduce new material, or reinforce previously learned material.
14. Music teaches language by the way of art.
15. Students will grasp grammatical structures and vocabulary for the rest of their lives.
16. Presenting the target language through melodic music can help even teacher to introduce the lesson in perfect level.

### **1.8.3 Steps in Selecting Appropriate Songs in Teaching**

The teacher should always be careful in selecting the appropriate songs that suits with the lessons, these songs must be:

1. Clear and loud.
2. The vocabularies that are mentioned in the songs should be in the level of the students.
3. The song should not contain a slang words or violence language.
4. Should suits with the content of curriculum.
5. The songs should show the authenticity of language.
6. The content of songs should present a certain topic.
7. The use of songs should have a certain goal in teaching and developing certain skills or improving grammar or vocabulary.

## **1.9 Introducing Songs in Teaching Vocabulary**

### **1.9.1 Vocabulary Definition**

Vocabulary can be defined as a series of words in the language. Oxford (2012, p. 432) Defines vocabulary is all the words that the individual knows or that are used in particular book or subject. Vocabulary is very important aspect in teaching and learning process, because a learner without learning a new words and expressions he cannot improve in learning English. According to Thornbury (2002, p. 13) stated that: “*Without grammar very little can be conveyed, without vocabulary nothing can be conveyed*”. In his opinion, that whatever learners spend more time in learning grammar it is not enough for him, but he needs more efforts especially to learn new words and expressions. It means that students’ ability will increase if they learned more words. Moreover, teaching vocabulary to young learners is different than teaching vocabulary to adults. In this sense, teaching vocabulary to young learners should be limited in the number of words, and simple and usually used, so that it will be easier for them to learn it.

Teachers should give much priority to teaching vocabulary to learners, since it helps them in developing their storage and increase their level of proficiency.

### **1.9.2 Vocabulary Acquisition**

Acquiring vocabulary means that the individual acquires everything he hears, reads, communicate with, etc. Acquiring new words from a second or foreign language is a challenge. Using music in the classroom could be more than fun, and also it change the atmosphere, and helps the pupils in learning and acquiring new words. The creative

teacher is the one who always look for new helpful tools that could motivate his learners to learn.

Songs can be considered as one of the most important sources to acquire new words, and help students to improve their spelling. It considered as an advantageous for learners since it is an enjoyable experience for them so that they can repeat the words of the song from time to time, their confidence level will raise and their pronunciation will improved. Furthermore, songs are an authentic tool in learning second or foreign languages. Murphey (1992:3) as quoted in Kuattiningsih (2008, p. 26) “Anything you can do with a text you can do with a song” i.e. the individual can learn English using songs. In addition, songs can be used as tool to teach vocabulary. Moreover, according to MEČÍŘ, (2009, p. 13) stated that: “songs are highly memorable. In spite of drilling and memorizing language structures that students may forget as soon as they leave the classroom, songs usually stick in their heads and they may recall even in their free time”. As well as, it can motivate learners and give them the pleasure to learn with no boredom.

### **1.10 Conclusion**

This overview provide a deep insight into speaking skill and how songs are introduced in teaching vocabulary, part of it dealt with the teaching of English in the whole world and especially in Algeria by taking into consideration the different language skills and the most focus one which is speaking and how to teach speaking. Second part is concern with the teaching with media, to end up the last part with vocabulary definition and acquisition. The next chapter will deal with the practical part of this research to closely examine how songs can motivate pupils and improve their speaking skill.

**CHAPTER TWO:**  
**RESEARCH METHODOLOGY AND DATA**  
**Collection**

## **2.1 Introduction**

The first chapter aimed to shed the light on the literature background of speaking skill and the Importance of songs in teaching English language .This chapter attempts to highlight the practical part of this research work which deals with the data collection, the participants, the setting, the data collection tools employed, including questionnaire was given to pupils at a middle school in Relizane, and a classroom observation, an experiment.

## **2.2 Research Methodology**

Research is one of the most important parts that students must undertake in higher education in order to solve problems and to collect data by using specific tools: *“Research methodology is a process of steps used to collect data and analyze information to increase our understanding of a topic or an issue”*. Creswell (2012, p. 03). Generally any research seeks to solve a problem by collecting data using a specific approaches and methods. However, in order to engage in a certain research, a researcher should always follow the appropriate steps to overcome the randomness that is identified as systematic plan (i.e.) following a given plan to achieve the aim of the research, Kothari (2004, p. 01) defines a research as a scientific, systematic for relevant information on a certain topic .

As far as, this research is concerned with both qualitative and quantitative approaches that aim at getting affluent and valid data to the topic that deals with the effectiveness of teaching through songs in motivating pupils to develop their speaking skill.

## **2.3 Research Question**

- ❖ Can English songs motivate pupils and influences them in expressing themselves orally?

### **2.3.1 Hypotheses**

- ❖ English songs can be a motivating tool in helping pupils speak during oral expression classes.
- ❖ English songs cannot be a motivating tool in helping pupils speak during oral expression classes.

In order to test these hypotheses, the researcher has conducted three kinds of instruments with only one group of participants. The results will confirm or refute these hypotheses.

### **2.3.2 Participants**

The empirical study took place at the level of “Ikhwa Soussi” middle school in Relizane. A class of third-year middle school was chosen randomly to carry out this study. Different teachers of English refused to collaborate except one of them who was enough nice and accepted to help. This is mainly the reason for the choice of this class. To enhance this study thirty-one 31 pupils were chosen randomly. The participants consist of thirteen 13 females and eighteen 18 males. The study lasted for four 4 weeks from February 10<sup>th</sup> till March 2<sup>nd</sup>. This is due to some conditions that will be mentioned later.

## **2.4 Research Instruments**

To collect data the research has opted for three different research tools (observation, questionnaire, and experiment). To measure the credibility of this study, pupils were observed before and during the experiment which is teaching for the same purpose with and without using songs. This research aims to provide a quantitative data through the use of the questionnaire to know about the effect of learning through songs on pupils. Besides, qualitative data are used to explore this phenomenon.

### **2.4.1 Classroom Observation**

Observation is a technique of data collection that is a very challenging approach for gathering data about people, things, and places. Observational research is used to follow specific behaviors in definite situations as stated by Kawulich (2005) as quoted in Sunyang Park (2016 , p. 21) that “observation is an invaluable data collection method to get a better understanding of the context as well as the participants’ behaviors and their activities”.

The observation is a tool used to have a complete description of the context chosen and the participants, observation is used as primary tool that can help the researcher to collect data related to both the pupils and the teacher. By observing them, the researcher could at a first step know about the relationship between pupils and their teacher. Then about the behavior of pupils during the English class. Observing the

teacher's behavior lies in the way he presents his lesson, the tools and techniques he uses (use of mother tongue or not), and finally the way he deals with his learners (both attentive and reluctant pupils) during explanation.

Pupils, the main concern of this study was deeply observed to know about the intensity of their activeness or inactiveness while the teacher is explaining courses. Detecting pupils' deficiency was also important in this research. It was also central to know if just the same pupils interact during the class or not. We observed the teacher, to try to point out what could be done to attract more pupils' attention.

The researcher wanted to experience what the teacher does in his presentation of the lesson to check what could be added. The process of observing is divided into four sessions and during the two last sessions one an hour and half was devoted to the experiment. There are principally two important reasons behind the fact that the researcher could not attend more sessions. The first one is that the teacher was appointed by a schedule. The second one is the interruption of classes because of the situation the world is living in. Detailed observations are written in a notebook in order not to miss any information necessary for the achievement of this research.

#### **2.4.1.1 Description of the Observation**

Observation is the first tool used in our research; it gives the researcher the opportunity to observe the teaching-learning process and also the behaviors that take place in the classroom.

Obviously, the observation is arranged to find out the facts and the answers of the research questions. During observation, the researcher uses tools and instruments in order to record or type down what he observes in terms of teacher behavior and students behaviors and the environment. Herts, Kochtkova, & Pflapsen (2019).

More specifically, observation took place at middle school Relizane, started from February 10<sup>th</sup> until 2<sup>nd</sup> March 2020. The observation divided into four sessions, three sessions have only a half an hour and the two sessions concerning the experiment have one and a half hour in the morning with same group of pupils and the same teacher. Classroom observation based on two specific items. These items include: teacher's behavior and pupils behaviors.

The major focus of the researcher was on the materials used by the teacher. The kind of activities he exploits. The teacher interaction with his pupils. Besides his behavior during oral discussions (guide them and facilitate their tasks or not.

Observing pupils interaction with their teacher, if they are active and interested, and calm or passive unresponsive and noisy. Moreover, whether they interact with one another during discussions such as commenting and sharing ideas. Then observing whether they are engaged with their teacher during oral expression course asking him questions and answering his questions.

### **2.4.2 Pupils' Questionnaire**

The questionnaire is a technique that helps researchers collect effective data since it provides them information, opinions, attitudes and beliefs facilitating their tasks as is stated by (Anderson, 2005, p. 105)“The questionnaire has become one of the used means of collecting information. If well-constructed; a questionnaire permits the collection of reliable and reasonably valid data on a simple, cheap, and timely manner” The questionnaire aims at making valid and reliable information. In this case, it is related to oral expression with third-year middle school, Ikhwa Soussi in Relizane. The questionnaire helps gathering important information in a limited time and without making too many efforts. Besides, it provides an individual opinion that assists the researcher to know about different views necessary to the reliability of the investigation.

A questionnaire is given to pupils to know their opinions and their attitudes towards English songs and its impact on their speaking skill, this questionnaire is concerned with the identification of pupils' problems in speaking English and also their views about the way oral expression is taught. It is also important to know if they like the way it is trained, and the manner their teacher presents the lessons as well and the degree of effectiveness of the tools that he uses in teaching oral expression. The questionnaire is divided into three sections: first section concerning their personal background, while the second section deals with the part of teaching English and their level in speaking English, third section concerning with the part of songs. Both open and close questions that hold multiple choices and “yes” “no” suggestion is included in our questionnaire to get valid information as possible.

### 2.4.2.1 Description of Pupils' Questionnaire

This research aims to figure out the role of English songs in improving pupils speaking skill and the way it can motivate them, the questionnaire is used to get valid and reliable information in a short time. The questionnaire is addressed to participants of middle school “Ikhwa Soussi” in Relizane. It is delivered to thirty-one pupils of the same middle school class. To avoid any misinterpretation the questionnaire is translated into Arabic.

This is their third year in learning English, even if the English used in the questionnaire is simple compared to text used in class but the level of pupils differ. For the authenticity of the results, the researcher preferred to use Arabic avoiding ambiguities. The questionnaire includes sixteen close-ended and open-ended questions. Close-ended questions is to control the pupils' ideas and to keep them focus. Once the questionnaire dispensed to pupils, the researcher explained the questions and whenever pupils faced difficulties further explanations were given. Pupils spent more than half an hour answering the questions.

The questionnaire is divided into three sections each section has an objective that the researcher wants to achieve. The first section is concerning the personal background of pupils, it contains only one question. The second section deals with English language learning (ELL), this section aims to know more about pupils' opinions towards English language learning, and it includes eight questions. The last section deals with the pupils' attitudes towards English songs as a new teaching material, the objective of this section is to know about pupils attitudes and views towards English songs, it contains seven questions.

**Question 1:** what is your gender?

The objective of this question is to know the number of participants in term of males and females.

**Question 2:** Do you like English language?

The aim behind this question is to know if pupils like or dislike English language. This will help to see if they will pay attention while doing the experiment or not.

**Question 3:** How do you find learning English?

This question with multiple choices in order to limit and control their answers, the researcher wants to know about the learners opinions towards English language.

**Question 4:** How much do you enjoy oral expression? Justify your answer if it is not at all?

This question has also multiple choices, living space to justify their answers; the objective of this question is to know how much do learners enjoy in oral expression.

**Question 5:** How often do you speak English language in your English classes?

The aim behind this question is to know if they speak English during English class or not.

**Question 6:** Are your difficulties in speaking English due to:

This question is multiple choices the objective of this question is to know the difficulties that the pupils face while speaking.

**Question 7:** Do you like the present oral activities that are used by your teacher during the classes?

The purpose behind this question is to know if the pupils like recent activities that their teacher uses while doing his work or not.

**Question 8:** What are the materials that are used by your teacher?" specify?

This question has multiple choices and living space for them to mention other materials that the teacher uses in his classes, the objective of this question is to know whether the teacher uses different materials or he sticks only with one material:

**Question 9:** Do you participate during English classes?

The aim behind this question is to discover whether there are reluctant pupils in the class or all the pupils are active in the English classes (i.e.) the same pupils participate or not.

**Question 10:** Do you like English songs?

This question was designed for the reason to know if the learners like or dislike English songs

**Question 11:** How often do you listen to English songs?

The objective of this question is to know if the pupils listen to English song or they never listen to it.

**Question 12:** Do you think that it is enjoyable to learn through English songs? Justify?"

The objective of this question is to know whether learners enjoy with teaching by using English songs or not.

**Question 13:** Do you check the meaning of the new vocabularies and do you remember them?

The aim behind this question is to know if the pupils check the meaning of the new vocabularies they learned and if they remember it or not.

**Question 14:** Do you think that listening to English songs can develop your oral skill?

This question was designed to help the researcher to discover if English songs can be considered as a tool that could help in improving their oral skill.

**Question 15:** Which one of the following language elements do you think that it will be improved while listening to songs?

This question with multiple choices, the aim behind this question is to know if the English songs can improve one of the language elements.

**Question 16:** Do you prefer listening to songs with lyrics or without lyrics?

The aim behind this question is to know which one is more effective and also to know if the pupils can understand the song without lyrics or not.

### **2.4.3 Experiment**

An experiment is a process that results in the collection of data. The results of the experiment are not known in advance as stated by Webster online dictionary 1828 that: "The experiment is an operation or procedure carried out under controlled conditions

in order to discover an unknown effect or law, to test or establish a hypothesis, or to illustrate a known law”

The experiment started from the third week from 24<sup>th</sup> February till 2<sup>nd</sup> March in the morning from 9 o'clock till 10 o'clock. The main objectives of the experiment are: First, to test the hypothesis of the research whether it is correct or not. Second, to discover pupils' attitudes and behaviors towards this new technique. Third, focusing on pupils' level in speaking, the pronunciation, their lacks, etc. forth, to see whether pupils can remember the vocabularies they have learned from the songs or not.

### **2.4.3.1 Description of the Experiment**

The experiment is the third technique used in our research. The aim of the experiment is to confirm or refute the hypotheses. The researcher wanted to experience what the teacher does in his presentation of the lesson to check what could be added. The time devoted for the experiment was two sessions. All the sessions were in the morning. There are two main reasons behind the fact that the researcher could not attend more sessions as it was mentioned before. The first one is that the teacher was appointed by a schedule. The second one is the interruption of classes because of the situation the world is living in.

#### **In the first meeting**

The 1<sup>st</sup> meeting was For one an hour 24<sup>th</sup> February in the morning from 9'clock till 10 o'clock , First 10 minutes was for asking pupils two questions as warming up, and in the same time to know the pupils' opinions .The researcher played the song for 5 times. Then asking pupils listen to the song carefully. After that he selected four pupils to read by paying attention to their mispronunciation. The researcher asked pupils to select the difficult words and search for its meaning using dictionaries. The researcher gave them the written form of the song after in order not to lose the pupils attention, and to capture the one who's paying attention.

#### **The second meeting**

For a half an hour was devoted for testing the pupils if they remember the meaning of the words or not, and asking them to read the lyrics and sing the song together. By keeping the focus on the mispronunciation of the pupils.

**2.5 Conclusion**

To sum up, this chapter was about the methodology adopted and the data tools are used in the research. It contains the research questions and its hypotheses. The participants that are included in the work, and the setting where the research took place, and the different types of the data collection tools that are used: an observation, questionnaire, and an experiment. Each tool has its own description and aim. The third chapter will deal with the data analysis of each tool and the major results.

**CHAPTER THREE:**

**Data Analysis and Recommendations**

### **3.1 Introduction**

This chapter focuses on the data analysis, the interpretation of the classroom observation and pupils' questionnaire and the experiment. Major findings and results were discussed and analyzed. It provides answers to the research question mentioned in the introduction. The chapter starts with the analysis of: questionnaire, observation, experiment. A discussion follows the results and some recommendations close the chapter.

### **3.2 Data Analysis**

The present results of the study are an investigation to discover the improvement of speaking skill through English songs. In this section, the results were obtained from three different tools questionnaire, observation and an experiment.

#### **3.2.1 Analysis of the Classroom Observation**

Observation is the first tool used to collect data. It was divided into four sessions for a half an hour in the morning. The researcher was a participant observer in the class. It was difficult to take notes and cover all the selected items to be observed in all session and specially while doing the experiment.

#### **Teacher's Behavior**

In the classroom, we noticed that the teacher before starting his lesson he refreshes his pupils' minds about the previous lesson by asking some questions. The teacher started his lecture was about "nature" and this helps us in selecting the songs in order to keep pupils focus on the session. The session was oral in order to observe the pupils speaking performance. We noticed that the teacher uses mother tongue "Arabic" while explaining. In addition to that, most of the time the teacher added details and examples to clarify ideas and especially complex notions. We also noticed that the teacher uses a discussion activity and problem-solving as a strategy followed while asking questions. We observed that from time to time the teacher tried to make fun and jokes in order to change the atmosphere and also motivate his pupils and rewarding them whenever they answered correctly. The teacher while explaining he stood in the middle and he never moved in order to keep his pupils focus on the lecture and we noticed that whenever the teacher brought a new word he wrote it down on the board and wrote the explanation or the definition next to the word. What was surprising is that

the teacher focused only on the pupils setting in front of him and he neglected the pupils at the back and also he started calling them by unsuitable names and this was taken into consideration.

### **Pupils' Behaviors**

The first session was in the morning from 9 o'clock till 9:30. We noticed that only few pupils were active answering the teacher questions and sharing ideas and asking questions to the teacher whenever they did not understand something. Some of the pupils were asking questions using the mother tongue "Arabic". There was a silence in the class and this can help pupils to keep on focused and interact with each other and with their teacher. We noticed that the pupils were taking notes whenever the teacher mentioned new words. The pupils sitting in front of the teacher they participated during all the session, while the pupils sitting in the back were not paying attention to the teacher because they were looking from the window and some of them were playing games and writing on the table.

In the second session pupils were not that much active and this due to the week of exams they were stressed and also tired. The teacher tried to make his pupils feel comfortable by giving them some advice. We noticed that in the second session there was a little of noise. We noticed that pupils were just listening to the teacher without interacting with him just writing down notes. We observed that the teacher started asking his pupils to participate and share their ideas.

#### **3.2.1.1 Classroom Observation findings**

Classroom Observation is a tool used in our investigation. It was divided into four sessions; two sessions were for observing both teacher and learners' behavior and two sessions were for the experiment to observe the progress of pupils.

Through the obtained data from the observation in the two sessions we notice that the teacher controls the class following certain tips that help him in managing the class correctly and also help him in making a good lesson class. These tips were described as following:

- 1) A warm up for 15 minutes: a teacher makes a small revision about the previous lecture by asking some questions.

- 2) The presentation of the lesson : the teacher presents the lesson very well and whenever he felt that his pupils start feeling boring he tried to break that boredom by rewarding them and encouraging them , making fun and jokes, etc.
- 3) The closure: the teacher makes a summary for the lesson and gave his pupils assignments.

The teacher used mother tongue “Arabic” in order to facilitate the explanation to his pupils and to make the ideas clear to them. The pupils were active during all the session but in the second session they felt tired and stressed because of the exams and this may consider as one of the factors that negatively influences pupils’ psyche.

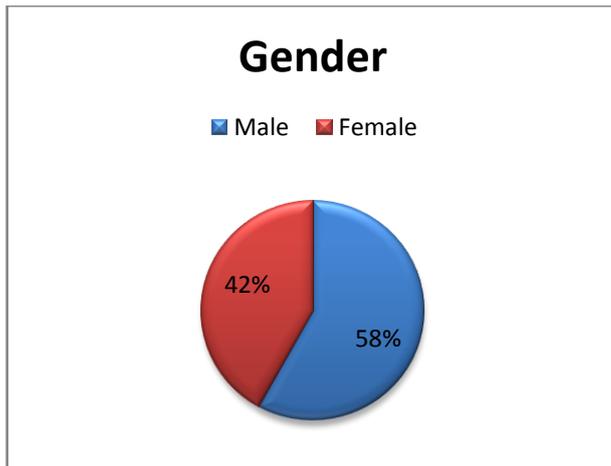
### 3.2.2 Questionnaire Analysis

#### Section 1: Pupils Background Information

**Research Question 1:** your gender

**Table 3-1 : Pupils’ Gender**

	Number	Percentage
Male	18	58%
Female	13	42%
Total	31	100%



**Figure 3.1 : Pupils' Gender**

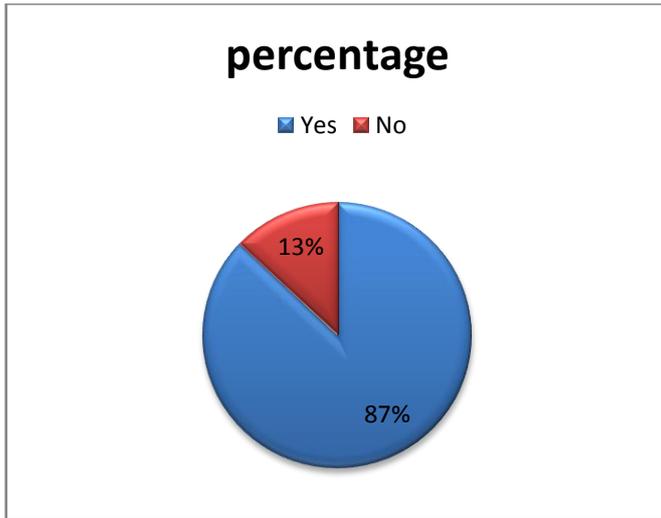
- From the figure above, we notice that (58%) of the participants are male and only (42%) are female

## Section 2: English Language Learning

**Research Question 2:** Do you like English language?

**Table 3-2 : Pupils Like / Dislike English Language**

	Number	Percentage
Yes	27	87%
No	4	13%
Total	31	100%



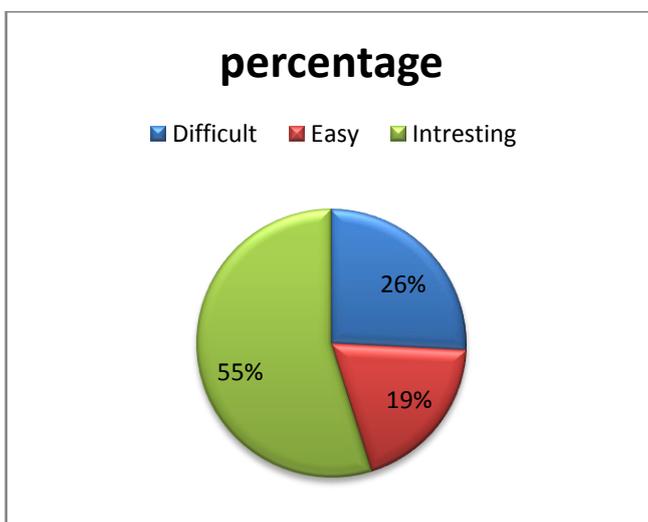
**Figure 3.2 : Pupils Like / Dislike English Language**

➤ As it is shown in the table above, we notice that 27 participants like English language while only 4 participants didn't like it.

**Research Question 3:** How do you find learning English language?

**Table 3-3 : Pupils' Evaluation of Learning English**

	Number	Percentage
Difficult	8	26%
Easy	6	19%
Intresting	17	55%
Total	31	100%



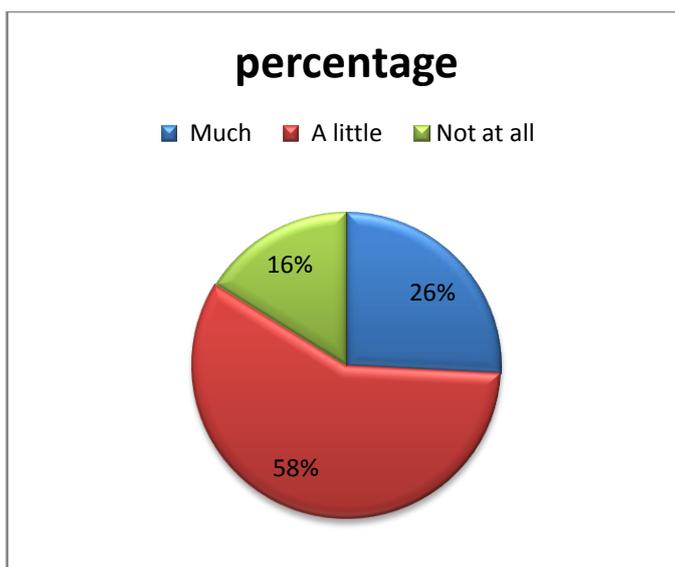
**Figure 3.3 : Pupils' Evaluation of Learning English**

- As it is show from the figure above, we notice that (26%) of participants find learning English difficult, while only (19%) find it easy and (55%) find it interesting.

**Research Question 4:** How much do you enjoy oral expression sessions? Justify your answers if you do not enjoy at all?

**Table 3-4: Pupils’ Appreciation of Oral Expression Courses**

	Number	Percentage
Much	8	26%
A little	18	58%
Not at all	5	16%
Total	31	100%



**Figure 3.4 : Pupils’ Appreciation of Oral Expression Courses**

- As it is remarkable from the figure above most of pupils 18 of them enjoy a little in the Oral Expression while 8 of them enjoy a lot during oral session and 5 of them do not enjoy.

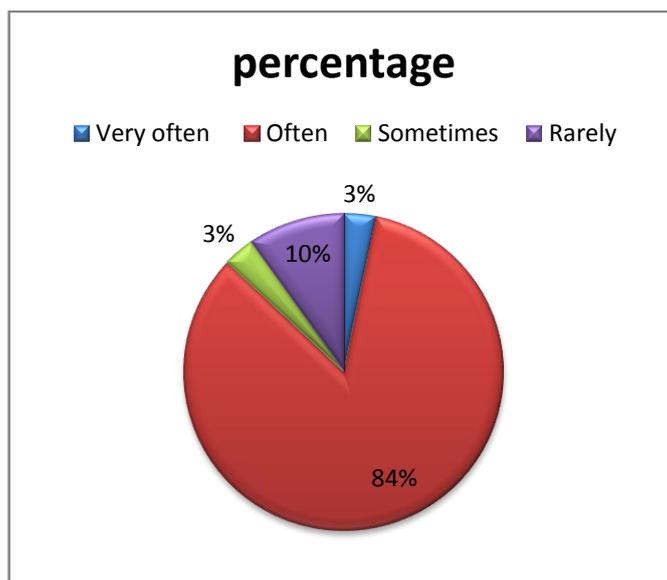
In this question pupils were asked to justify their answers if they do not enjoy the Oral Expression: as it is show from the table above 5 of pupils choose not at all, most of them their justifications were similar, they found difficulties in understanding

their teacher explanation. One of the pupils justified his answer by mentioning that speaking during oral sessions is very difficult.

**Research Question 5:** How often do you speak English language in your English classroom?

**Table 3-5: Rates of Speaking English in Classroom**

	Number	Percentage
Very often	1	3%
Often	26	84%
Sometimes	1	3%
Rarely	3	10%
Total	31	100%



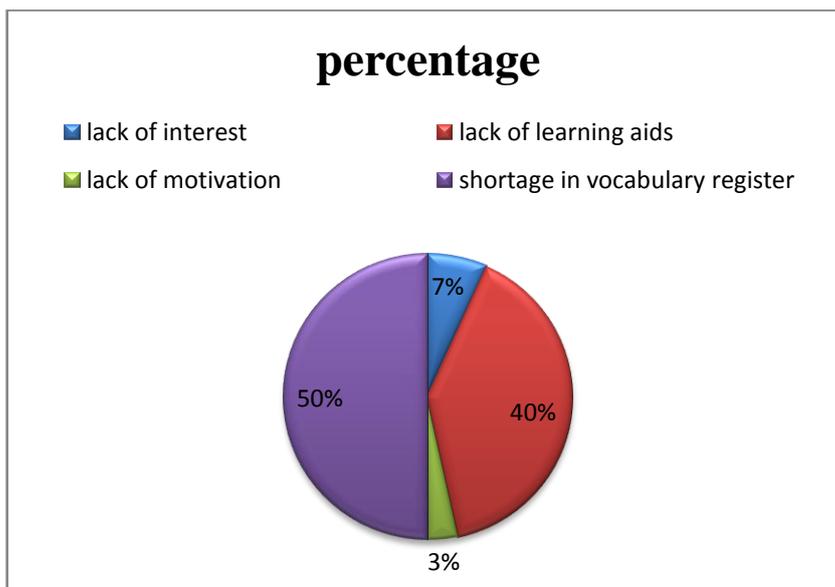
**Figure 3.5 : Rates of Speaking English in Classroom**

- From the table we notice that 26 of participants often speak i.e. most of pupils often speak English while only one of them sometimes speak English and 3 of them rarely when they speak English during English classes.

**Research Question 6:** Are your difficulties in speaking English due to:

**Table 3.6 : Pupils Difficulties in Learning English**

	Number	Percentage
Lack of interest	2	6%
Lack of Learning aids	12	39%
Lack of motivation	1	3%
Shortage in vocabulary register	15	48%
Total	31	100%



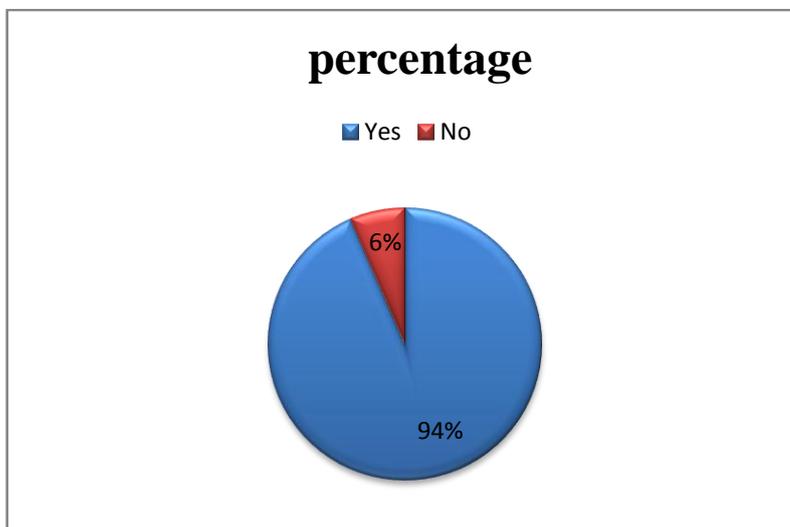
**Figure 3.6: Pupils Difficulties in Learning English**

- From the table above we observe that majority of pupils i.e. 15 of them found that their difficulties in learning English is due to shortage in vocabulary while one of them was because the lack of motivation, 12 of them because of the lack of learning aids and 2 of them are not interested in learning English language and only one of them answered that he/she does not face any difficulties while learning English language.

**Research Question 7:** Do you like the present oral activities that are used by your teacher during the classes?

**Table 3-7: Pupils Like/Dislike Recent Oral Activities**

	Number	Percentage
Yes	29	94%
No	2	6%
Total	31	100%



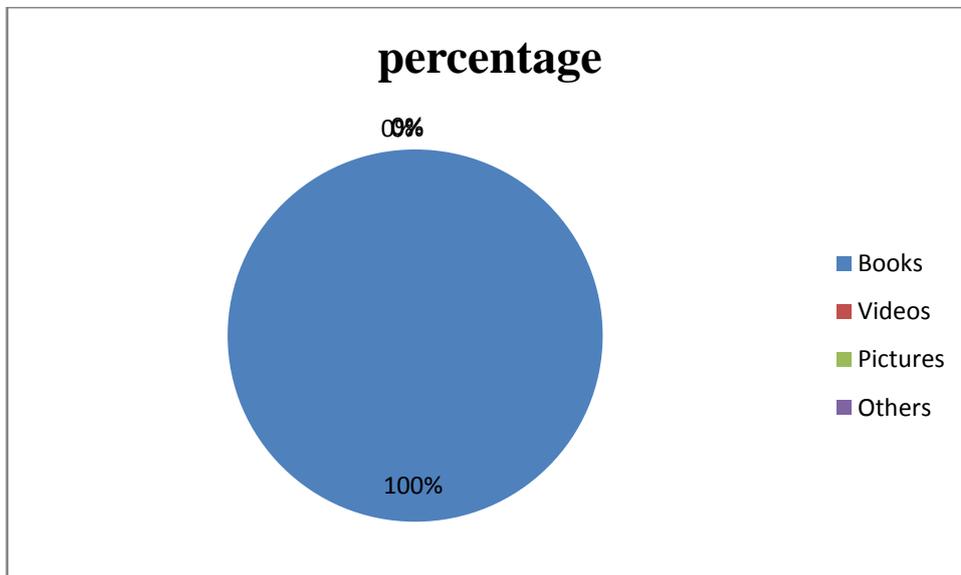
**Figure 3.7: Pupils Like/Dislike Recent Oral Activities**

- As it is shown from the figure above, that majority of pupils 29 of those like the present oral activities while only 2 of them do not like the recent oral activities.

**Research Question 8:** What are the materials that are used by your teacher to teach English language? Specify?

**Table 3. 8: The Materials used by Teacher in Teaching English Language**

	Number	Percentage
Books	31	100%
Videos	0	0%
Pictures	0	0%
Others	0	0%
Total	31	100%



**Figure 3.8 : The Materials used by Teacher in Teaching English Language**

- The figure above shows that all the pupils (100%) mention that the tool used by the teacher in his classes was the book.

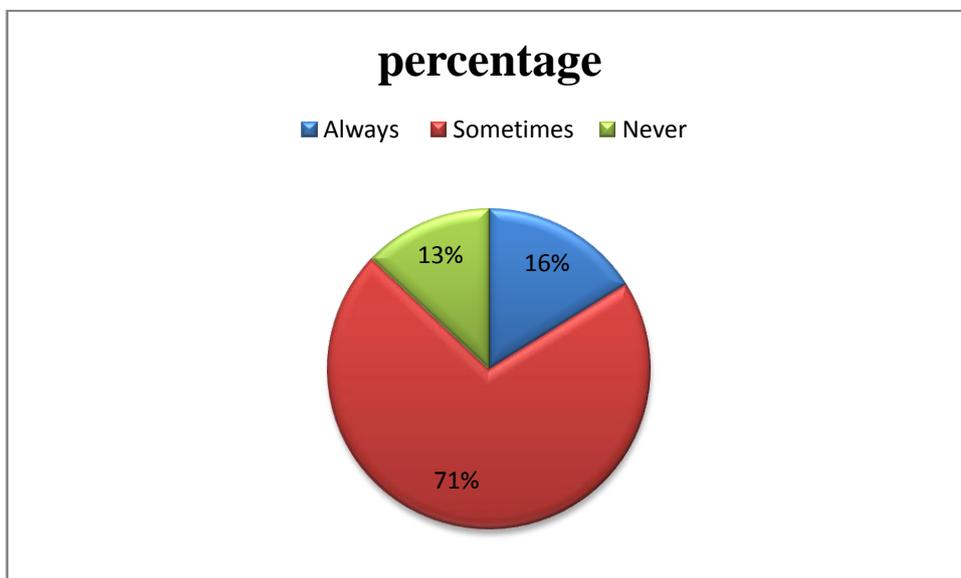
### **Specify**

As it is remarkable from the table none of the participants choose the answer “others” and this means that the teacher depends only on the books.

**Research Question 9:** Do you participate during English classes?

**Table 3-9: pupils' Participation in the English Classes**

	Number	Percentage
Always	5	16%
Sometimes	22	71%
Never	4	13%
Total	31	100%

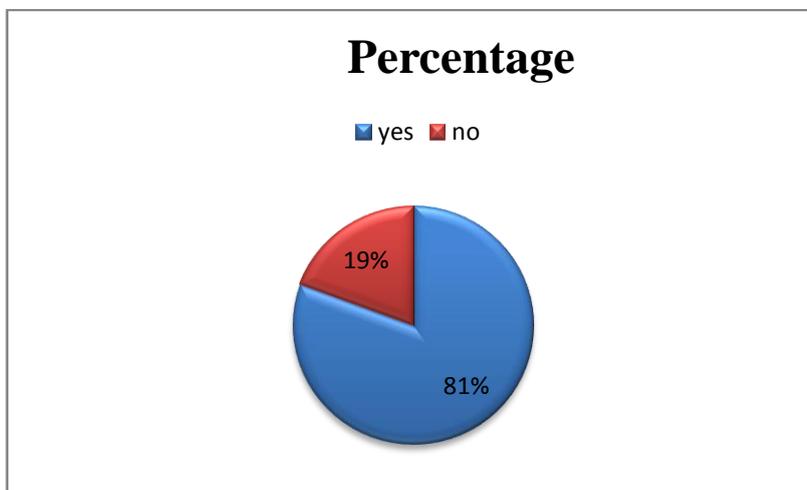


**Figure 3.9: pupils' Participation in the English Classes**

- The figure above shows that most of students (71%) participate sometimes during English classes while (16%) always participate and (13%) never participate.

**Section 3: pupil's attitudes towards songs as new teaching material****Research Question 10:** Do you like English songs?**Table 3-10: Pupils' Like/Dislike of English Songs**

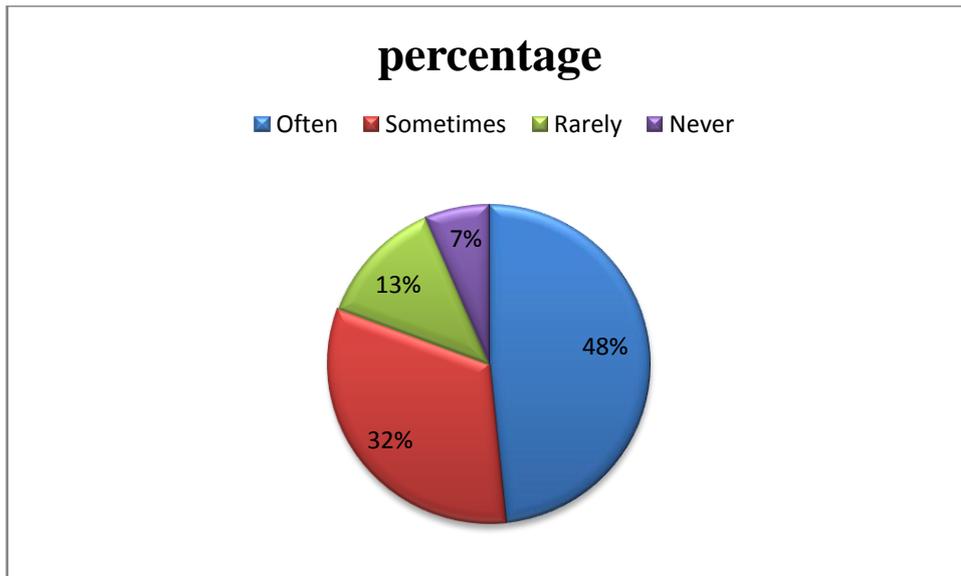
	number	percentage
yes	25	81%
no	6	19%
total	31	100%

**Figure 3.10: Pupils' Like/Dislike of English Songs**

- From the figure above, the majority of pupils like English songs (81%) while (19%) of them do not like English songs.

**Research Question 11:** How often do you listen to English songs?**Table 3-6: Pupils Frequency of Listening to English Songs**

	Number	Percentage
Often	15	48%
Sometimes	10	32%
Rarely	4	13%
Never	2	6%
Total	31	100%



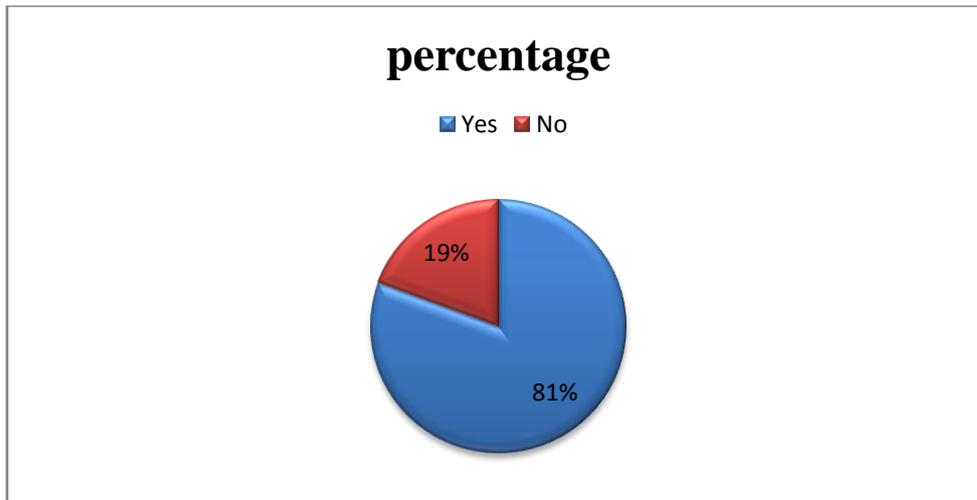
**Figure 3.11: Pupils Frequency of Listening to English Songs**

- From the figure above, it seems that most of pupils often listen to English songs (48%), while (32%) of them sometimes they listen to English songs and (13%) of them rarely when they listen to it and the most surprising is that only (6%) of them never listen to music.

**Research Question 12:** Do you think that it is enjoyable to learn through English songs? Justify?

**Table 3-7: Pupils Opinions about Learning through English Songs**

	Number	Percentage
Yes	25	81%
No	6	19%
Total	31	100%



**Figure 3.12: Pupils Opinions about Learning through English Songs**

- The figure above shows that 25 of participants find that it is enjoyable to learn through English songs while only 6 of them think that it is not enjoyable to learn through English songs.

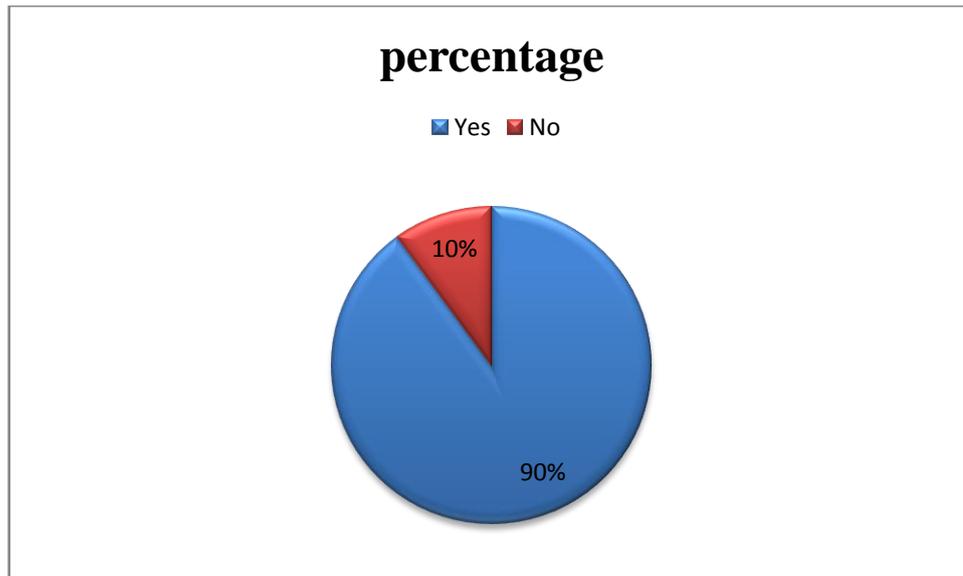
On one hand, pupils who think that it is enjoyable to learn English through songs, their justification were almost similar. They considered songs as a motivating tool that help them to understand and change atmosphere in the classes better than traditional learning depending only on the books. Two of them mention that they like English songs because it helps them to acquire new vocabularies.

On the other hand, pupils who do not like learning through English songs justified their answers that their teacher does not teach by using songs that's why they never experienced learning through English songs.

**Research Question 13:** Do you check the meaning of new vocabulary and do you remember it?

**Table 3-13: Rates about Checking the Meaning of New Vocabulary and Memorization of Songs**

	Number	Percentage
Yes	27	87%
No	3	10%
Total	31	100%



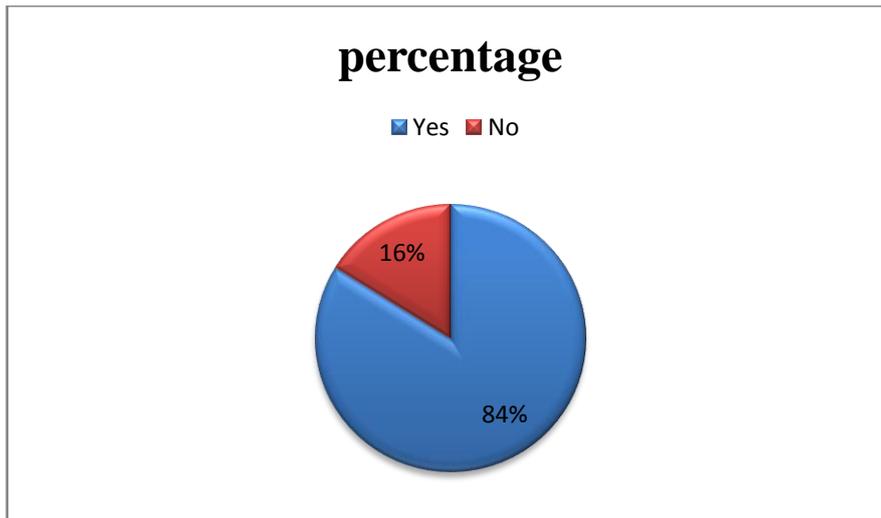
**Figure 3.13: Rates about checking the meaning of new Vocabulary and Memorization of Songs**

- As it is shown 27 of participant look for the meaning of the new vocabulary and only 3 of them do not check the meaning of it.

**Research Question 14:** Do you think that listening to English songs can develop your oral skill?

**Table 3-14: Pupils' Opinions about the Importance of Songs in Developing Oral Skill**

	Number	Percentage
Yes	26	84%
No	5	16%
Total	31	100%



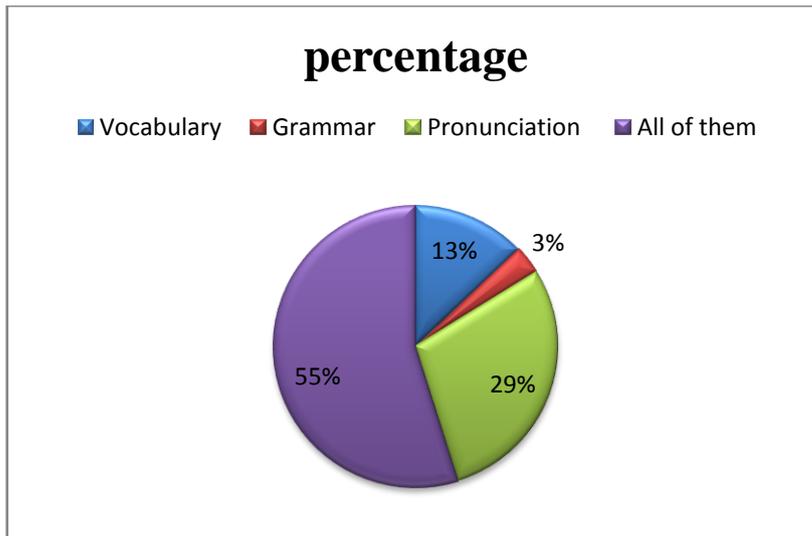
**Figure 3.14: Pupils' Opinions about the Importance of Songs in Developing Oral Skill**

- From the table it appears that 26 of participant think that listening to English songs can develop their oral skill while only 5 of them do not agree.

**Research Question 15:** Which one of the following language elements do you think that will be improved while listening to English songs?

**Table 3-15: Rates about the Improving of English Language Elements**

	Number	Percentage
Vocabulary	4	13%
Grammar	1	3%
Pronunciation	9	29%
All of them	17	55%
Total	31	100%



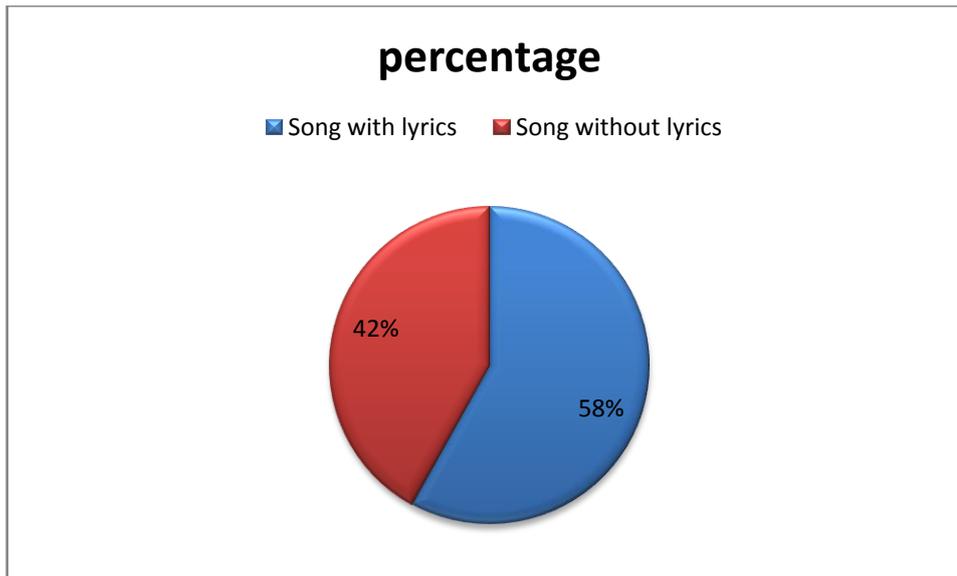
**Figure 3.15 : Rates about the Improving of English Language Elements**

- This figure shows that most of students (55%) think that all the language elements that mentioned above will be improved while listening to English songs while (13 %) choose vocabulary and (3%) of them choose grammar and (29%) of them select pronunciation.

**Research Question 16:** Do you prefer listening to

**Table 3-16: Pupils Opinions about how they prefer Listening to Songs**

	Number	Percentage
Song with lyrics	18	58%
Song without lyrics	13	42%
Total	31	100%



**Figure 3.16: Pupils Opinions about How do they Prefer Listening to Songs**

- From the table above, we observe that 18 of the participants prefer listening to songs with lyrics while 13 of them do not prefer listening to songs with lyrics.

### 3.2.2.1 Questionnaire Findings

Questionnaire is the second tool used in our research to collect a valid and reliable data. Questionnaire was given to thirty-one pupils from the same class third year middle school Relizane.

The questionnaire started by investigating if the pupils like English language or not. The researcher notices that the majority of pupils 87% like English language (as table 02 reveals). 55 % of the pupils found that English language is interesting in learning (as table 03 reveals). Besides, the researcher noticed that most of the participants 58% enjoy a little in the oral sessions and this were due to their difficulties in speaking skill and also in their vocabulary storage (as table 04 reveals). The researcher notices that most of the pupils' 84% often speak English in the class (table 05). In addition to that, the results (table 06) confirmed that the students difficulties in speaking English are mainly due to shortage of vocabulary register 48% and also the lack of learning aids 39% . According to them the teacher uses only books as a material in the teaching-learning process (table 08). Moreover, the researcher notices that most of pupils 81% prefer listening to English songs (table 10) and they agreed that they often listen to songs. The views that are expressed by pupils (table 12) denote that large majority of pupils take pleasure in learning English through songs 81%. The researcher

notices that 84% of pupils agreed that listening to English songs can develop their oral skill. 55% of the pupils considered songs can be a useful medium to develop the language elements all together “*vocabulary, grammar, pronunciation*” (table 15). The researcher also notices that the huge number of pupils 58% prefer listening to song with a lyrics.

### 3.2.3 Analysis of the Experiment

Two sessions were devoted to the experiment. One was for the experiment and the second was for refreshing pupils’ minds and asking them questions orally about what they learned and understood from the last session. The experiment required more than two sessions but due to the time we tried to make it short. The two sessions were in the morning because the teacher was kind enough to share with me this responsibility.

The name of the previous sequence was “Nature”. The teacher started with an introduction to the sequence by giving examples about things from nature: trees, water, birds, flowers, etc. the teacher asked his learners about the difference between the “Nature” and “Environment”, few pupils answered the question by giving following answers: the “Environment” is part from the “Nature”, the nature is the whole and the environment is the part, another answer was that the nature is everything while the environment is the place we live in. We noticed that the teacher used a written document as a tool while explaining. The pupils sitting in front of him they were active while the one who sat in the back they were not paying attention that much.

The name of the song was “lavender’s blue Dilly Dilly”. There different reasons for choosing the song. First, we wanted to keep pupils focused on the lesson in order to facilitate the work. Second, we wanted to provide learners with different vocabularies that they need to use it after. Third, the song fits with the sequence of “Nature”. Before starting the experiment we asked pupils two questions and the answers were orally. These questions are for 10 minutes

#### **Question one: what do you think about learning English through songs?**

The aim behind this question was to know pupils opinions towards learning through songs. We tried to select pupils randomly to answer the questions in order to see the ones who do not participate. 08 of the participants their answers were similar they thought that it is a good idea to learn through songs and this help them to be

motivated. 05 of them thought that the songs helped them to learn more new words. We asked the pupils in the back to answer the question 05 of them could not answer the question and this due to several reasons maybe shyness or fear of making mistakes or even the lack of speaking performance. We did not want to force them or to make stress in the class in order to keep a comfortable atmosphere. 02 of them said that they do not listen to English songs.

### **Question Two: Do you think it is enjoyable?**

In this question we wanted to select the pupils who did not answer without making them feel that they are under our eyes. 03 of them said that it is enjoyable to listen to songs and 04 of them said that they never experienced learning through songs.

These two questions were considered as warm up to our experiment and also to steal the pupils' attention.

#### **1) 1<sup>st</sup> Meeting**

The first meeting was conducted on Monday 24<sup>th</sup> February for 01 hour from 9 o'clock till 10 o'clock it started after the warm up (i.e.) after 10 minutes. The theme of the song was "*Lavender's Blue Dilly Dilly*". The researcher played the song and asked pupils to listen carefully. There was silence in the class and this help us to control the pupils' attention. We repeated the song for 5 times it was very short song. After that we distributed the written form of the song (lyrics) because we did not want to lose pupils attention and we wanted them to focus with the song before reading the lyrics. The researcher asked 04 pupils to read the lyrics the fourth pupils have some problems in reading the lyrics. After the researcher asked the pupils to explain the title of the song by asking the question "what is the meaning of the title?" 03 of pupils answered unconfidently in Arabic "the title is about a name of flower"<sup>1</sup>. After that the researcher asked the pupils to underline the difficult words. The researcher started explaining the lyrics step by step in English then in Arabic. The pupils were asked to read the difficult words in order to write it down on the white board. The researcher pronounced the words and asked the pupils to repeat it. Some pupils mispronounced the words and the researcher corrected their pronunciation. After that the pupils were asked to check the meaning on the dictionaries. The pupils were excited but there was some noise since the

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<sup>1</sup> اسم وردة

pupils' started pronouncing the words and checking the meaning from the dictionaries. The researcher gave the pupils 10 minutes to look for the meaning of each word. What was surprising is that there was a group work between the pupils each one of them helps the other to look for the meaning. After the 10 minutes the research asked pupils to mention the meaning of each word, so we started selecting the pupils who participate and the one who do not participate. The pupils were active and some of the participants were still shy. The researcher encouraged them and complimented their effort. The researcher wrapped up the lesson of the first meeting.

## **2) 2<sup>nd</sup> meeting**

The second meeting was conducted after a week was for half an hour. The researcher wanted to check the pupils understanding of the previous lecture by asking them about the meaning of the words that were written on the white board. There was a silence in the class the pupils seemed they forget the meaning of the words. The researcher encouraged them and started mentioning the words one by one and writing it on the white board. A few pupils were starting to remember the other words and the meaning. Even though the pupils were making mistakes in pronunciation the researcher kept correcting their mistakes. After they finished the researcher asked some pupils to read from the copies while the other following them. The researcher wrapped up the lesson of the second meeting.

### **3.2.3.1 Experimental findings**

The experiment was used in order to test the hypotheses whether “English songs can motivate pupils to speak and improve their skill”. The researcher asked two questions as warm up in order to get the pupils opinions towards English songs. The results (chapter 02) show that there were some problems related to pupils speaking and reading that needed to be solved and the pupils were not that much motivated to speak English they were unconfident in the beginning. So that the researcher wanted to use English songs in order to encourage them to speak and to motivate them. The pupils were silent since it was something new for them to learn through English songs especially in the first meeting and this help in capturing their confident and attention. The researcher used only one song and played it more than once so that the pupils could listen to it well and after the researcher distributed the copies in order to let them read it. The researcher found that the pupils are making mistakes in pronouncing the words. In

this case the researcher asked them to repeat after him. Also the researcher corrected the pupils' mistakes and encouraged them to speak. The pupils agreed that they never experienced this kind of techniques and this was the first time so they found it enjoyable. The researcher asked the pupils to search for the difficult words and to look for the meaning in the dictionary. In the second meeting the researcher wanted to test their memory if they remember the words or not in the beginning they seemed that they forget it but after refreshing their minds they start mentioning the words one by one. In the end of the second meeting the researcher asked some pupils to read from the copy.

Using English songs was successful to make pupils interested in speaking and motivated them to fight the fear of speaking and making mistakes. They had a good score in the second meeting in remembering the words and doing efforts to avoid making mistakes and helping the researcher to correct their pronunciation.

### **3.3 Discussion of the findings**

Different kinds of data collection tools were used in our research to prove that using English songs can be motivated tool that encourage pupils to speak and to develop their speaking level. The data tools were used to gather information. These tools were: questionnaire and the classroom observation and an experiment were conducted in our research from thirty-one pupils of the same class "IKHWA SOUSSI" Relizane.

Throughout the data obtained from the questionnaire and classroom observation and the experiment. We can say that using English songs can be a motivating tool that encourages pupils to speak and to develop their oral performance. The use of English songs could make the speaking activity more enjoyable and interesting. And the pupils could improve their pronunciation and vocabulary through repeating after the song. As well as it could give the pupils more opportunities to speak during the lesson. The use of different medias could help the teacher to achieve the teaching- learning process and to gain the pupils attraction and confident and also make pupils more interesting in learning the language.

Moreover, from all the data collection used in our research we can say that using English songs as a new teaching material will play an important role in helping and motivating pupils and enhancing their speaking skill in the class.

### **3.4 Recommendations**

Based on the conclusion of the study, we propose some recommendations for the EFL teachers and the pupils in elementary schools:

#### **3.4.1 Recommendations to EFL teachers**

In order to maintain the learners' interest, EFL teachers should be creative in the techniques he uses like using authentic materials: English films, videos, games, audios, etc. in order to change the classroom atmosphere. EFL teachers should not focus only on the pupils sitting in front of them and neglect the once who are in the back. They should make a balance between them. Using rewards and encouraging pupils could help the learners to be more active in the sessions. EFL teachers need to use Classroom English during the lesson in order to make pupils familiar with English. More values and consideration should be given to the speaking skill in the foreign languages.

EFL teachers in the Oral Expression should do their best in order to improve the learners' oral capacities. EFL teachers should teach their learners to listen than speak; we need good listeners before being good speakers. EFL teachers should know about their pupils' needs and lacks and wants. EFL teachers should respect their pupils' thoughts and feeling and ideas. EFL teachers should be kind with their pupils not friendly. Using more speaking activities like: drama activities, acting from script, discussions, role play, etc. EFL teachers should minimize the Teacher Time Talk and maximize the Students Time Talk.

#### **3.4.2 Recommendations to pupils**

Pupils should train themselves to speak alone in front of mirror or one of their families in order to fight the audience phobia. Pupils should trust themselves while speaking they will improve this skill. Pupils should be conscious that speaking skill is required skills that make them proficient in the foreign language.

### **3.5 Limitations**

The study has number of limitations some of them are identified as follow:

It was difficult to find teachers' that answer the questions of the interview in which pushed the researcher to council this data collection tool. The time constrains due to the

current circumstance and the situations we face. Longer time would help us to do the best concerning the experiment this would give our results different dimensions.

### **3.6 Conclusion**

This chapter aimed at presenting the analysis of the data collection tools and the results gathered from each tools namely: classroom observation, questionnaire and experiment. The researcher tries to discuss the finding of the tools used in the research and giving some recommendations to both EFL teachers and pupils in the elementary schools. We close this chapter by mentioning the limitations of the study.

### General conclusion

This research has been conducted to investigate whether or not the use of English songs can enhance pupils' speaking skill. The study was carried out at "IKHWA SOUSSI" middle school Relizane. Different tools were used in order to confirm or reject the hypotheses that English songs can be motivating tool that improve pupils speaking skill. The analysis was taken by only one group of participants' third year middle school using different tools: a questionnaire and a classroom observation and an experiment.

First, chapter one was dealt with the theoretical background of the study which was divided into two sections: one section was for speaking skill, and the second was for songs as teaching material. Second chapter was the practical part of the research was made for describing the tools used in this research: a questionnaire, a classroom observation and an experiment. Moreover, the last chapter was dealt with the discussion of the findings of each tool. Besides, the researcher wanted to conclude the chapter by giving some recommendations and mentioning the limitations of the study.

The findings of this study confirmed that the use of English songs in learning English is motivating tool that helps in enhancing pupils speaking skill. The results revealed positive opinions from the participants towards using English songs in order to develop their oral performance.

As result of this study, we found out that speaking skill is one of the most important skills in learning any foreign languages. Pupils should encourage themselves to speak freely during the Oral Expression. EFL teachers should teach the learners how to speak using different activities using different materials. This will help pupils to get more confident and more active in the oral expression.

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Lavender's Blue Dilly Dilly - Lyrics (Cinderella 2015 Movie Soundtrack Song)

<https://youtu.be/Ow25lvYoKXo>

<https://www.merriam-webster.com/>

## *Appendices*

### **Appendix 1- Pupils' Questionnaire**

#### **Pupils' Questionnaire**

Dear pupils

You are kindly requested to answer this questionnaire by putting a cross (×) next to the chosen answer; only one answer. Justify and explain when you are asked to. Thank you for your collaboration, your answer is very important for the validity of this research.

#### **Section one: Background information**

##### 1. Gender

- Male
- Female

#### **Section two: English language learning**

##### 1. Do you like English language?

- Yes
- No

##### 2. How do you find learning English?

- Difficult
- Easy
- Interesting

##### 3. How much do you enjoy oral expression?

- Too much
- Little
- not at all

Justify your answer if you do not enjoy it at all

.....

4. How often do you speak English language in your English classes?

- Very often
- Often
- Sometimes
- Rarely

5. Are your difficulties in speaking due to :

- Lack of interest
- Lack of learning aids
- Lack of motivation
- Shortage in vocabulary storage

6. Do you like the present oral activities that are used by your teacher during the classes?

- Yes
- No

7. What are the materials that are used by your teacher?

- Textbook
- Videos
- Picture
- Others

Specify .....

8. Do you participate during your English classes?

- Always
- Sometimes
- Never

### **Section three: pupil's attitudes towards songs as new teaching materials**

1. Do you like English songs?

- Yes
-

- No

2. How often do you listen to English songs?

- Often
- Sometimes
- Rarely
- Never

3. Do you think that it is enjoyable to learn through English songs? Justify?

- Yes
- No

Justify .....

4. Do you check the meaning of new vocabulary and do you remember it?

- Yes
- No

5. Do you think that listening to English songs can develop your oral skill?

- Yes
- No

6. Which one of the following language elements do you think that will be improved while listening to songs?

- Vocabulary
- Grammar
- Pronunciation
- All of them

7. Do you prefer listening to :

- Songs with lyrics
- Song without lyrics

**Thank you for your help**

## الملحق الأول: استبيان التلاميذ

تم إجراء هذا الاستبيان للتحقيق في تأثير الأغاني على تدريس اللغة الإنجليزية، وتم تقديم ستة عشر سؤالاً لتلاميذ الصف الثالث في المدرس المتوسطة " اخوة السوسي " بولاية غليزان .

أعزائي الطلاب

يرجى منكم الإجابة على هذا الاستبيان بوضع علامة (×) بجوار الإجابة المختارة. مع التبرير والشرح عندما يطلب منك. إجابتك مهمة جدا لصحة البحث:

### الجزء الأول:

(1) الجنس :

• ذكر :

• أنثى :

### الجزء الثاني:

(1) هل تحب اللغة الانجليزية ؟

• نعم

• لا

(2) كيف تجد تعلمك للغة الانجليزية ؟

• صعبة

• سهلة

• مهمة

(3) هل تستمتع بالتعبير الشفهي ؟

• كثيرا

• قليلا

• اطلاقا

علل اجابتك اذا كانت "اطلاقا"

4 هل تتحدث باللغة الانجليزية أثناء الحصص الانجليزية ؟

• في كثير من الأحيان

• أحيانا

• في بعض الأحيان

• نادرا

5 هل صعوباتك بالتحدث باللغة الانجليزية تكمن :

• عدم اهتمامك باللغة

• نقص الإمكانيات

• قلة التحفيز

• نقص المعرفة

• أخرى

6 هل تعتقد أن الأنشطة الشفهية الحالية مفيدة لك ؟

• نعم

• لا

7 ما هي الأدوات التي سنخدمها أستاذك؟

• كتاب

• فيديو

• صور

• أخرى

8 هل تشارك أثناء الحصص الانجليزية ؟

• دائما

• في بعض من الأحيان

• إطلاقا

## الجزء الثالث:

(1) هل تحب الأغاني الانجليزية ؟

- نعم
- لا

(2) هل تستمع للاغاني الانجليزية :

- أحيانا
- في بعض الأحيان
- نادرا
- إطلاقا

(3) هل تستمتع كثيرا عند اعتماد أستاذك على الأغاني الانجليزية أثناء الدرس ؟

- نعم
- لا

علل إذا "لا"

(4) هل يمكنك تذكر الكلمات الذي تعلمتها ؟ هل تبحث عن معناها في القاموس ؟

- نعم
- لا

(5) هل تعتقد أن استماعك للاغاني قد يطور من مهاراتك الشفهية؟

- نعم
- لا

(6) في ظنك ماهي العناصر اللغوية التي ستتطور عند استماعك للاغاني الانجليزية :

- المفردات
- القواعد
- النطق
- جميعها

(7) في نظرك أيهما أفضل عند سماعك للاغاني:

• أغاني مكتوبة

• أغاني سمعية بدون كتابة

شكرا لكم .

**Appendix 2*****“Lavender's Blue Dilly, Dilly”***

Lavender's blue, dilly, dilly

Lavender's green

When I am king, dilly, dilly

You shall be queen

Who told you so, dilly, dilly

Who told you so?

It was my own heart, dilly, dilly

That told me so

Call up your men, dilly, dilly

Set them to work

Some to the plough, dilly, dilly

Some to the fork

Some to make hay, dilly, dilly

Some to cut corn

While you and I, dilly, dilly

Keep ourselves warm

Lavender's green, dilly, dilly

Lavender's blue

If you love me, dilly, dilly

I will love you

Let the birds sing, dilly, dilly

And the lambs play

We shall be safe, dilly, dilly

Out of harm's way

I love to dance, dilly, dilly

I love to sing

When I am queen, dilly, dilly

You'll be my king

Who told me so, dilly, dilly

Who told me so?

I told myself, dilly, dilly

I told me so.

(Lavender's Blue Dilly Dilly, 2015)