

**AHMED DRAIA UNIVERSITY – ADRAR**

**FACULTY OF LETTERS AND LANGUAGES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**



**The Use of Songs as a Helping Tool to Teach English in  
Middle School**

**A Case Study: First Year Students and Teachers in  
Reggane Middle Schools**

**A Dissertation Submitted in Partial Fulfilment of the Requirements for a  
Master's Degree in Linguistics and Didactics**

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## شهادة الترخيص بالإيداع

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انا الأستاذ(ة):

المشرف مذكرة الماستر.

The Use of Songs as a Helping Tool to Teach English  
in Middle School. A case study of First Year Students and Teachers  
in Reggane Middle School.

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Kemp

# Dedication

*I dedicate this humble work to:*

*My beloved parents for their encouragement and dua'a may Allah  
bless them.*

*My dear and lovely sisters and brothers who encourage and support  
me to finish this work.*

*My friends and my colleagues in English department.*

***EMAH** and **ELMADDAH** families.*

*The reader of this work and everybody who knows me.*

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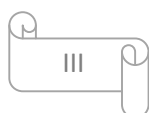
*I praise Allah the almighty and thank him of helping me and giving me the strength and patience to complete this work.*

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## **Abstract**

Teaching in general is not an easy task especially teaching a foreign language (TFL) and in particular teaching English as a foreign language (TEFL); it needs to be supported and enhanced by some helping tools like using songs. For instance, this helping tool is used too much by EFL teachers because it is helpful for learners especially beginners to acquire knowledge and learn English in an easy, simple and a funny way. The four skills are involved in teaching English as well as language teaching approaches and methods. This research aims to investigate the integration or the use of educational songs in teaching English and how far is it useful. Questionnaire is the method used to achieve this goal. Questionnaire is the method used to achieve this goal. It was given to both middle school English teachers and middle school pupils of first and second years in different middle schools as case study. So most EFL teachers find that using songs is the best way to teach EFL learners according to their teaching experiences, and they agree on that.

### **Key Words**

Teaching English as a Foreign Language (TEFL), helping tool, songs, English, EFL teachers, EFL learners.

## ملخص

إن التدريس بشكل عام ليس بالمهمة السهلة خاصة تدريس لغة أجنبية وبشكل أدق تدريس اللغة الإنجليزية كلغة أجنبية؛ يجب دعمه ببعض أدوات المساعدة مثل استخدام الأغاني. على سبيل المثال، يتم استخدام أداة المساعدة هذه كثيرًا من قبل معلمي اللغة الإنجليزية كلغة أجنبية لأنها مفيدة للمتعلمين وخاصة المبتدئين لاكتساب المعرفة وتعلم اللغة الإنجليزية بطريقة سهلة وبسيطة وممتعة. يتم تضمين المهارات الأربع في تدريس اللغة الإنجليزية، بالإضافة إلى مناهج وطرق تدريس اللغة. يهدف هذا البحث إلى التحقق من دمج أو استخدام الأغاني التعليمية في تدريس اللغة الإنجليزية ومدى فائدتها. الاستبيان هو الطريقة المستخدمة لتحقيق هذا الهدف، وقد تم تسليمه لمعلمي اللغة الإنجليزية وتلاميذ السنة الأولى والثانية من التعليم المتوسط. لذلك، يجد معظم معلمي اللغة الإنجليزية كلغة أجنبية أن استخدام الأغاني أفضل طريقة لتعليم متعلمي اللغة الإنجليزية كلغة أجنبية وفقًا لخبراتهم التدريسية، وهم متفقون على ذلك.

## الكلمات المفتاحية

تدريس اللغة الانجليزية كلغة أجنبية، أداة مساعدة، أغاني، اللغة الانجليزية، معلمي اللغة الانجليزية كلغة أجنبية، متعلمي اللغة الانجليزية كلغة أجنبية

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## **List of Acronyms**

**ALM:** Audio- Lingual Method

**CBA:** Competency Based Approach

**CLL:** Community Language Learning

**CLT:** Communicative Language Teaching

**DM:** Direct Method

**EFL:** English as a Foreign Language

**GTM:** Grammar- Translation Method

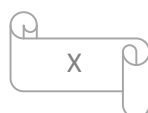
**TEFL:** Teaching English as a Foreign Language

**TFL:** Teaching a Foreign Language

**TPR:** Total Physical Response

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## General Introduction

Teaching a foreign language is not an easy task. It needs to be enhanced by some aids such as songs, games, storytelling, movies... etc. Learning a foreign language needs the learner to be motivated. Arabic is the Algerians' spoken language; it is their first language and mother tongue. French is their second language. English in Algeria is considered as a foreign language; it does not have equivalent importance in Algeria as French despite its importance as a global language. Thus, teachers of English in Algerian schools face obstacles and problems in teaching the language. This study aims to show the importance of using songs as an aid to the EFL learners especially beginners who need some helping tools that facilitate the learning process and enable them learn the foreign language easily. The use of songs, our subject matter, is one of those useful helping tools that helps in teaching and learning English and any other foreign language. Furthermore, this work aims to find out whether the Algerian teachers of English and the Adrarians in particular use songs in their classes, and how they find their use. Moreover, in this research paper we try to answer the following questions:

- 1- Do songs motivate students in learning English?
- 2- What kind of song activities that can be used in classrooms?
- 3- What are the advantages of using educational songs in the classroom?

After that, we suggest and hypothesize the following as answers to the previous questions:

- 1) Learners are likely motivated to songs' activities.
- 2) Pupils may feel at ease if they learn English through songs.
- 3) Song activities may create amusing atmosphere in classroom especially "Listen and Do" activities.
- 4) Teachers gain time when using songs in their classes.

The current research is divided into three chapters; the first one tackles an overview about teaching English as foreign language in which we speak about the four skills and language teaching approaches and method. The second chapter speaks about the extent of using songs by teachers and its importance for them and their learners. Last, the third chapter is a case study in which we study the method used to collect data, the participants, and discuss and interpret the results found.

**Chapter One:**  
**Teaching English as**  
**a Foreign Language**  
**in Algeria**

# **Chapter One: Teaching English as a Foreign Language in Algeria**

## **1.1. Introduction**

Teaching a foreign language or teaching English as a foreign language goes hand in hand with teaching the four skills; whenever we speak about teaching EFL learners, we give hints about and involve the four skills which are listening, speaking, reading and writing. Speaking about teaching English leads us to speak about language teaching approaches and methods. In this chapter, we try to put together the four skills of language and the approaches and methods of language teaching. So, we tackle the role of language skills in improving the level of learners followed by evidence and references. Finally, we talk about the backgrounds of each method and approach followed by its characteristics and principles.

## **1.2. Teaching the Four Skills**

Teaching a foreign language is a hard task; It needs guides, helping tools, and techniques to facilitate the teaching process. There are four elements should be taught to EFL learners in order to facilitate the teaching process such as listening, speaking, reading, and writing skills.

### **1.2.1. Teaching Listening**

Listening is a receptive skill, in which pupils hear sounds and letters from the speaker (the teacher) through his movement, facial expression, and gestures. Wendy and Lisbeth view that listening "is the skill that children acquire first especially if they have not yet learnt to read. When the pupils start to learn a foreign language, it is going in mainly through their ears and what the pupils hear is their main source of language". It is an important skill to be taught first because listening is the first thing we do from the childhood till ageing "From the small child listening out for the melodious bell of the ice cream van to the adult tuning in to airport announcements, we listen primarily"(Wilson,1988,p.9)."Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and naturalistic acquisition of other languages) are dependent on listening" (Nation and Newton, 2009, p.37). That means listening grows up with human being in his early stages of acquiring the mother tongue as well as learning a foreign language. Teaching listening through "I listen and do" activities or songs in particular is an effective



way to improve the listening skills of the pupils because those activities help pupils learn vocabularies, pronunciation, and sentence structure. Therefore, the pupils will be able to build formal simple sentences with less grammar and spelling mistakes. Sharpe (2001) argues that "by singing songs pupils gradually internalize the structures and patterns of the foreign language as well as the specific language items that the teacher wants them to learn"(Sevic, 2012, p.12).

### **1.2.2. Teaching Speaking**

Speaking is common as a productive skill and it is a second skill that the child learns since birth. It is easier than writing (i.e.to speak is easier than to write) because in the speaking skill we focus on fluency rather than accuracy. It means grammar rules and sentence structure are not as much important as in writing. That is, it is important to know them but not to focus on, as Bygate(1987) clarifies "it is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Part of a language course is therefore generally devoted to this objective"(p.3). The matter that is important in teaching speaking is: learners are able to speak the language, express themselves, and communicate and deliver the message clearly and properly without problems of misunderstanding.

### **1.2.3. Teaching Reading**

Reading is a receptive skill. It focuses on fluency but not accuracy. It provides learners with knowledge and makes them use what they have already known "If the activity involves unknown vocabulary, it is not a fluency activity. If the focus is on language features, it is not a fluency activity. If there is no push to go faster or more smoothly, it is not a fluency activity. The fluency strand should make up about one-quarter of the course time. It is time out from learning new items and is a time for getting good at using what is already known" (Newton and Nation, 2009, p.9). It helps students understand written texts and develop their comprehension skills. Reading develops the cultural knowledge of students especially when they read for pleasure because through reading they discover and understand the world around them, for example know the British traditional food, the famous places in Britain and France, the religious rituals in some countries such as India, China, Britain...etc. the history of some countries...etc. It helps learners improve their pronunciation, increase the amount of vocabularies, terms and expressions. They

learn idiomatic expressions such as "*Break a Leg*" which means "I wish you good luck " and "*Take It Easy*" that means "be careful!" and so on. Reading and research are the main reasons for students to be clever and challenged.

#### **1.2.4. Teaching Writing**

Writing is a productive skill beside speaking. "Writing is the combination of lexical and syntactic forms."(Hyland, 1996, p.4), this definition shows that writing is a process of drawing letters beside each other to create a word, then a meaningful sentence, and then a paragraph including vocabularies and grammar rules. Harmer (2007) demonstrates that in order to have an effective and good piece of writing the writer should follow the following stages which are planning what to write, write the first draft that may include plenty of mistakes (punctuation, grammar, sentence structure, and spelling mistakes), editing and revising the first draft in which the writer correct his mistakes, and finally write the final draft without any mistake. "L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on."(Richards and Renandya, 2002, p.303). This clarifies that writing is the most difficult skill, because when you write you have to take these elements into consideration at the same time: coherence and cohesion (chained and arranged ideas and sentences), and pay attention to punctuations, grammar, and spelling (i.e. to write a whole of text, paragraph or piece of writing without grammatical, spelling and even punctuation mistakes).

### **1.3. Language Teaching Approaches and Methods**

There are several approaches and methods may help teachers to teach EFL learners. They are used according to learners' needs and each one of them has its own principles. Some of these approaches and methods are: The Grammar-Translation method, the Direct Method, the Audio-Lingual Method, the Situational Approach, the Communicative Language Teaching, the Silent Way, Suggestopedia, the Total Physical Response, the community Language Learning, and the Competence Based Approach.

#### **1.3.1. The Grammar- Translation Method (GTM)**

It is also called the indirect method; it is an ancient method that was used in learning a foreign language. This method was mostly used to translate from Greek into Latin

because Latin was not a daily language (mother tongue) in Europe in the nineteenth century. And later on, it was used to teach French and English as modern languages at that time "the method was originally used to teach Latin, a language which was not taught for everyday communication. However, the method was gradually generalized to teach living or modern languages such as English, French, etc. It has been used by teachers of English for about a hundred years". (Betti and Al-jubouri, 2014, p.35). It is a method that has no support theories or linguistics that make it an effective and useful method. The focus in this method is on translating the literary texts. There is no need for knowing how to speak the language and teachers trained learners in literature rather than teaching them the language.

Richards and Rodgers (1989) limits its principles as following:

- 1- It is based on memorizing grammar rules and using dictionary in order to understand the foreign language.
- 2- It focuses on reading and writing rather than listening and speaking.
- 3- Acquiring vocabulary depends on the reading texts and are presented with its equivalents in the native language.
- 4- The source language is used to explain the new items and make comparisons between the items of the mother tongue and the target language.

### **1.3.2. The Direct Method (DM)**

It is also known the natural method. After the grammar translation method failed in helping non-native speakers become fluent in speaking the foreign language, the direct method appears to overcome this obstacle and to facilitate communicating in the foreign language. It called "direct" because it is based on teaching the foreign language without referring to or coming back to the source language. "By 'direct' is meant teaching the foreign language, without use of the mother tongue"(Betti and Al-jubouri, 2014, p.38). In direct teaching and learning, the meaning is grasped through listening, body language, gestures, drawing and pictures. A teacher can teach a foreign language just by using gestures or pictures directly without translation "a foreign language could be taught without translation or the use of learners' native tongue if meaning was conveyed directly through demonstration and action" (Richards and Rodgers, 1986, p.9). "Known words could be used to teach new vocabulary, using mime, demonstration, and pictures" (Richards and Rodgers, 1986, p.9). This help using items and vocabularies with the real

meaning. Its main principles as are stated by Richards and Rodgers (1986): First, classroom tasks and activities are explained in the target language directly. Second, only daily vocabulary and sentences are taught. Third, oral communication skills are based on conversations include questions and answers between teachers and students in small sessions. Fourth, concrete vocabulary and taught through objects and pictures, but abstract vocabulary is taught by cohesive ideas. Fifth, some new points of teaching are presented orally. Finally, speech and listening comprehension are taught.

### **1.3.3. The Audio-Lingual Method (ALM)**

In this method teachers discuss the short reading passages. There are no written books used in teaching. They focus on using dialogue in order to teach learners listening and speaking and using drills to train them practice the language "The advocates of this method claim that language is essentially acquired through habits and that response must be drilled until they become automatic and natural" (Betti and Al-jubouri, 2014, p.43). Basically, the goal of this method is the focus on discussion of the content of the passage orally and silent reading with a list of vocabularies. It emphasises on listening and speaking instead of reading and writing The Audio-Lingual Method came as "a reaction to the grammar-translation method and a modification of the direct method" (Betti and Al-jubouri, 2014, p.43).

Betti and Al-jubouri say that "William Moulton, in 1961, summed up the assumptions on which this method is based as follows":

- a- Language is speech, not writing. That is, it is the spoken aspect of language that concerns structural linguists.
- b- Language is a set of habits. This principle means that language is acquired by imitation and practice. Habits are established by stimulus, response and reinforcement.
- c- Teach the language, not about the language. This means that we must teach pupils a set of habits not a set of rules, as the main goal of language learning is to enable pupils to talk in the language and not to talk about it.
- d- A language is what a native speaker says, not what someone thinks they ought to say. This slogan is a strong reaction against prescriptive traditional grammarians who were concerned to make rules about how people ought to speak and write in

accordance with some imposed standards. We should deal with language as it is and not prescribe what other people say.

- e- Languages are different. Languages differ from each in their sounds and structures. Each language is systematic and sufficient to serve the purpose of the community which speaks it. There is no such a thing as primitive language.

### **1.3.4. The Situational Approach**

It is based on "the use of physical demonstration of notions and objects in order to present and practise the structures of language. Actions are stimulated to illustrate the utterances; numerous pictures and other real objects are used" (Betti and Al-jubouri, 2014, p.48). The language is taught according to the daily situations which are presented in dialogue, pictures, videos, songs... etc. For example: the days of the week, greeting someone, situations that need someone's help... etc. Its own limitations are in the following as are listed by Betti and Al-jubouri (2014):

- a. Situations are not graded. They are usually selected at random to serve the purpose of the structures on which they are based.
- b. Learners are not shown how a structure in a particular situation can be used in another.
- c. The utterance and expressions of one social situation are all related to one type. There is little or no deviation from the beginning until the end of the dialogue. In real-life speech we do not generally adhere to the same vocabulary or expressions.

### **1.3.5. The Communicative Language Teaching Approach (CLT)**

It is also called "The Communicative Approach" that appears as a help for non-native speakers and English is a foreign language in their communities. It comes to facilitate communication to workers who need to communicate with foreigners in their work. "The approach was designed to meet the needs of adult learners, tourists or people engaged in academic, cultural, technical or economic activities" (Betti and Al-jubouri, 2014, p.49). The syllabus in this approach is designed according to the learners' needs. The basic principles of the communicative approach are as Betti and Al-jubouri set:

- a) Unlike the audio-lingual method, the communicative approach gives priority the semantic content of language learning. That is, pupils learn the grammatical form through meaning, and not the way round. This new strategy helps the learners apply what they have learnt of the linguistic knowledge, without any difficulty, to real life situations involving interactive processes.
- b) The theory of language learning underlying the approach is holistic rather than behaviouristic. It assumes that "language acquisition depends not only on exposure to environmental stimulation but also on specific innate propensities of the organism"(Hwang1970). Thus, language acquisition is seen as a creative process, not a stimulus-response process is rejected.

## **1.4. The Humanistic Approaches**

Humanistic approaches are approaches of teaching English which are not like the approaches and methods mentioned before. They focus on how to learn the language rather than how teach it. These approaches are: The Silent Way, Suggestopedia, Total Physical Response, and the Community Language Learning.

### **1.4.1. The Silent Way**

From its name, it is deducted that in this method the teacher has a passive role. He does not speak as much as learners speak because in this approach the focus is totally on students' performance, reaction and attitudes...etc. The teacher speaks when necessary. Its main objectives are: Firstly, to facilitate the basic elements of the target language to beginners orally and aurally. Secondly, to help learners speak fluently in the target language, correct their pronunciation. Thirdly, to enable learners practise grammar pronouns, quantifiers, adjectives of comparison...etc.

### **1.4.2. Suggestopedia**

It deals with music and rhythm particularly in teaching and learning a foreign language "A most conspicuous feature of Suggestopedia is the centrality of music and musical rhythm to learning" (Richards and Rodgers, 1986, p.143). It is a method that was developed by George Lozanov "Suggestopedia is a method developed by the Bulgarian psychiatrist-educator Georgi Lozanov" (Richards and Rodgers, 1986, p.142). Suggestopedia aims to enable learners to communicate make proficient and quick conversations.

### **1.4.3. Total Physical Response (TPR)**

It is "a language teaching method built around coordination of speech and action; it attempts to teach language through physical(motor) activity. Developed by James Asher"(Richards and Rodgers, 1986, p.87). Children respond to instructions and commands physically before they produced them orally. The movement inside class creates a comfortable atmosphere for learners to facilitate learning. Asher emphasises on developing the comprehension skills of students before teach them to speak English. Teacher mostly uses physical activities in teaching EFL learners because young learners interact with activities that need movement and act. Its main objectives are to enable learners speak the target language proficiency and fluently at a beginning level. Also to teach speaking skills and comprehension is the largest aim.

### **1.4.4. Community Language Learning (CLL)**

This method was developed by Charles A. Curran and his supporters. It was in the past as an example of "humanistic approach" as Richards and Rodgers(1986) say "Within the language teaching tradition Community Language Learning is sometimes cited as an example of a "humanistic approach"(p.113). In this method the teacher helps learners communicate with the target language(L2) when they need. He translates the message into the foreign language. It is a relationship between teacher who tells learners what is right and what is wrong (i.e. he is a guide and adviser) and learners who are followers in community language learning classroom.

### **1.5. The Competency Based Approach (CBA)**

This approach is based on competence which means the ability or capacity of doing something properly and to know how to behave and act. It focuses on the student as a responsible of his level and his progress in learning the foreign language if he masters it or not. The teacher has a passive role in this approach. He is a helping tool for the student, and the student is the one who knows his needs in learning English. What is important in this approach is that the learners become able to perform and practise the foreign language(i.e. they master it). It is defined as "an approach to education that focuses on the student's demonstration of desired learning outcomes as central to the learning process" (Teach Thought Staff, 2018). This means that this approach focuses on learners. They are free to choose what they want to learn.

## **1.6. Conclusion**

In this chapter, we tackle a literature review about the usefulness of teaching the four skills and definitions of language teaching approaches and methods and its principles. Those approaches and methods are as follows: The Grammar Translation Method, the Direct Method, the Audio-Lingual Method, the Situational Approach, the Communicative Language Teaching Approach, the humanistic approaches that are the Silent Way, Suggestopedia, the Total Physical Response, the Community Language Learning, and finally the Competency Based Approach. We have tackled the importance of teaching the language skills to EFL learners that enables students express and master the language. We highlighted the backgrounds of each method and its principles that teacher should take into consideration and use them according to his/her learners' quality and the objective of the lesson in order to make students interaction in class (i.e. make them active in the lesson). We have mentioned the principles of each approach and method alone.



**Chapter Two: Using  
Songs to Teach  
English**

## **Chapter Two: Using Songs to Teach English**

### **2.1. Introduction**

Songs are one of the most beneficial and useful aids that facilitate teaching and learning English a foreign language. Most of teachers who use this method find that using songs in teaching is motivational way for students. This chapter aims to investigate the important and the usefulness of songs as a helping tool in teaching process in titles followed by subtitles carry out some examples and evidences that demonstrate the usefulness of songs which make it a means of joy exciting and learning.

### **2.2. What is a song?**

A song is a combination of meaningful words and sentences that are linked to each other and have tones, intonation and rhythm "a song is a short piece of music usually with words. It combines melody and vocals, although some composers have written instrumental pieces, or musical works without words, that mimic the quality of a singing voice" (Pratiwi, 2018).

### **2.3. Teaching Pupils through Songs**

Songs are around everybody's life. They help students discover themselves, their capacities and competences, help them overcome anxiety and shyness, and increase self-confidence, which leads to creativity. Learners like listening to, repeating and memorizing songs which facilitate both the process of teaching for teachers and the process of learning for learners. They pick up some ideas and behaviours from songs such as way of dressing, how to great people, how to behave with people who are older than them.

### **2.4. Songs and Motivation**

There is no learning without motivation. If the student is not motivated in learning English, he/she will never develop and progress. Motivation creates creativity, and songs motivate learners in learning the foreign language especially English "songs are useful teaching aids which raise and maintain students' motivation, especially in cases when they are catchy and supported with colourful visuals, realia (objects from real life used in classroom instruction), and movement"(Dzanic and Pejic, 2016). This goes with young students, because they like movement and action more and they don't like stay calm and

silent at all "Songs have strong influence on young learners and their motivation to learn English"(Dzanic and Pejic, 2016).

## 2.5. Advantages of Using Songs

### 2.5.1. Songs help to teach and learn grammar

Integrating songs in grammar lesson is very beneficial. For example, the learners can memorize irregular verbs by singing them. Yet, memorizing these verbs works better if all of their endings rhyme similarly; thus, the songs will give a unique rhythm and tone while singing. Here is an example of that:

Infinitive	Past Simple	Past Participle
To choose	Chose	Chosen
To speak	Spoke	Spoken
To steal	Stole	Stolen

*Table1: Irregular Verbs with same ending in simple past and past participle.*

Infinitive	Past simple	Past Participle
To bet	Bet	Bet
To cut	Cut	Cut
To hit	Hit	Hit
To let	Let	Let
To set	Set	Set

*Table2: Irregular Verbs with similar form in past simple and past participle.*

Another way to facilitate teaching and learning grammar is singing the tenses. Teacher presents a song that contains conjugated sentences in particular tense. For example, the following is an excerpt from a song using the present continuous. The students here learn how to build a simple sentence and the structure of asking a question. Here an example as it is written by Hancock(1998):

*Johnny's playing football*  
*He's wearing all his school clothes*  
*and getting very dirty*  
*Johnny! Your mother's coming!*  
*Johnny! Your mother's coming!*  
*Mary's eating chocolate*  
*Mary's eating chocolate*  
*She's eating lots of chocolate*  
*and now she isn't hungry*

This song is on the form of slow version, it "is an echo-chant: each time the lead singer sings a line, the backing vocals repeat the line"(Hancock, 1998, p.14). It is about children telling tales on each other, for example in the first line, someone's shouting and saying that Johnny is playing football in his school clothes... etc.

Through repeating this song, learners learn the structure of conjugating verbs in present continuous while memorizing it.

The second example is about "Wh" question and conjugated verbs in present simple tense. Hancock(1998) states a song as an example and here is an excerpt from it.

*I have got a friend and his name's John*  
*Where does he come from?*  
*Hong Kong!*  
*John goes to school at half past nine*  
*When does he come home?*  
*At five!*  
*John plays football some weekends*

### **Who does he play with?**

***With friends!***(p.18)

This song has a form of dialogue. One voice begins a conversation about friends. The other voice displays interest in the conversation by asking for more details. The story gradually emerges that there is a love triangle between friends mentioned: John loves Jill, but Jill loves Jim.

This song enables students conjugate the verbs in present simple and give them an idea about the structure of using "Wh" question and how the answer should be (i.e. who= to ask about person, where= to ask for place and when= to ask about time).

#### **2.5.2. Songs help to acquire vocabularies**

Songs help students memorize words and terms easily so that they can able to master and practice the language easily. To achieve this goal, the following points should be taken into consideration: First, using songs without lyrics to introduce songs without its lyrics. Second, the song should be also linked to the learners' quality which will be stated under "Materials Using in Classroom". Third, it should be interest with delightful rhythm. Fourth, it should contain vocabularies easily spelled and pronounced with simple words. Finally, he/she is expected to select the appropriate song that has relation to the topic of the lesson and attract the attention of students. So when teacher introduce a song contains actions and movements; for example, the names of body parts, learners will perform and imitate the actions and movements spontaneously (i.e. imitate the instructions like "touch the nose", "shake hands", "raise your hands", "go next to the door", "sit down", "stand up"...etc).

#### **2.5.3. Songs help to teach and learn pronunciation**

Students sometimes come across some words that share both spelling and pronunciation. These words are called Homonyms. The latter causes a difficulty to learners in making distinctions between words. It is; however, through songs that they become able to distinguish between those words; for example *bark = the layer of a tree+ the sound of a dog*, *fair = beautiful+ equitable*, *current = up to date+ flow of water*, *rock = a genre of music+ a stone*. Songs help learners recognize, differentiate and produce the words having same spelling and pronunciation.

#### **2.5.4. Songs helping in teaching the four skills**

The four skills are important in teaching process especially in teaching EFL learners. Songs are one of the most appropriate helping tools that make teaching easier for teachers as well as learning easier for learners.

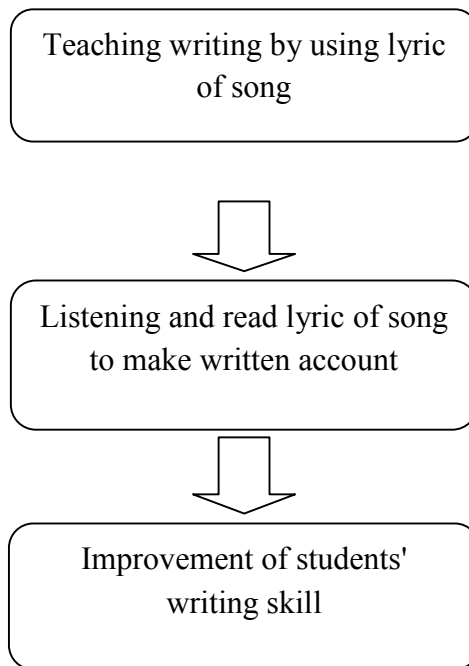
##### **2.5.4.1. The Use of Songs in Listening and Speaking**

Listening, as it is mentioned before, is the first skill that children learn. It is the first thing that children do; they enjoy listening to music and songs. Through repeating the listening process, students develop their listening and speaking skills especially when the song includes words with similar spelling and pronunciation; they pay attention and listen to them carefully in order to distinguish, recognize and produce those words and terms correctly. Sevik(2012) wrote "Musical expression is an essential part of the human experience, and children respond enthusiastically to songs and welcome them". He also wrote "Songs can be one of the most enjoyable ways to practice and develop listening skills".

Songs are one of the reasons that can improve pronunciation and accent of learners which enable them differentiate between sounds that are similar and help them speak English fluently. Moreover, students develop their speaking skills when they: comment on a song presented in class, guess the topic or the title of the song, express orally their opinions and feelings about song presented. Sevik emphasizes "that most effective way to teach listening comprehension, pronunciation and dictation to young learners is through songs" (2012, p.11).

##### **2.5.4.2. The Use of Songs in Reading and Writing**

While students read the lyrics of the song, they may grasp some contexts to use in their daily life and learn new vocabulary. While the teacher asks students to find synonyms and opposites of some words in the song, or asks them to rewrite the song with different words by keeping the same meaning, or asks them write their opinions about the song, they are practicing the writing skills. As a result, presenting songs with its lyrics is the best way to improve the writing skills as shown in the following figure the following figure:



*Figure1.* The importance of lyrics to improve students' writing skills (Suardin, 2017,p.21).

## **2.6. Pupils work with Songs**

Students interact physically and mentally with songs and enjoy listening to music and repeat them in their daily life. Teaching through songs helps develop learners' level in English and overcome psychological problems such as shyness, anxiety, hesitation and stress. Young learners have a strong relationship with songs especially "Listen and Do" songs because young pupils in their innate and habit are very active and vital they cannot stay calm and silent at all.(Sevik, 2012, p.11).

## **2.7. Kinds of Songs Used in Class**

The kind of the song used in class depends on the object of the lesson and the needs of learners. Teacher may use: Karaoke in order to examine concentration of pupils as well as listening skill and pronunciation. In addition to Rock and Roll, Pop songs, Jazz, Folk songs and slow version and chants. Sometimes teacher needs to merge and mix between two or more kinds. What is important is to deliver the message appropriately and achieve the goal of lesson plan and the song used.

## **2.8. Materials Used in Class**

Teacher should first know the characteristics of his/her learners before knowing what kind of materials should be used so that he/she can choose the appropriate method and materials for them. The characteristics of young learners of 5-7 years old are as Scott and Yteberg(1990):

- They talk what they are doing.
- They tell you about what they have done or heard.
- They can plan activities.
- They can argue for something and tell you why they think and what they think.
- They can use logical reasoning.
- They use their vivid imaginations.
- They use a wide range of intonation pattern in their mother tongue.(p.1-2)

Therefore, the characteristics of 8-10 years old are:

- ⇒ Their basic concepts are formed. They have very decided views of the world.
- ⇒ They have definite views about what they like and do not like doing.
- ⇒ They are able to work with others and learn from others.
- ⇒ They have developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.
- ⇒ They can tell the differences between fact and fiction. (1990, p3-4).

These characteristics enable teacher know the level of his/her learners which facilitate choosing materials, teaching process itself, and grouping students.

Here are some characteristics that pupils share according to Brumfit(1995):

- Young learners are only just beginning their schooling, so that teachers have a wide opportunity to mould their expectations of life in school.
- As a group, young learners are potentially more differentiated than secondary or adult learners.
- They tend to be keen and enthusiastic learners, without the inhibitions which older children sometimes bring to their schooling.
- Their learning can be closely linked with their development of ideas and concepts, because it is close to their initial experience of formal schooling.



- They need physical movement and activity as much as stimulation for their thinking and the closer together these can be the better. Young learners are different from secondary or adult learners. Young learners are enthusiastic learners and they need physical movements and activities to stimulate their thinking.

Thus, the teacher chooses materials according to learners' level and characteristics.

There are several materials that can be used in classroom to facilitate learning the language such as handouts, data show DVDs, pictures, instruction given by the teacher...etc. They can be "... anything which is deliberately used to increase the learners' knowledge and/or experience of the language"(Tomlinson, 2011, p.2).

Knowing students' quality helps teacher select the materials used while teaching whether they are videos, data show, CD's and loudspeaker. Blackboard and handouts also can be used.

Teacher may use:

- ❖ ***Videos and Data show***: in which the teacher presents the song in the form of videos and let learners follow, repeat, interact with and apply the instruction. Teacher uses data show in order to present the song obviously and makes it clear for students who are sitting in the back of class. Sometimes teacher sings with learners which is something good.
- ❖ ***CDs, Tapes and Loudspeaker***: that produce rhythm and words of the song clearly and loudly which grasp the intention of the learners.
- ❖ ***Black board and Handouts***: in which teacher writes the song with its lyrics on the board or prints in order to avoid spelling mistakes. (Tomlinson, 2011, p.2).

## 2.9. The Role of Teacher

The teacher has several roles that facilitate the use of songs in the classroom. His role changes according to the needs and characteristics of learners. He may involve himself in the song and sing with the learners, the matter which excites and motivates them better. The teacher plays different roles in the classroom.

- 2.9.1. **Controller:** teacher controls the progress of activities in class, tells students what to do, so they follow his instructions. There are several times when the teacher works as controller like when telling students what kind of songs will be used in class, and he controls their interaction with songs. He observes students' interaction towards songs. (Harmer, 2001, p.58).
- 2.9.2. **Organiser:** organizing students is one of the most important roles of the teacher. He organises them in pairs or groups and informs them how they are going to act, explains to them what is the aim of using that activity, and introduces them the activity they are going to do in order to understand it and attract their attention. They will be enjoyed and excited. (2001, p.58)
- 2.9.3. **Assessor:** after evaluating learners, teacher assesses their level; who progresses who does not. But before assessing them, they need to know for what they will be assessed ; for instance, telling them *I will focus in this exercise song on pronunciation and grammar*. Students then they will try to produce words properly, pay attention to grammar rules and avoid grammatical mistakes as much as they can. (2001, p.60)
- 2.9.4. **Participant:** teacher gets involved with the learners in some activities as a participant. Therefore, they enjoy having teacher with them which creates a comfortable atmosphere for the learners. (2001, p.61)
- 2.9.5. **Corrector:** while singing, students make mistakes. The role of teacher here is to correct their mistakes especially when they sing the song for the first time.

## 2.10. Conclusion

To conclude, using songs is a motivating way that enhances the learners' creativity. We tackled in this chapter the significance of using songs to teach English as a foreign language. We have tackled some materials that can be used by teacher in a lesson according to his/ her aim and students level with the cooperation of teacher with his/her learners. Many students move on their problems of shyness, anxiety, and hesitation especially when the teacher sings with his/her pupils together or performs with them. We deduce from this chapter that songs are the most preferable tool that helps learners develop their grammar, spelling, pronunciation, vocabulary and knowledge. They also enhance students' listening, reading, speaking and writing.



# **Chapter Three: The Case Study**

## **Chapter Three: The Case Study**

### **3.1. Introduction**

This chapter, the practical part, starts first with the method used in collecting data. And in a small part we give a description of teachers and students' questionnaires who are the participants of the case study. The chapter also contains a sub part dealing with the analyses of both teachers' and students' questionnaires. Finally, the chapter tackles the discussion of the results obtained from the study. The chapter also contains a sub part dealing with the analyses of both teachers' and students' questionnaires. Finally, the chapter tackles the discussion of the results obtained from the study.

### **3.2. Research Method**

We tend to use questionnaires fulfilled to teachers and learners in order to collect data. These questionnaires facilitate collecting data and gathering information. They include easy questions that take a short time to be answered.

### **3.3. Teachers' Questionnaire**

The teacher's questionnaire in the current study contains thirteen questions divided into two parts. The first part includes general information that includes gender of participant, and the second part includes the rest of questions in which we focus on the importance of using educational songs to teach EFL learners and how much it is useful and helpful for teachers and learners. The questionnaire clarifies if teachers notice any progress in their students' level, the reaction of pupils towards song activities and the obstacles they face when using them.

### **3.4. Students' Questionnaire**

In the students' questionnaire, we have tackled eight questions that were translated into Arabic since we dealt with first year middle school pupils. But we were obliged to include second year students as well to help us getting enough information since the duration of sessions is not enough to integrate songs in teaching English this year, that is the teacher has only forty five minutes to present his/her lesson and this short period of time is not enough for a teacher to present the lesson in a form of song. He/she needs at least sixty minutes (one hour) to do so. Teachers did not have the chance to use educational

songs while teaching. We didn't get the chance to explain the questions personally for pupils in order to have clear and correct answers, but teachers do so instead. So those eight questions show us how much pupils get benefits from the use of songs in teaching a foreign language especially English.

### 3.5. Sample of Study

The questionnaire of students was given to first year and second year classes in Louled M'hammed middle school and Djaafer Ben Abi-Taleb middle school. However, teachers' questionnaire was given to teachers of English in the following middle schools: February 13<sup>th</sup>, 1960 middle school in Reggane, Louled M'hammed middle school in Berrich- Sali- Reggane, Kouidri Ahmida middle school in Bahou- Sali- Reggane, Mahdjoub Mohammed middle school in Timadanine- Reggane, Djaafer Ben Abi-Taleb in Timmi- Adrar. And it was sent to a female teacher from Saggia middle school in Talmine- Timmimoun. Ten answers were received from teachers and one hundred ninety-eight answers from pupils.

### 3.6. Analysis of Teachers' Questionnaire

#### Answer01

#### How many year have you been teaching English

	Frequency	Percentage
1-10years	6	60%
11-19years	4	40%
Total	10	100%

Table1: Teaching Experience

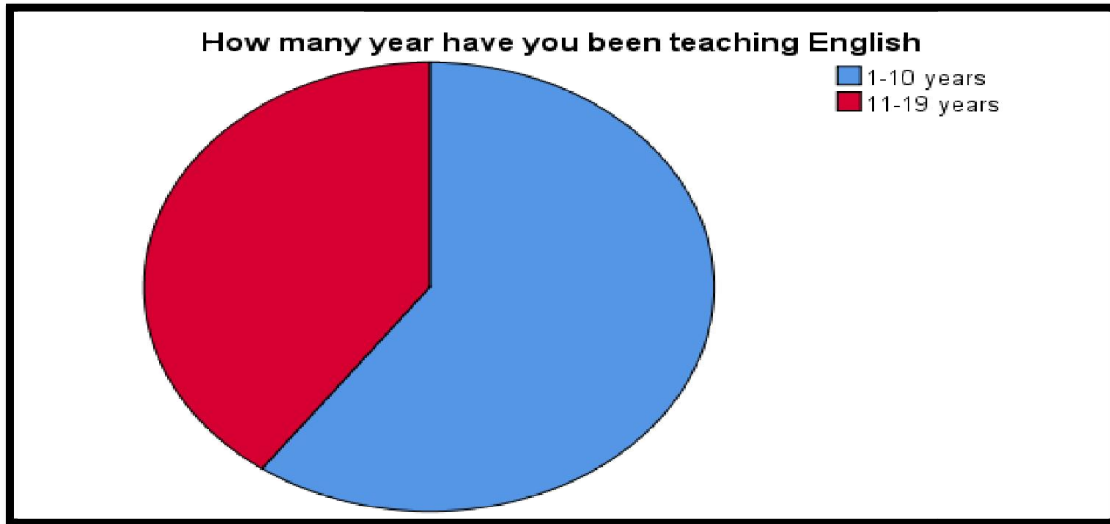


Figure1: Teaching Experience

- \* 60% of teachers have been teaching English from one to ten years, whereas 40% of them have experienced teaching from eleven to nineteen years. But on teacher has an experience of teaching from twenty years and more.

## Answer02

Do you use educational songs in your class

	Frequency	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

Table2: The use of educational songs

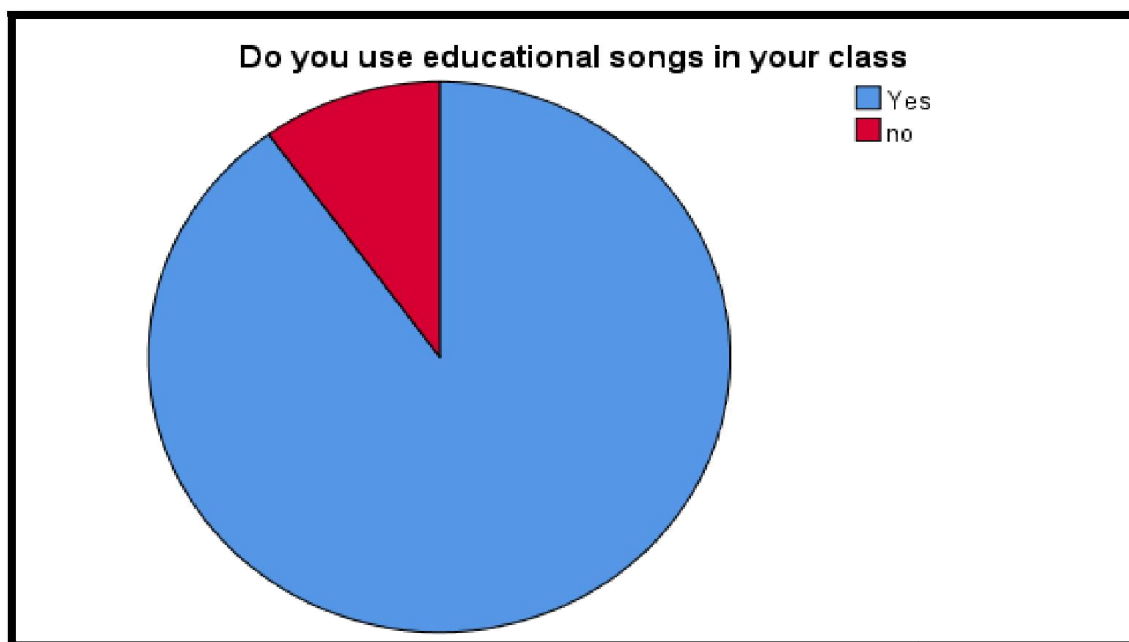


Figure2: The use of educational songs

The table and the pie chart clarify that 90% of teachers use educational songs in their classes. However, 10% do not.

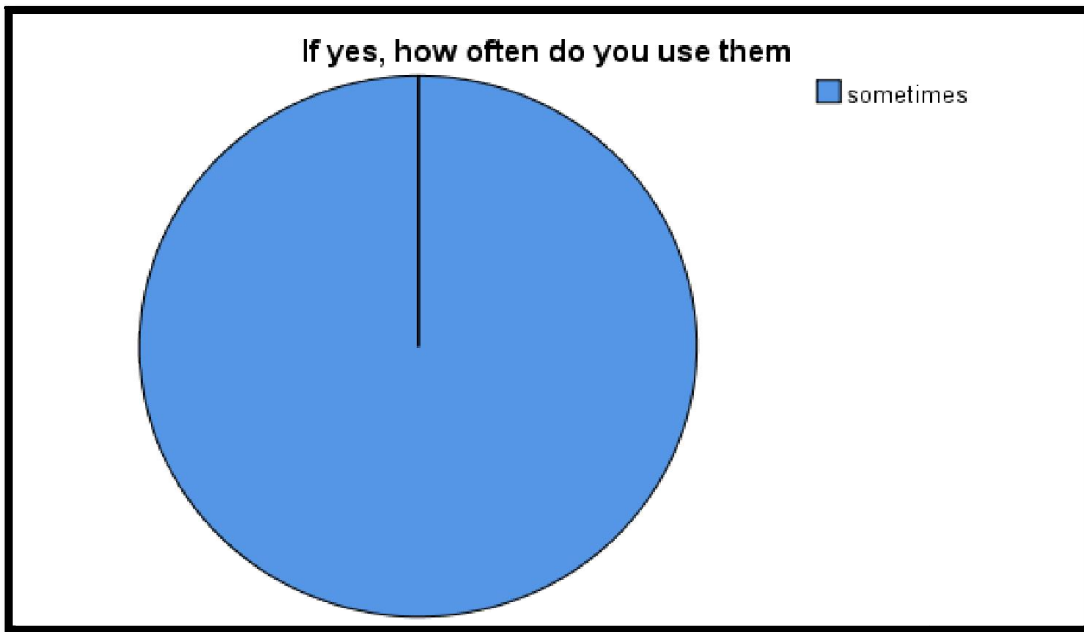
### Answer03

If yes, how often do you use them

	Frequency	Percentage
Sometimes	10	100%

Table3: The frequency of using songs by teachers





*Figure3: The frequency of using songs by teachers*

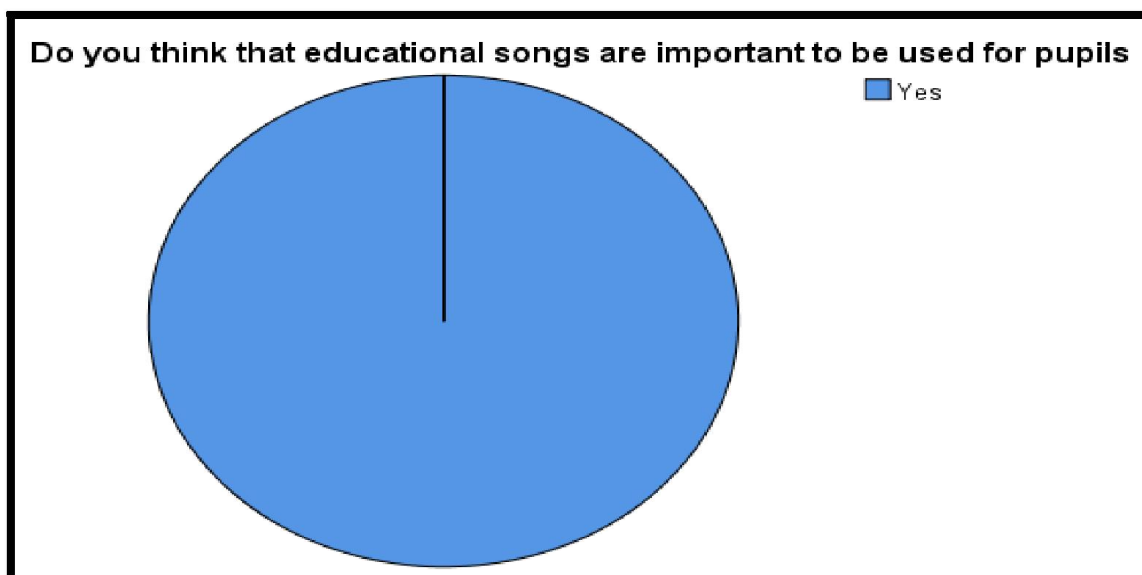
- \* All teachers say that they sometimes use songs in their lessons and nobody say that he/she always or never uses them.

**Answer04**

**Do you think that educational songs are important to be used for pupils**

	Frequency	Percentage
Yes	10	100%

*Table4: The important of using educational songs for pupils*



*Figure4:*The important of using educational songs for pupils

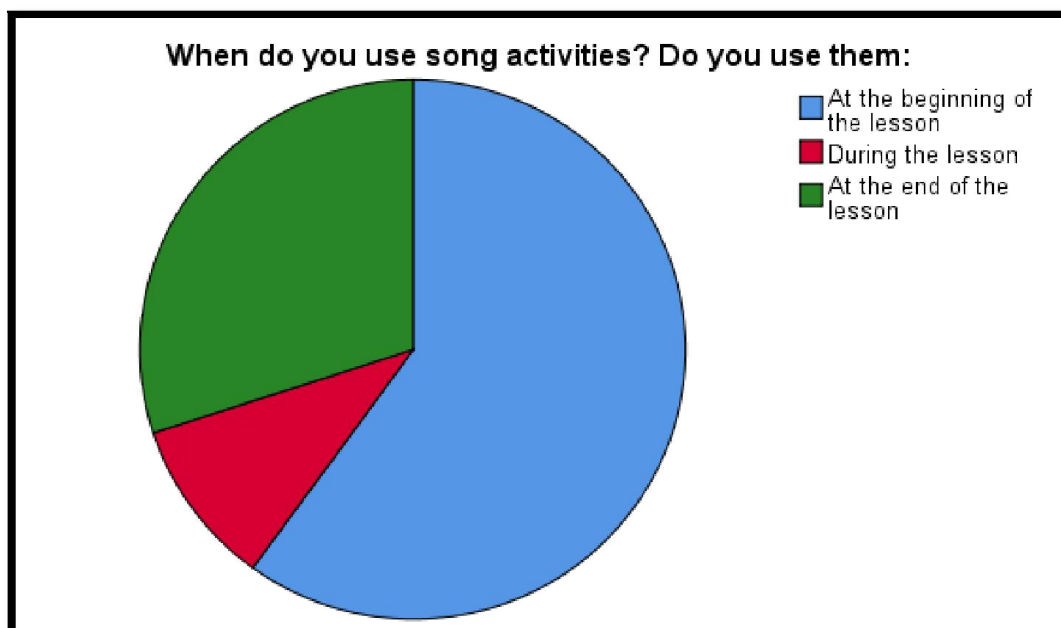
- \* All participants agree that educational songs are important to be used for pupils. Teachers are asked to justify their reasons, their answers are as follows:
  - Songs help learners to improve their vocabularies and they are easier to be learnt.
  - They help learners acquire the language and encourage them to practice language and articulate or pronounce its words and expressions correctly.
  - They facilitate the teaching and learning process more than in the classical methods.
  - A song is a kind of involving learners in the lesson, and helps the teacher to achieve his/her objective of the lesson easily.
  - It breaks the routine and makes pupils enjoy learning the language.

### Answer05

**When do you use song activities? Do you use them:**

	Frequency	Percentage
At the beginning of the lesson	6	60%
during the lesson	1	10%
At the end of the lesson	3	30%
Total	10	100%

*Table5:* When to use song activities



*Figure5: When to use song activities*

- \* From the table and the pie chart we deduce that 60% of teachers use songs activities at the beginning of lesson, 10% of them use songs during lesson. Yet 30% of teachers use them when they end the lesson.
- \* After that, in the sixth answer teachers are asked to justify their choices. For teachers who use songs at the beginning of the lesson here are their justifications:
  - To establish a good atmosphere and help pupils know what the lesson is about. A teacher uses them at the beginning as a lead in or ice breaking.
  - A teacher's aim is to attract learners' attention, break the ice and prepare learners for the lesson.
  - To make the learners know what they are going to learn in the lesson.
  - A teacher uses songs at the beginning as a hint to make learners know what they are going to do in the lesson.
  - To warm students and introduce the lesson for them.

For teachers who choose the second answer, they justify their answers as follow: We aim to

- \* present the language form in a funny way.

- \* facilitate the activities of the lesson.
- \* make students get involved in the lesson, so she uses a song as a part of the lesson.
- \* build the lesson when the aim is to listen and repeat, listen and fill the gaps, listen and guess the meaning.

Whereas, teachers who say that they use songs at the end of the lesson their aims are to:

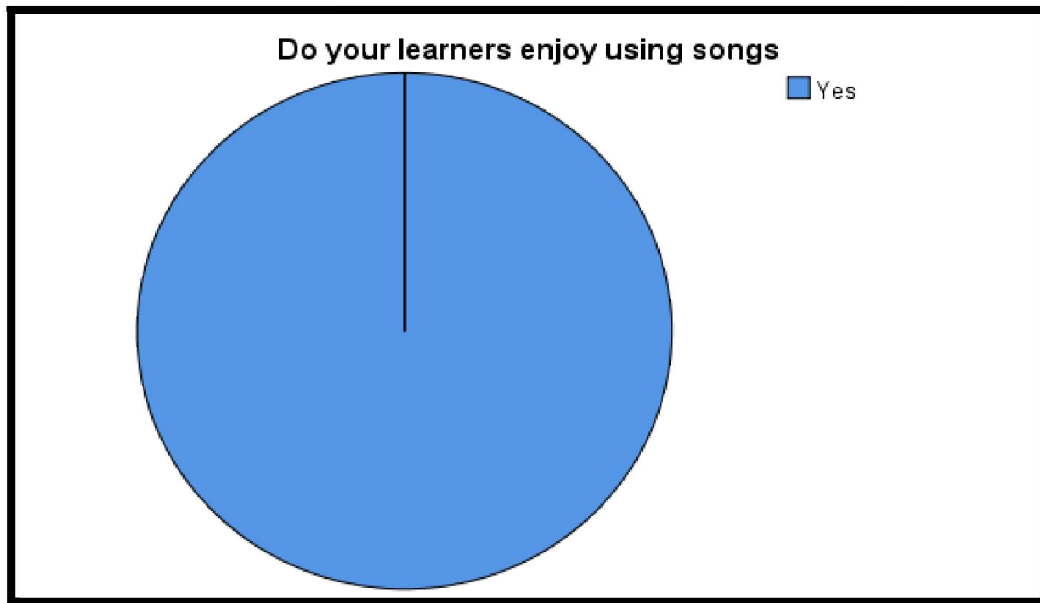
- Reinvest the knowledge that the learners have taken during the lesson.
- Change the routine and refresh the learners' energy.
- Recapitulate the learners' understanding.
- Have fun when the teacher finish the lesson.
- Motivate learners and create a suitable atmosphere full of joy and happiness after tiring and boring lessons.

### **Answer07**

#### **Do your learners enjoy using songs**

	Frequency	Percentage
Yes	10	100%

*Table7:* The reaction of pupils towards using songs



*Figure7:* The reaction of pupils towards using songs

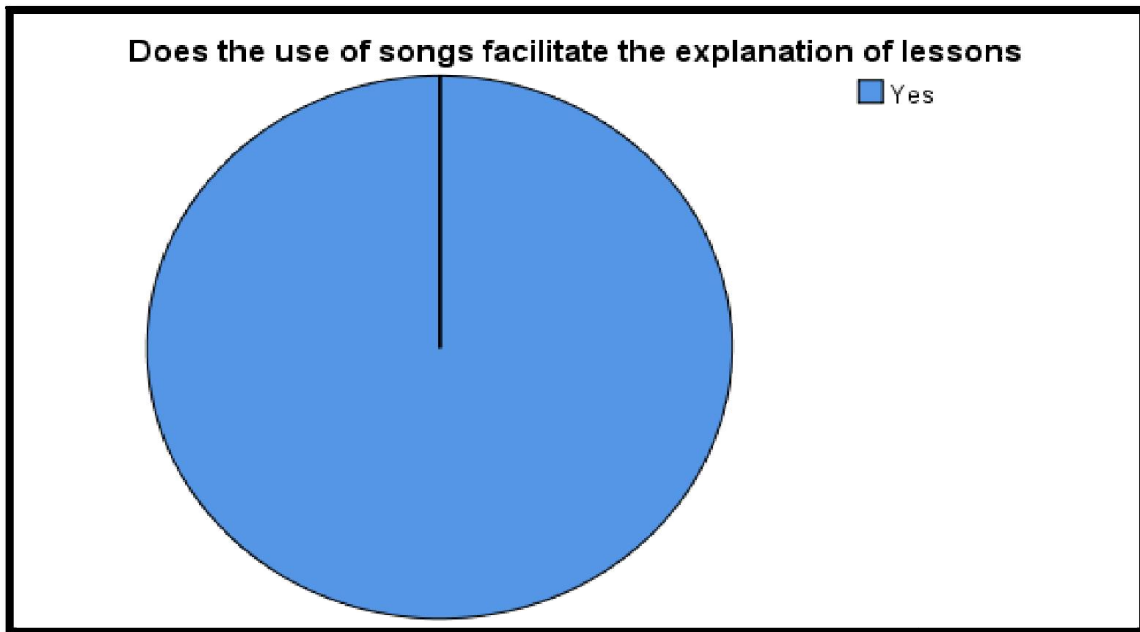
- \* All participants confirm that their learners enjoy the use of songs in classes. No one(0%) of them deny that.

### **Answer08**

**Does the use of songs facilitate the explanation of lessons?**

	Frequency	Percentage
Yes	10	100%

*Table8:* The influence of using songs on explaining lessons



*Figure8:* The influence of using songs on explaining lessons

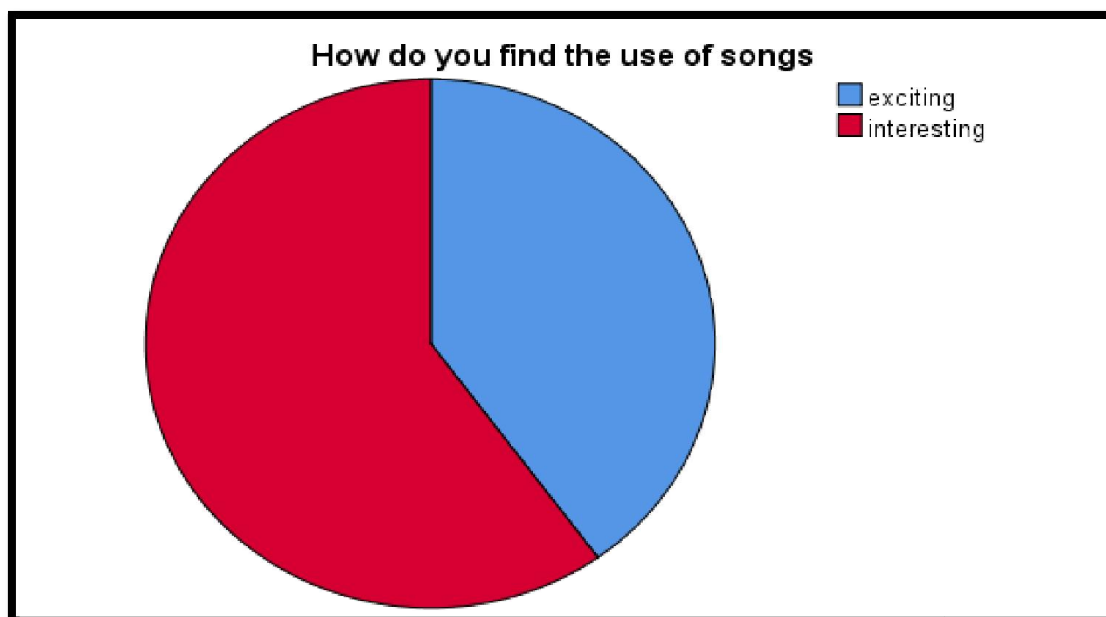
- \* As we see in the table and the pie chart above all participants agree with the idea of facilitating the explanation of lessons through using songs and no teacher disagrees with that.

### Answer09

#### How do you find the use of songs

	Frequency	Percentage
Exciting	4	40%
Interesting	6	60%
Total	10	100%

*Table9:* How do teachers find the use of songs?



*Figure9:* How do teachers find the use of songs?

- \* 40% of the teachers find the use of songs in class exciting, while 60% of them find it interesting. But no one (0%) of them says that using songs is something uninteresting.

### **Answer10**

- \* We asked teachers what kind of academic songs they use; their answers were as are in the following:
  - ✓ Six teachers (60%) say that they use any song related to the lesson according to the topic, learners' level and the aim of lesson.
  - ✓ Two of them (20) say they use songs that are for beginners, because they have easy content and familiar vocabularies.
  - ✓ A teacher says that she uses simple songs that fit the learners' abilities and knowledge.
  - ✓ Another one says that she uses educational songs that are related to the program and let the students be familiar with the language such as "Hello" song, "Days and Months" song, "Numbers" song and "Family" song.

## Answer11

- \* In question 11 we asked teachers the way did they present songs activities and the reason(s) behind doing so. Here are some of their answers:
  - Two teachers (20%) say that they present a song orally and ask students to listen carefully and to listen again and repeat. They do so because a song sung by a native may not seem clear for beginners in terms of pronunciation. So the teacher adapts it as possible.
  - Three others (30%) say that they use the audio visual materials like data show that makes learners hear and see clearly.
  - Five of them (50%) say that they use lines or groups; they ask each line or group to listen and repeat so that learners can perform correctively and achieve the objective of the lesson while using sentence completion to improve students' levels.

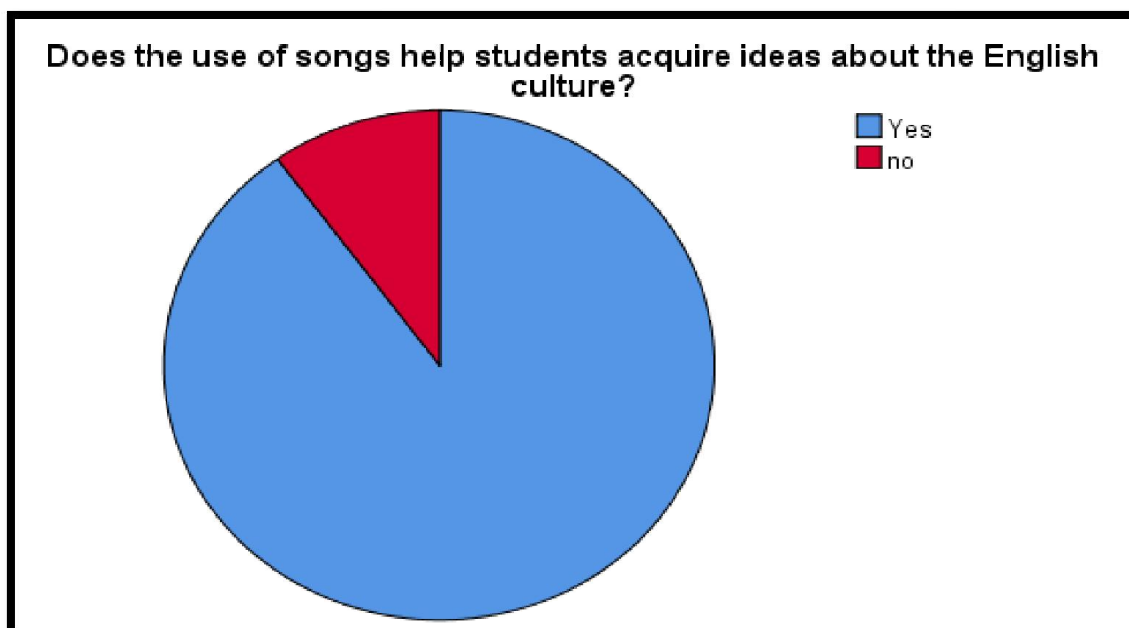
## Answer12

### Does the use of songs help students acquire ideas about the English culture

	Frequency	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

Table12: The use on songs and the target culture





*Figure12: The use of songs and the target culture*

- \* As we see above 90% of the participants find that their students acquire new ideas about the target culture. Whereas, 10% of them say that they don't.

### **Answer13**

- \* The difficulties that teachers face when using songs are:
  - A teacher said “The first thing and most of all is timing (time) that is things do not go as you plan to and the second thing is adaptation that is a teacher tries to adapt a song according to his/her learners' level so that they can perform appropriately, but he/she cannot find a way to it”
  - Four teachers(40%) said that they face the obstacles of shorten time when using data show and time consuming because a song activity takes a long time to be presented than the usual ones.
  - Two teachers (20%) suffer from lack of materials expected to be provided by the administration in classes.
  - Lack of sources needed by teachers such as songs of simple and understood lyrics with familiar words.
  - Shyness of learners who hesitate to practise songs as a part of the lesson (especially pupils aged between 15 and18 years old).

- Most of the time teachers confront the difficulty of shyness of the learners who hesitate to practise songs as a part of lesson (especially pupils aged between 15 and 18 years old).
- Teachers sometimes are obliged to repeat words of a song for low level learners.

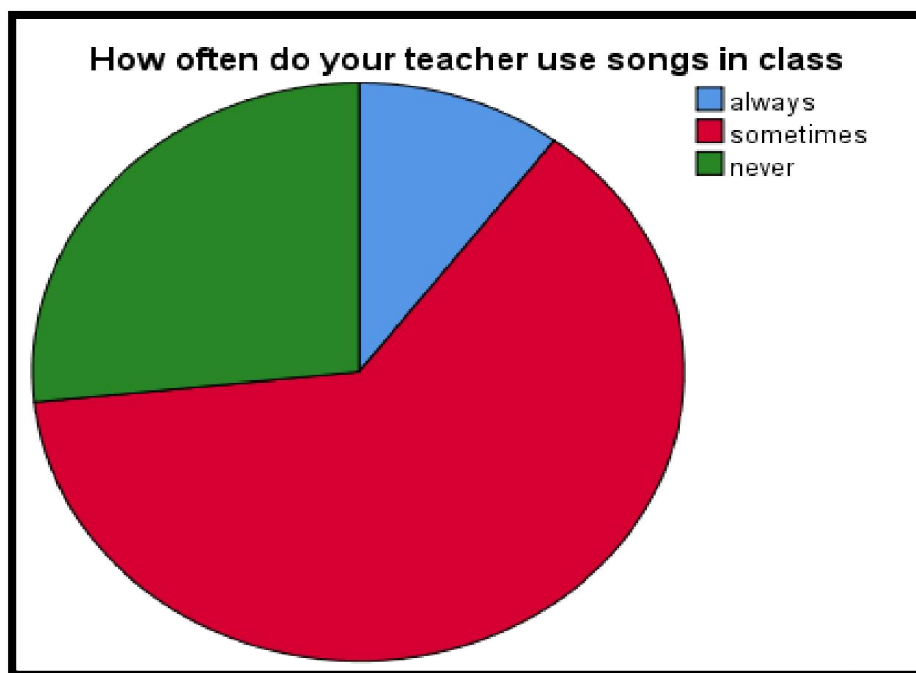
### 3.7. Analysis of Students' Questionnaire:

#### Answer01:

**How often does your teacher use songs in class?**

	Frequency	Percentage
Always	20	10,1%
Sometimes	123	62,1%
Never	52	26,3%
Missed answers	3	1,5%
Total	198	100%

*Table1:* The frequency of teacher's use of songs



*Figure1: The frequency of teacher's use of songs*

- \* As the results above show 10.1% of students say that their teachers always use songs in their classes, 62.1% of them confirm that their teachers use educational songs during their lessons ,and 26.3% of the pupils say that their teachers never use songs. 1.5% of the informants didn't answer at all.

## Answer02

### How do you prefer working in class?

	Frequency	Percentage
Solo	29	14,6%
In pairs	59	29,8%
In group	103	52,0%
Missed answers	7	3,5%
Total	198	100%

*Table2: Preference working in class*

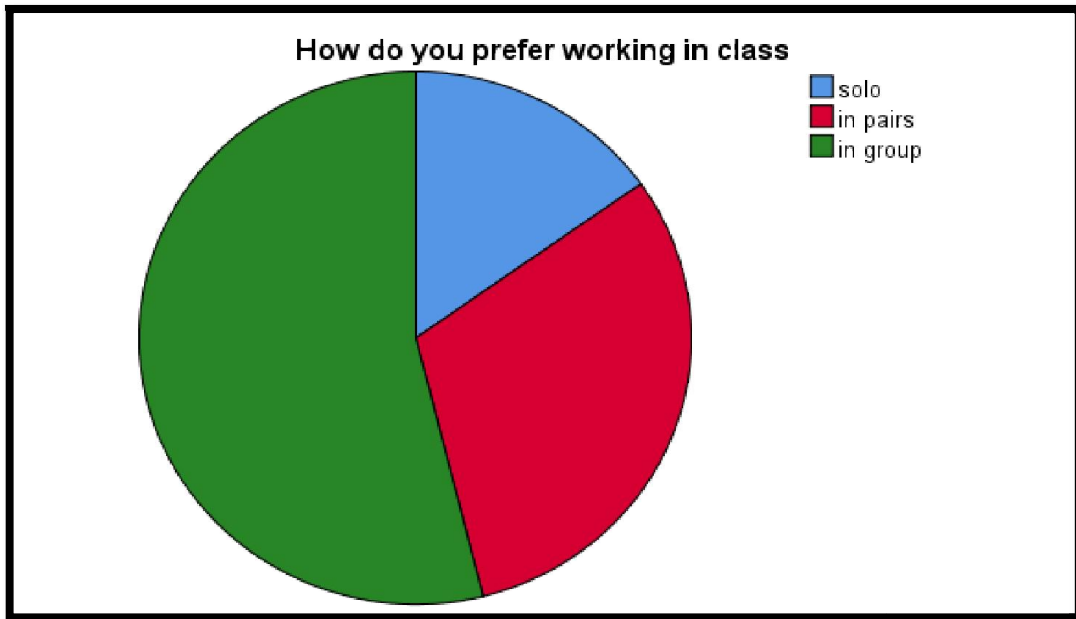


Figure2: Preference working in class

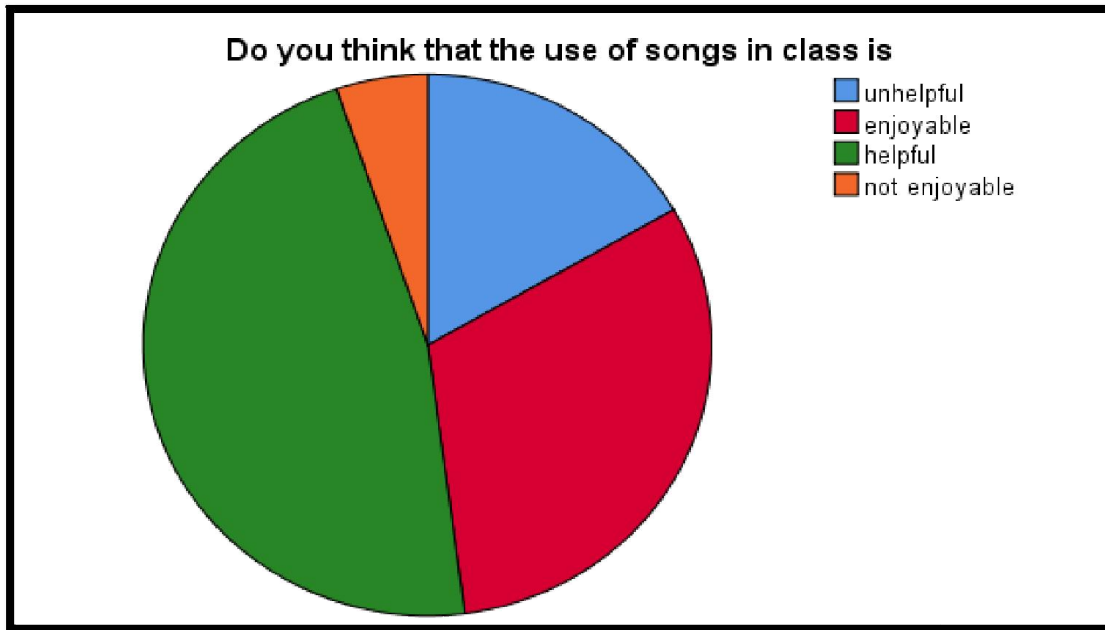
\* The result shows that 10.1% of the pupils prefer solo work; whereas, 29.8% of them prefer pair work, and 52% of them prefer working in groups. But 3.5% are missed answers.

### Answer03

**Do you think that the use of songs in class is**

	Frequency	Percentage
Unhelpful	32	16,2%
Enjoyable	61	30,8%
Helpful	88	44,4%
Not enjoyable	10	5,1%
Missed answers	6	3,0%
Total	198	100%

Table3: Students' opinions about using songs in class



*Figure3:* Students' opinions about using songs in class

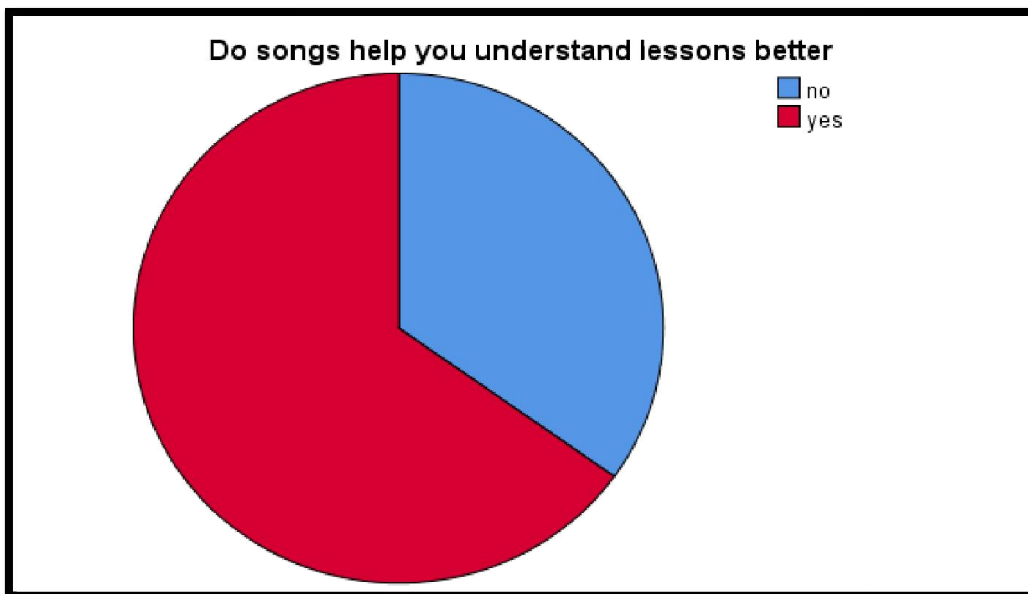
- \* We deduce from the table and pie chart that 16.2% of the requested students think that using songs is unhelpful for them. However, 30.8% of them say that using songs in class is enjoyable. 44.4% of them confirm that the use of songs is something helpful, and 5.1% of the pupils illustrate that using songs is not enjoyable. Yet 3% are missed answers.

#### **Answer04**

##### **Do songs help you understand lessons better?**

	Frequency	Percentage
No	68	34,3%
Yes	127	64,1%
Missed answers	3	1,5%
Total	198	100%

*Table4:* Songs help for better understanding



*Figure4: Songs help for better understanding*

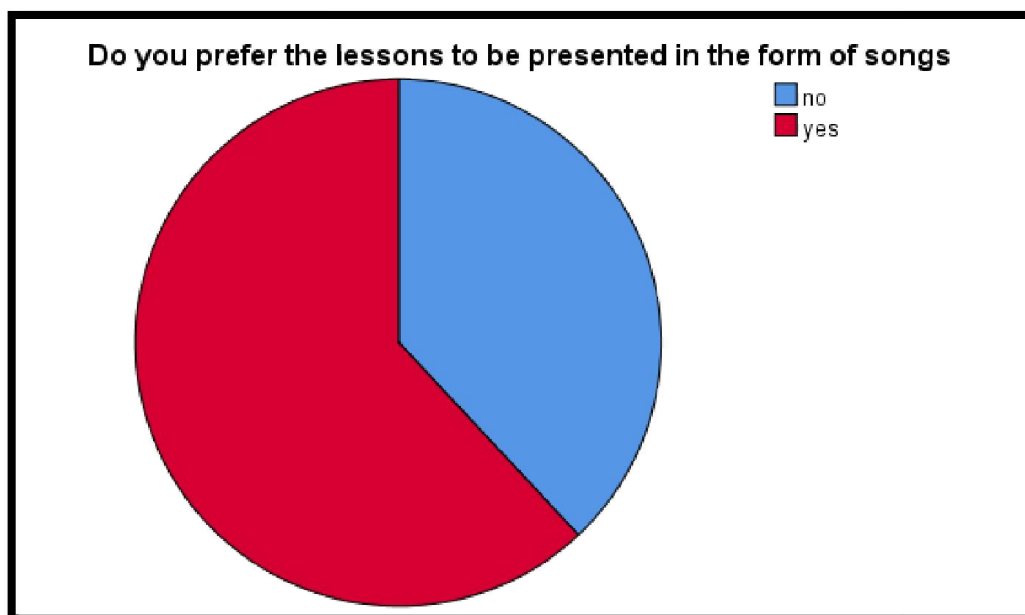
- \* The table and the pie chart above indicate that 34.3% of the learners don't believe that songs help in better understanding. Whereas 64.1% say that songs are a helping tool for better understanding. Yet 1.5% of the students who give no answer.

## Answer05

**Do you prefer the lessons to be presented in the form of songs?**

	Frequency	Percentage
No	73	36,9%
Yes	119	60,1%
Missed answers	6	3,0%
Total	198	100%

*Table5: Learners' opinions towards presenting lessons in the form of songs.*



*Figure5:* Learners' opinions towards presenting lessons in the form of songs.

- \* The results illustrate that 36.9% of the pupils don't want their lessons to be presented in songs while 60.1% of them prefer their lessons to be presented in songs. 3% of students don't cooperate with us and give no answers.

## **Answer06**

**Do songs help you correcting grammar and spelling mistakes and improving pronunciation?**

	Frequency	Percentage
Yes	110	55,6%
No	84	42,4%.
Missed answers	4	2,0%
Total	198	100%

*Table6:* The progress of the students' level in grammar, writing and pronunciation.

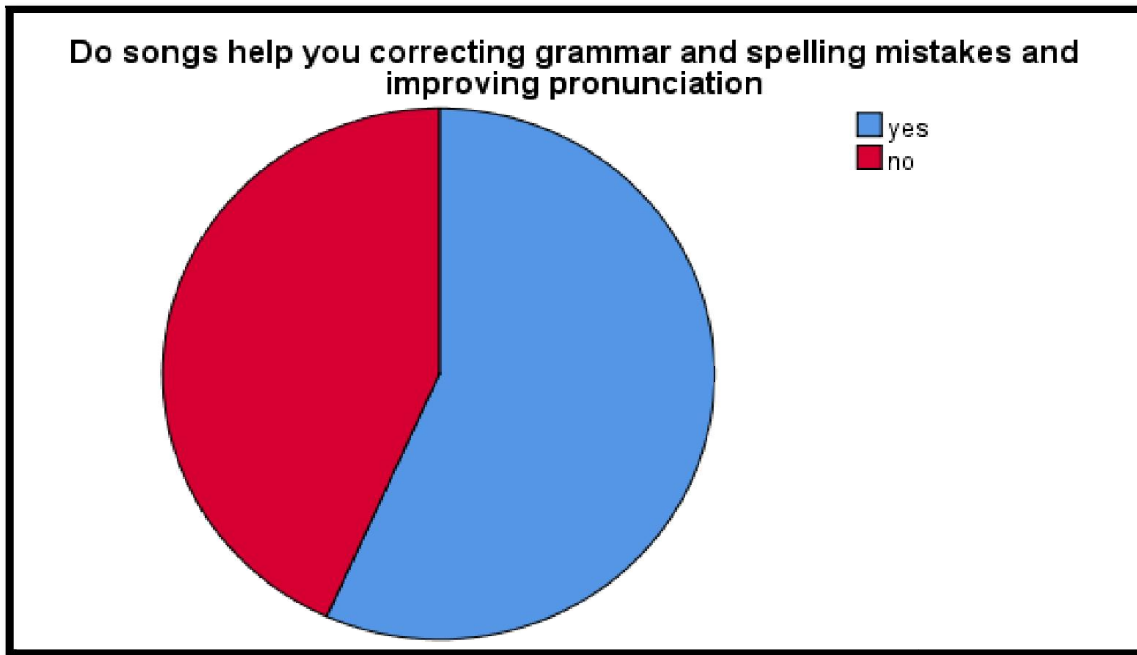


Figure6: The progress of the students' level in grammar, writing and pronunciation

\* The table and the pie chart show that 55.6% of the learners say that their pronunciation, writing and grammar are in progress through using songs in class whereas 42% of them say that they don't see any progress in their pronunciation, writing and grammar levels. Yet 2% of them do not give information.

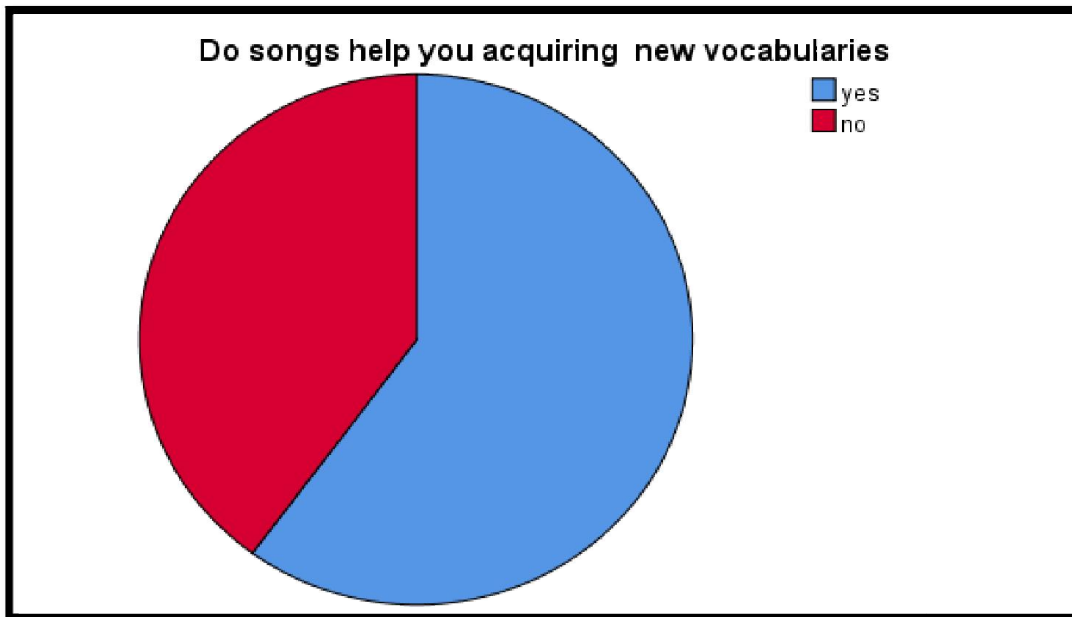
### Answer07

#### Do songs help you acquiring new vocabularies?

	Frequency	Percentage
Yes	116	58,6%
No	77	38,9%
Missed answers	5	2,5%
Total	198	100%

Table7: The use of songs to acquire new vocabularies





*Figure7:* The use of songs to acquire new vocabularies

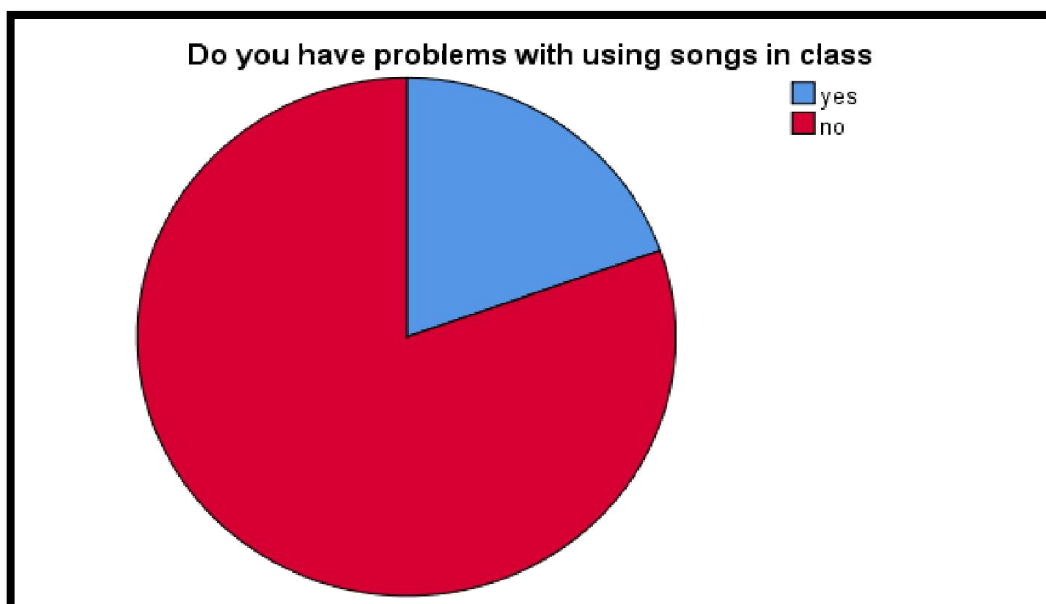
\* As we see in the table and the pie chart 58.6% of the students use songs to help them acquire new vocabularies whereas 38.9% of them don't see any progress in their vocabulary dictionaries through using songs. And 5 pupils (2.5%) don't give information.

### Answer08

#### Do you have problems with using songs in class

	Frequency	Percentage
Yes	38	19,2%
No	156	78,8%
Total	194	98,0%
Missed answers	4	2,0%
Total	198	100%

*Table8:* The problems faced by students while using songs



*Figure 8:* The problems faced by students while using songs

- \* 19.2% of the learners face some difficulties in using songs in class while 78.8% of pupils do not. Yet 2% of them do not answer at all. Pupils who face problems say they cannot hear well and they can't articulate the words and understand them when the song is presented

### **3.8. Discussion of the Results**

#### **3.8.1. Discussion of the Teachers' Questionnaire**

We deduce from the findings and results that most of the experienced teachers do sometimes use song activities in their classes because of the limitation of time which is one of the obstacles they confront. Furthermore, using songs is something important for learners to develop their level in English, and enable them learn the language easily and funnily. It is also helpful for teachers in facilitating the explanation of lessons. Moreover, the use of educational songs depends on the aim of teachers in a lesson whether at the beginning, during or by the end of the lesson and pupils enjoy learning by using this effective method. In addition, teachers notice a progress in students' level in terms of vocabulary, pronunciation, grammar and spelling through using songs. Teachers support the idea of teaching and learning the language (especially a foreign language) through using songs, because they notice their learners' motivation and creativity and find teaching through songs an interesting and exciting matter. Moreover, most of teachers use the educational songs for beginners. These

educational songs have simple words which pupils can articulate and grasp easily, have a relation to the aim of the lesson, and fit learners' knowledge and level such as "Numbers" and "Familiymembers" songs. We also deduce from the results that most of the teachers prefer presenting songs through the way of "listen and repeat" via using audio-visual materials in order to teach and learn at ease. Finally, teachers confront some difficulties and obstacles when using songs activities such as: shyness of the learners, low level of some pupils, and shortness of time.

### **3.8.2. Discussion of the Students' Questionnaire.**

Depending on the students' questionnaire, we deduce that: Firstly, most of the learners claimed that their teachers sometimes depend on using songs in their classes; however, few of them denied so. Secondly, most pupils prefer working together in groups, and some others prefer working in pairs, while others like working individually which help them benefit from each other. Thirdly, some of them find the use of songs helpful. But some students do not enjoy the use of songs and they think it's useless. Whereas, the majority of them agree that songs facilitate understanding lessons. Moreover, most of learners like lessons to be presented in a form of songs which help them improve their level (i.e. pronunciation, vocabulary, grammar and spelling). However, they face some problems during presenting songs in classroom. These problems are embodied in the inability to listen and understand because they listen to the song from a native speaker whose pronunciation is not as clear as a non-natives' pronunciation. Finally, using songs in teaching and learning is helpful and important for both teachers and students.

### **3.9. Conclusion**

We have seen in the previous titles the methods used to investigate the use of songs by teachers followed by a description of the participants in a short part. Then, we listed the analyses of questionnaires given to middle school students and teachers ending in interpretation and discussion of the results deduced from both questionnaires.

## **General Conclusion**

Songs gain the interests of teachers. That is, they use songs in their programs. We have tackled in the previous chapters the influence of using songs on students' level in English and to what extent it is helpful, motivating and enjoyable for learners especially beginners. In addition, teachers use several and different kinds of songs according to the objective of the lesson and the level of pupils. Furthermore, pupils are open-minded about other cultures through using songs. This research proved the hypotheses and answered the questions listed before. pupils feel at ease when they learn through songs which create a funny atmosphere. The study emphasizes that the use of songs creates motivation and creativity of learners. We based our study on questionnaires given to middle school teachers and pupils from different schools, gathering information and collecting data. The findings sum up the significance of using songs to teach English and to what extent teachers encourage its use.

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## Appendices

### Appendix1

#### Johnny's Playing Football

*Johnny's playing football*

*Johnny's playing football*

*He's wearing all his school clothes*

*and getting very dirty*

*Johnny! Your mother's coming!*

*Johnny! Your mother's coming!*

*Mary's eating chocolate*

*Mary's eating chocolate*

*She's eating lots of chocolate*

*and now she isn't hungry*

*Mary! Your dinner's ready!*

*Mary! Your dinner's ready!*

*The kids are drawing pictures*

*The kids are drawing pictures*

*They aren't doing the exercise*

*They're just drawing pictures*

*Kids! The teacher's looking!*

*Kids! The teacher's looking!*(Hancock, 1998,p14)

## Appendix2

### Who, where, when?

*Who, where, when? Who, where, when?*

*I have got a friend and his name's John*

*Where does he come from?*

*Hong Kong!*

*John goes to school at half past nine*

*When does he come home?*

*At five!*

*John plays football some weekends*

*Who does he play with?*

*With friends!*

*John's got a girlfriend her name's Jill*

*Where does she come from?*

*Brazil!*

*Jill has a band with a group of friends*

*When do they practise?*

*Weekends!*

*Jill plays the trumpet and the trombone*

*Where does she practise?*

*At home!*

*John loves Jill but she doesn't love him*

*Who does she love, then?*

*... JIM?(Hancock, 1998,p.18)*



## Appendix3

### Some Educational Songs

- \* ***My House:*** a song enable students learn the rooms of house what to do in each one of them. It contains some verbs they do their daily life such as eat, watch, cook...etc.

*Welcome to my house*

*My family and me*

*In the living room*

*I watch TV*

*In the bathroom*

*I take a shower*

*In the kitchen*

*I cook good food*

*In the dining room*

*I have my breakfast*

*In the bedroom*

*I go to sleep* (Kidsa English)

- \* ***Days of the Week:*** it is a fun and fantastic song that helps students learn the days of the week easily. They can repeat it every time and every day. The mother Hen sings the song in different ways: quietly, loudly and rapidly. They sing after it.

*Hi kids*

*Here is a fun to help you learn the days of the week*

*Mother Hen is going to sing it for us*

*Let's listen*

*Monday*

*Tuesday*

*Wednesday*

*Thursday*

*Friday*

*Saturday*

*Sunday*

*The days of the week*

*Now, repeat after Mother Hen*

*Here we go*

*Monday- Monday*

*Tuesday- Tuesday*

*Wednesday- Wednesday*

*Thursday-Thursday*

*Friday- Friday*

*Saturday- Saturday*

*Sunday- Sunday*

*The days of the week*

*Well done*

*Now, let's try it really loud!*

*Monday- Sunday*

*The days of the week*

*Fantastic!*

*Now, let's sing it really fast!*

*Monday- Sunday*

*The days of the week*(The Singing Walrus- English Songs for Kids)

- \* ***Number song 1-20 for Children:*** It is an upbeat chant that helps kids count the numbers 1-20 together the kids all count from 1-20 together three times ,each time counting faster than the previous . this is perfect for young learners of ESL and EFL!

***Hi Kids***

***Let's all count from one to twenty***

***We'll count from one to twenty three times***

*And each time we'll count faster*

*Count, count, count with me*

*Count with me from one twenty*

*One*

*Two*

*Three*

*Four*

*Five*

*Six*

*Seven*

*Eight*

*Nine*

*Ten*

*Eleven*

*Twelve*

*Thirteen*

*Fifteen*

*Sixteen*

*Seventeen*

*Eighteen*

*Nineteen*

*Twenty*

*Great job kids!*

*Let's count again faster*

*Count, count, count with me*

*Count with me from 1 to 20*

*One- Twenty*

*Outstanding!*

*Let's count again even faster*

*Count, count, count with me*

*Count with me from 1-20*

*One- Twenty* (The Singing Walrus- English Songs for Kids)

- \* *It's My Family:* this song enables students learn vocabularies that are part of their life such as family members.

*I love my mom*

*I love my dad*

*We are so happy*

*It is my family*

*I love my grandma*

*I love my grandpa*

*We are so happy*

*It is my family*

*I love my sister*

*I love my brother*

*We are so happy*

*And we have fun* (Kidsa English)

## Appendix4

Dear Teacher,

It will be so grateful if you kindly answer these questions in order to fulfil my research paper which is about **the use of educational songs in classroom**. Please, put a tick ( ✓ ) in the appropriate box.

### General Information

Gender: .....

1/ How many year have you been teaching English?

1-10 years  11-19 years  20 years and more

2/ Do you use educational songs in your class?

Yes  no

3/ If yes, how often do you use them?

Always  sometimes  never

4/ Do you think that educational songs are important to be used for pupils? and why?

Yes  no

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

5/ When do you use song activities? Do you use them:

At the beginning of the lesson  during the lesson

At the end of the lesson

6/ What is/ are the aim(s) from using them at the beginning of the lesson, during the lesson, or at the end of the lesson?

.....  
.....  
.....  
7/ Do your learners enjoy using songs?

Yes  no

8/ Does the use of songs facilitate the explanation of lessons?

Yes  no

9/ How do you find the use of songs?

Exciting  interesting  uninteresting

10/ What kind of academic songs do you use? And why?

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

11/ How do you present song activities? And why?

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

12/ Does the use of songs help students acquire ideas about the English culture?

Yes  no

13/ What are the difficulties and the obstacles that confront you when using songs?

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

**Thank you for your cooperation.**

## Appendix5

Dear Pupils,

I will be so happy if you help me by answering these questions to submit my research. So please, put a tick (✓)in the appropriate box and answer the question when necessary.

### General Information

- What is your gender?

.....

- How old are you?

.....

1/ How often do your teacher use songs in class?

Always  sometimes  never

2/ How do you prefer working in class?

Solo  in pairs  in group

3/ Do you think that the use of songs in class is

Helpful  enjoyable  not enjoyable

Unhelpful

4/ Do songs help you understand lessons better?

Yes  no

5/ Do you prefer the lessons to be presented in the form of songs?

Yes  no

6/ Do songs help you correcting grammar and spelling mistakes and improving pronunciation?

Yes  no

7/ Do songs help you acquiring new vocabularies?

Yes  no

8/ Do you have problems with using songs in class? If yes what are they?

Yes  no

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

**Thank you**