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Department of Foreign Languages

# MASTER THESIS

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Submitted and Defended by:

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## **The Effect of Using Songs to Motivate Learners in Middle School**

The Case of Third Year Middle School Pupils at Ahmed Chihi Middle School in Leghrouse-Biskra

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## **Declaration**

**I, AMRANI Souheila**, do declare that the work I have presented in this dissertation is my own, and has not been submitted before to any other institution or university for a degree. This work was carried out and completed at MOHAMED KHEIDER University of BISKRA, ALGERIA.

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## **Didication**

To those who instilled in me all the meanings of love, loyalty, motives  
for giving and the spirit of love. All my family without exception.

My lovely mother« **Zina Khaldi** »and my dear father« **AbdelHamid** »  
for their love, help and invitation to me.

To my husband who supported me

**«Djamel Hamimi»**

To the most precious thing I have in life my daughters

**« Wissem el-Imane » and « Malak el-Widjdane »**

To the pure soul of my grandmather “ **Rokaya**” May Allah grant you

Paradice

To all my friends

To every one who knows me

Lot of Thanks

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*“Attitude is more important than the past, than education, than money, than circumstances, than what people do or say. It is more important than appearance, giftedness, or skill.”*

*Charles R. Swindoll*

## **Abstract**

ESL learners are clearly unable to interact in class because they lack motivation. This may be due to the teaching strategies used by the teacher or limited exposure to the target language. Accordingly, the present study seeks to investigate the role of English songs as a teaching material to increase the motivation and interest of learners of English as a Foreign Language in Middle Schools. We hypothesized that if middle school English language students listen to English songs, they would benefit from it, and become more positive, energetic, and interested in the classroom than before. Through the hypothesis, we adopted the descriptive approach. The research tool included is a questionnaire to assess students' and teachers' responses to find out their perceptions about the use of songs. The population of this study is third-year students at Ahmed Chihi Middle School in Leghrous, Biskra. The sample consists of 32 students. We met students and language teachers of English where they were given a questionnaire in appropriate conditions. The questionnaire is well explained to the students. The answers to the questions revealed that the students would like to learn English, but they lack motivation to improve their level and focus during class. It was also found that English teachers have some difficulties in increasing the interest and attention of their students in the English language. Therefore, the results gathered go in the direction of our hypothesis, that teaching English as a foreign language through song-based activities would increase motivation among middle school students of English. This educational tool can facilitate the work of teachers and increase the interest and motivation of students of English as a foreign language in the preparatory stage.

## **List of Abriviations**

**EFL** : English as a Foreign Language.

**ESL** : English as a Second Language.

**TEFL** : Teaching English as a Foreigne Language.

**TTT** : Teacher Talking Time.

**STT** : Students Talking Time.

**GTM** : The Grammar Translation Method.

**DM** : The Direct Method.

**DIFM** : Differentiated Method.

**ALM** : The Audio-Lingual Method.

**CLT** :Communicative Language Teaching.

**SM** : The Silent Method.

**COVID19** : Corona Virus Disease 2019.

**SDT** : Self Determination Theory.

**P** : Page.

**&** : And.

**i.e** : It Means.

**L2** : Second Language.

**Pdf** : Portable Document Format.

**RQ** : Research Question.

**MS**: Middle School.

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المخلص

# **GENERAL INTRODUCTION**

## **1-Background of The Study**

Study background Due to its increasing use as a first global language, English is now considered a language that everyone must master. Apart from our mother tongue, we need a common language that enables us to communicate with all parts of the world. The most important criterion by which countries develop is the quality of education. In the context of education, EFL learners in middle school must be proficient in the four Basic English language skills (listening, speaking, reading, and writing). Motivation is critical to acquiring a foreign language because the greater the motivation, the greater their ability to acquire the language.

The current study attempts to find out the effect of using songs to motivate learners of English as a foreign language in middle schools. It also seeks to reduce the boredom of learners by listening to English songs as an attempt to motivate learners. Therefore, we aim through this study to verify the effectiveness of using English language songs in stimulating motivation among learners of English as a foreign language in middle school.

## **2- Statement of the Problem**

Most EFL teachers in recent decades complain of a lack of enthusiasm and compromise among EFL students when learning English. This is because teachers miss out on strategies to motivate students to get them interested in language acquisition. The situation is getting worse and more complicated, and therefore this study aims at addressing and developing methods of motivation by the teacher in order to make the learning sessions more active and energetic in order to raise the students' grades. As Cristina Cabal said: "You cannot expect your students to be motivated if you spend half the class doing endless grammar and vocabulary exercises."

(2017). As learners of English as a foreign language, we often encounter this phenomenon, which can be seen especially during speaking and writing sessions. The importance of this phenomenon is illustrated by the students' poor behavior in English lessons and their low school grades.

### **3- Significance of the Study**

We feel that the song-based approach is a topic worth investigating as it is potentially effective in teaching and learning English as a foreign language as well as motivating English language learners. In a fun and relaxing classroom environment, this can lead to an effective and positive educational outcome. Because of the psychological effects of music, listening to songs may help learners develop their personalities and identities.

### **4- Aims of the Study**

The current research investigates how to address the problem of middle-level students' lack of interest in English language lectures. It also aims at helping middle school teachers use songs to increase the motivation and enthusiasm of their third year students to study English and increase the students' energy and vitality.

### **5- Research Questions**

The following research questions underlie the current study:

**RQ1 :** How might songs help middle school students learn better in EFL classes?

**RQ2 :** Can songs help students in middle school become more motivated?

**RQ3** : Is there a substantial improvement in results when songs are included in the middle school third class?

## **6- Research Hypothesis**

Based on the above research questions, Teaching English as a foreign language through song-based activities will increase motivation among learners of English as a foreign language and arouse their interest in engaging in EFL lessons.

## **7- Research Methodology**

In this study, we rely on the descriptive method of research. We describe the attitude of students and teachers towards the use of songs by the teacher in order to improve the level of attention and interest in language learning in students. In addition, we take into account the evolving level of students' understanding of the language as a foreign language.

### **1. Tools of Research**

To collect the data necessary to test our hypothesis, we rely on a questionnaire to find out the level of students and the degree of their interest in the language and the extent of its impact on motivating them to study the English language. In addition, we use a questionnaire for teachers to know the role of using songs to facilitate their work as teachers.

### **2. Data Collection Procedures**

In this study, we provided a questionnaire to English language teachers to take their answers and opinions as a tool to prove the study. Also, we worked with two groups consisting of 32 students each, each containing 16 students. We rounded up the students by telling them that they would participate in answering a questionnaire to see how well they accepted the idea. They accepted the participation, and the next day they answered the questionnaire to express



their positions and their views on using English language songs as classroom material to further motivate them.

### **3. Data Analysis Procedures**

In order to analyze the data collected from the questionnaire, the quantitative data The method was the most appropriate, while the qualitative method was suitable for the description of the questionnaire.

### **4. Population and Sampling**

The population of the third grade average in Ahmed Chihi Preparatory School in Leghrous, Biskra, which consists of 118 students, Our sample includes only one group consisting of 32 pupils, 12 males and 20 females, which is divided into two parts, each consisting of 16 pupils. The sample was randomly chozen.

## **8- The structure of The Dissertation**

This research consists of two main chapters. The first chapter is devoted to the theoretical background of the study. In Chapter one, the first section refers to education and motivation. The second part deals with the use of songs to motivate students. While the second chapter is divided into two parts too, the first section is designed for field work and the second section is for analyzing data.

In addition, the first chapter provides an overview of education, including its definitions in multiple contexts and strategies. It also sheds light on motivation from an educational point of view and its types and methods that deal with motivation and its factors. The second chapter is devoted to field work and analysis of the data collected. By preparing a questionnaire and presenting it to students and teachers, It first reviews the theoretical background of the research

methodology. Moreover, it analyzes and discusses the results obtained, and some obstacles encountered in the research are mentioned. Finally, it suggests some recommendations.

## **CHAPTER ONE**

### **SECTION ONE: TEACHING AND MOTIVATION**

#### **Introduction**

The academic life of young people is difficult and complex. In line with the mission of education, especially for the modern generation, Middle school students are expected to participate in teaching and learning activities, stick to class rules, maintain good relationships with teachers and learners, and participate in activities as a part of their school community. Moreover, Teaching and learning a language is a challenging endeavor for both teachers and students. The difficulty in teaching English to children or adults is maintaining the learners' attention throughout the learning process. So the teacher innovates and produces in order to keep the students engaged and focused by increasing their interest and passion to reach the accomplishments and goals learners should be taught through motivating activities that stimulate their intrinsic motivation, such as using songs during their classrooms. In this chapter, we shed the light on the concepts and methods of teaching, motivation, and motivation theories in psychology, and factors effecting motivation.

#### **1- Teaching**

##### **1-1- Definition of Teaching**

Teaching is the systematic exchange of information and experiences within a discipline, as well as the provision of stimulation to another person's psychological and intellectual development by another. Maggin, D. M et all (2011):"Teaching is an academic process that includes all activities associated with providing education to others."(2011). Therefore, the teacher must provide guidance and training to use different effective methods in order to give

the best knowledge to his/her students, through the ways in which they are motivated to learn, and which have a sustainable, mild, and positive impact on the way they think, act and feel by taking the students to a higher level. They learn from it deeply and remarkably; Moreover, the concepts of learning and the theory of personal development drive the pre-planned behaviors that lead to and direct education to achieve desired outcomes from students

### **1-2- Teaching English as a Foreign Language (TEFL)**

Teaching and learning a foreign language is a challenging endeavor for both teachers and students. With the passage of the new Educational Reform Act of 1988, English was re-established as the language's primary focus, with emphasis on the instruction of the three basic language skills: reading, writing, and speaking. Speaking and listening skills are now as important as reading and writing. Since English is the language of communication worldwide, the primary focus of the educational system since 1988 has been on the ability to speak. Teaching English is not easy. Trained teachers are wanted to enhance their students' motivation, and attention during English classes, as Dominic Wise (2013) points out: "Teaching English requires teachers who know the language well because they will teach the learners how to communicate with the language in all other subjects" (p. 100). The difficulty in teaching English as a foreign language to children or adults is maintaining the learners' attention throughout the learning process, so the teacher innovates and produces new methods in order to keep the students engaged and focused by increasing their interest and passion to reach the accomplishments and goals.

### **1-3- Teaching English as a Foreign Language in Algeria**

With English being the most in-demand language in the world, language education has become the primary focus, turning the world into a 'small town'. English is by far the most widely used language, as well as the language of communication used in a variety of sectors. Focusing on teaching English has become very important all over the world, especially in Algeria, since the ministry changed educational reform by starting to teach English to students at the junior high school level in the first year, i.e; at the age of eleven, covering four years in middle school. English is still the second foreign language after French in the Algerian educational system, and its prominence has grown since the reform of the school, which is expected to enter the system of teaching as a foreign language in the pre-intermediate educational process because of its importance in communicating across the world in various fields.

### **1-4- Teaching English to Teenagers**

Teaching English as a foreign language (TEFL) especially to teenagers is becoming increasingly difficult, not easy, according to Setiyadi, A.G (2020): “Teenagers may feel uncomfortable and shy to follow instructions in the language class because they may bring their egos into the classroom and their ego frailties when doing physical exercise. Responses may be critical for older students, Older students may think that their language teacher treats them like children, when he/she gives them orders and they have to follow the orders physically” (p. 154).

Through this, it becomes clear to us that teaching adolescents is not easy and requires a lot of skills and acumen so that students do not feel that they are being treated as children and thus maintain their interest in studying the language in their classrooms.

## **1-5- Teaching English Through Speaking Skill**

Speaking English is still a problem for students of all levels; Pupils are very vulnerable when interacting with people for a variety of reasons, including a lack of vocabulary storage and fear of making mistakes, among others, and it is difficult for middle school students to learn new terms to speak. Teachers may give students enough vocabulary, but the problem is that they don't show them how to acquire and retrieve it for future discourses. Scholars have provided several distinct definitions of speaking: (Magdalena, 2015) describes "speaking as the ability by which a speaker can transmit information to a listener". Speaking expresses people's thoughts, ideas and emotions.

The speaker speaks to the listener not just to communicate what is on his mind, but also to explain what he needs. Furthermore, according to Fulcher (2003): "speaking is the use of language to interact with others. In this sense, this process involves two or more persons, both of whom can be hearers and speakers who must react to what they hear and communicate with one another" (p.23). English teachers should encourage their pupils to become more engaged in the classroom by employing communicative activities and fascinating media, as well as providing opportunities for them to participate and enhance their speaking talents. Furthermore, speaking is the process of verbally communicating thoughts and information in a range of settings (i.e. both listeners and speakers will talk depending on the situation). We may conclude from these beliefs that speaking is concerned with communication and the use of language to convey someone's ideas, sentiments, thoughts, and emotions in an acceptable manner in order to enlighten or convince others.

## **2- Strategies of Teaching**

In the process of teaching, teachers are forced to change and renew the methodology of delivering lessons to make the class livelier than before. Each teacher has different ways of getting students' attention during the lesson. Here we will discuss the most common techniques that teachers use to motivate students to learn English as a foreign language.

### **2-1- Direct Method (DM)**

According to D.L. Freeman and M.Anderson (2011): “The direct method has one very basic rule: no translation is allowed, and the direct method gets its name from the fact that the meaning will be conveyed directly in the target language through the use of explanatory and visual means, with no recourse to The mother tongue of the students.”(p. 46). The direct technique, also known as the natural method, is a method of teaching English that uses exclusively the target language that the pupils are trying to acquire. Its primary focus is the oral skill, which is taught through regular digging. Grammar is taught in an inductive manner, in which pupils try to predict the rules based on the presentation of the teacher's speech.

### **2-2- Grammar Translation Method (GTM)**

This approach to English language teaching is heavy in grammar and relies heavily on translation, as the name suggests. This is the traditional or "classical" method of language learning, and it is still widely used in several languages. The primary goal is for students to master all the grammar rules so that they can translate a variety of texts Sanjaya, D. (2014).

### **2-3- Silent Method (SM)**

The silent method emphasizes student's independence. The teacher acts only as a facilitator, encouraging the pupils to be more involved in their learning. This teaching style is

that the teacher speaks relatively little, which allows the pupils to organize their learning on their own. Great emphasis is placed on pronunciation. The technology of English language learning is regulated, and grammar, vocabulary and pronunciation are constantly being explored and recycled for improvement. The teacher evaluates his students by observing them carefully.

#### **2-4- Communicative Language Teaching (CLT)**

Is a collection of teaching ideas that includes technique and syllabus guidelines with an emphasis on meaningful communication. Instead of learning the language, pupils are given tasks to complete using the language. Students' motivation to learn stems from their want to communicate on significant themes, according to communicative language teaching, which looks at language usage in context, both linguistic and situational. CLT aims to help students gain "communicative competence" in the target language. While grammatical competence is important, the fact that learners might have a thorough understanding of grammar principles yet still be ineffective communicators demonstrates that grammatical competence does not equate proficiency.

#### **2-5- Online Teaching Method (OTM)**

Online teaching was not the norm for most teachers before the COVID-19 pandemic, although some teachers have always preferred to work online. Online educators often love the independence of working from home, setting their own hours, and being their own boss. The benefit of online learning is that it is available to a large number of individuals. Although not everyone can attend school, more individuals have access to the internet. Of course, technology may be a barrier to education as well, but thankfully, this barrier is being broken down. Khan, F(2022).



## **2-6- Differentiated Method (DIFM)**

Differentiated learning is a teaching strategy that tailors teachings to pupils' specific requirements. If you teach mixed-ability courses and want everyone to get the most out of each lesson, this technique might be a fantastic alternative. The best way to tackle differentiation is to use a range of teaching methods, such as books, videos, photographs, and oral presentations. This allows diverse pupils to discuss and comprehend the lesson's material.

## **2-7-Blended Teaching Method (BTM)**

Blended learning is essentially a combination of conventional face-to-face instruction with technology-based learning. Although blended learning existed before to the COVID-19 epidemic, it has grown in popularity among schools and institutions in the last two years. Because it bridges the gap between conventional and technology-based approaches, a blended learning model may benefit both students and instructors. It employs enough technology to keep students focused and interested, but it also allows them to interact with professors and classmates in person, which may be important. Ironsi, C (2021).

## **2-8-Suggestopedia**

Suggestopedia is a teaching method, which focuses on how to deal with the relationship between mental potential and learning ability and it is very appropriate to use in teaching speaking for young language learners. Moreover, it concerns to students' learning style because there are visual display, audio, and physical involvements during learning process. In addition, it involves emotional meaning in given the lesson which help students better in memorizing information, and acknowledgments. It includes a rich sensory learning, a positive expectation of success and the use of a varied range of methods like dramatized, texts, music, active

participation in songs and games...etc. It mainly depends on the students' confidence in the effectiveness of the system.

This method aims to provide learners with a variety of options, which will help them become more responsible for their learning. Students are strongly influenced by the class's mood and physical surroundings. It is critical that all students feel comfortable and confident. There is a lot of art and music included in teacher training for the Suggestopedia technique.

### **3-Motivation**

#### **3-1-Definition of motivation**

Motivation is derived from the Latin word: “movere”, which means "to move." Encyclopedias.

In fact there is no single definition of motivation. Whatever, some approximations share some principles about this issue when others differ partly or wholly about it. Motivation is described generically as the factors working on or inside a person that induce arousal, direction, and persistence of goal-directed, voluntary effort. Thus, motivation theory focuses on the mechanisms that explain why and how human action is triggered. (cf. Brown, 1987 and Burstall, 1975).

However, motivation has frequently been described as having three psychological functions by M. Kay Alderman(2013): (a): Activate or Behavior activation, what makes students engage or flip oriented towards learning; (b): directing behavior Why is one course of action chosen over another?, and (c): organization Continuity of behavior, why students insist on achieving goals. These three functions can be interpreted differently through different motive perspectives (p18.19).

According to Kathryn R. Wentzel (2009), Motivation consists of energy and direction and can only be inferred through observable indicators such as choice decisions, persistence, effort, achievement, and verbalization (p571).

Motivation is the driving force behind directing, regulating, and sustaining human behavior because it influences a person's behavior and causes them to direct certain habits or behaviors in a particular way in order to continue the behavior.

### **3-2-Motivation in TEFL**

Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. Motivation in education can have several effects on how students learn and how they behave towards subject matter. It can direct behavior toward particular goals, Lead to increased effort and energy, Increase initiation of, and persistence in, activities, Enhance cognitive processing, determine what consequences are reinforcing, Lead to improved performance. Because students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates.

Dorneyei (1998) said that: "Although motivation is a term frequently used in educational and research contexts, it is rather surprising how little agreement one can find in the literature on motivation with regard to the exact meaning of the concept." (1998, p.117)

B.Setiyadi (2020) stated that: "Gardner and Lambert classify motivation to learn a foreign language under two types The first is the integrative drive, the drive to integrate into another culture, the second is the mechanistic impulse, the impulse to acquire a language such as A way to achieve useful goals: promoting a career, getting a job, and So on. Both may exist

before learners decide to learn another language” (p.22,23). However, studies on motivation have come to different views of the results related to language learning.

Olshtain et al. (1990) showed that Motivation, along with other L2 learner variables, has a direct impact on English efficiency. They discovered that the relationship between motivations and Achievement in English is strong and shows that motivation affects achievement in the English language test.

As mentioned by Brophy (2010): “the learning process will be entertaining, engaging and effective if the classroom is managed properly and the curriculum is well aligned with the students’ needs and skills. However, if the pupils are not improving and are not enjoying their studies, it means that something is wrong with them, and that is the 'motivation'”. As a result, learners must be taught through motivational activities that stimulate their intrinsic motivation.

In addition, Motivation is essential when it comes to learning a foreign language. To achieve an effective learning environment and language acquisition, teachers must motivate their students.

### **3-3-Types of Motivation**

Numerous ideas contributed to the study of motivation and the study of the subject from different angles. McClelland's hierarchy of needs and achievement motivations are examples of content theories.

On the other hand, humanistic theorists consider the individual as a "whole" that embodies people's inner forces and phenomenological experiences.

On the other hand, behavioral scientists believe that humans acquire patterns of behavior and complex hierarchies of reactions as a result of the emotional component (stimuli) of their behavior. Motivation can be classified into two types based on the above:

### **3-3-1-Intrinsic Motivation**

Ryan and Deci (1985) stated that: "Intrinsic motivation is an important concept (theory), reflecting the innate human proclivity to learn and absorb" (p.54, 55). It refers to behavior that is motivated by internal rewards. It refers to doing something just because it is fascinating or entertaining.

Aristotle provided proof that "all persons by nature aspire to know" According to him, mankind has inquisitive brains that are too interested in learning new things. In essence, he is the first to propose intrinsic motivation.

Between 1918 and 1958, Woodworth created a behavior-primacy theory in which he highlighted genuinely driven conduct. He claimed that activity produces its own motivation. Curiosity, self-assertion, and constructiveness offer the energy required by specialized systems or intrinsic abilities. These latter are prone to change as a result of learning processes. Performance is influenced by broad reasons, but energy direction is determined by effective learning processes. A person who dances well may be driven by broad goals such as self-assertion and constructiveness," Woodworth claimed, "but the direction in which energy from these impulses is focused would be owing to good mechanisms for dancing".

### **3-3-2-Extrinsic Motivation**

As Deci & Ryan(1985):"extrinsic motivation is claimed to vary significantly in its relative autonomy and so can either reflect external control or actual self-regulation, which

refers to doing something because it leads to a separate consequence". Extrinsic motivation, on the other hand, is defined by them as: "a desire to perform in specific ways that comes from other sources and results in external benefits. It is a concept that applies anytime an activity is performed in order to achieve some distinct consequence". In reality, the majority of an individual's behaviors are not intrinsically driven. At adulthood, freedom and liberation are progressively obstructed and limited by societal demands, duties, and obligations that compel individuals to take on non-intrinsically attractive work. In school, for example, intrinsic drive is weakening and decreasing with each passing grade...they adds: "Some students feel less autonomous and see the necessity to do homework just to escape censure or parental punishment, and others participate in a task only for the purpose of gaining a better career in the future" (1985,p.54-55). To value and self-regulate tasks in the classroom, teachers must select demanding and relevant activities that pique students' enthusiasm to learn more, in an atmosphere of collaboration and friendly competition that offers satisfaction and value to students' work. Increasing recognition and providing continual competency feedback boosts learners' motivation.

Dr. Robert Marzano (2010) discussed how to effectively engage students in classroom activities. He emphasized the significance of all of the preceding variables, in addition to the tools and tactics to be employed, such as developing learners' autonomy, selecting appropriate assignments, and the requirement of drawing linkages between classroom work and the real world (2010, p.2-3).

### **3-4-Factors that Influence Motivation**

Researchers have a heated argument over elements related to motivation that impact teaching and learning processes directly or indirectly. Dornyei (1994) asserts, "Long-term,

continuous motivation is not necessarily created by external stimuli, but rather emerges organically under conducive conditions." As a result, part of the teacher's job at school is to discover subtle methods to prevent boring and confined lessons in order to better understand the nature of students' attitudes toward foreign languages and encourage hesitant students.

Dornyei (2001) contended that "psychologists frequently view children as motivationally innocent and uncorrupted because they appear to possess natural curiosity about the world and an inherent desire to learn... but, in fact,... motivation to learn, like acquiring knowledge, is an innate characteristic of the human species" (2001, p. 50).

### **3-5-Theories of Motivation in Psychology**

Many theories of second language learning highlight the importance of motivation. Krashen's Monitor Theory (1981) and the emotional filtering hypothesis emerge as critical factors that regulate and influence language learning processes based on the function of emotions and intentions.

#### **3-5-1- Krashens' Theories of Second Language Acquisition**

Stephen Krashen is an expert in theories of language acquisition and development and has established his well-known and widely accepted theory of second language acquisition, which has a major impact on all areas of second language research and education consisting of five main hypotheses:

##### **3-5-1-1- The Acquisition-Learning Hypothesis**

Acquisition and learning distinction is one of Krashen's five most important hypotheses, and is the most popular hypothesis among linguists and language teachers. There are two distinct systems of foreign language performance, according to Krashen: "the learned system" and "the

acquired system". The acquired system sometimes known as 'acquisition', it is the result of a subconscious process that is comparable to how children learn their first language. Meaningful communication entails in natural communication where speakers focus on the communicative act rather than the structure of their utterances. While the "learned system," often known as "learning" is the result of formal education and consists of a conscious process that culminates in conscious information about the language, such as grammar rules. In a teacher-centered situation, a deductive method leads to "learning," but in a student-centered setting, an inductive approach leads to "acquisition."

### **3-5-1-2- The Monitor Hypothesis**

This hypothesis explains the relationship between acquisition and learning and identifies the influence of the latter on the former. The observation function is the practical result of the learned rules. According to Krashen, the acquisition system is the initiator of the utterance, while the learning system performs the role of an 'observer' or 'editor'. The "screen" functions in the function of planning, editing, and correcting when three specific conditions are met so that second language learners have enough time at their disposal, and focus on the shape or thinking about the correctness since they know the rule.

Krashen also suggests that there is individual variation among language learners with regard to 'monitor' use. He distinguishes those learners that use the 'monitor' all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the 'monitor' appropriately (optimal users). An evaluation of the person's psychological profile can help to determine to what group they belong. Usually extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the "monitor".



### **3-5-1-3- Natural Order Hypothesis**

The natural order hypothesis is based on the findings of Krashen's (1987) research which suggested that the acquisition of grammatical structures follows a predictable "natural order". For a given language, some grammatical structures tend to be acquired early while others are late. This arrangement appeared to be independent of learners' age, first language background, and exposure conditions, and although agreement among individual acquirers was not always in an aggregate proportion in studies, there were statistically significant similarities that reinforced the presence of the natural order of language acquisition. However, Krashen points out that the semantics of the natural order hypothesis does not mean that the language program approach should depend on the order found in the studies. In fact, he rejects grammatical sequences when the goal is language acquisition.

### **3-5-1-4- The Theory of Input**

The entry hypothesis describes how the learner acquires a second language. This concept emphasizes that new and undiscovered information in the language is previously not clear to the learner, as he learns it through the external environment around him, as illustrations, pictures, and verbs can serve as additional language aids to help produce verbal interventions. For example, we find that children learn new things without having a previous background in the information they have learned. This is what Krashen has argued (1989). Familiar terms and grammar in the stories we hear help understand an unfamiliar language. Pictures can help explain the meaning of unknown words and verbal cues. which confirms that understanding the meaning is necessary to learn new words. This is what makes learning a second language related to the above, as the songs include the same components.

### **3-5-1-5- The Hypothesis of The Affective Filter**

The Affective Filter, created by Stephen Krashen in 1982, is another hypothesis dealing with the usage of music in EFL courses. The theory explains why Some people can acquire second languages while others cannot, depending on their circumstances rely heavily on the inner sentiments of the students According to Krashen, pupils' effective filters will be weak when They are extremely driven, self-assured, and relaxed; they will maintain a cheerful attitude towards learning, and it is at that point that successful learning occurs The filter will be activated and become more powerful when pupils are worried, uninspired, or just lacking confidence. These unpleasant feelings will impede their language learning. As a result, employing Songs in EFL classes help improve the environment of the class, students will have fun while working, and they will appreciate studying English more than they did previously.

### **3-5-2- Desuggestopedia**

As Murcia (1991) has shown that "desuggestopedia is a humane, emotional way of appreciating students' feelings" (1991.n.f). In other words, desuggestopedia is a way to create a comfortable environment in the classroom. As a result of this approach, they use music, rhythms, decor (furniture and organization of the classroom) and the style of the teacher to create and maintain a calm atmosphere. Moreover, using music to calm the pupils is a form of using songs to inspire and motivate the pupils.

### **3-5-3- Maslow's Hierarchy of Human Needs**

Abraham Maslow's Hierarchy of Needs is a well-known and commonly used educational theory in his research on motivation (1943, p. 375). Maslow wanted to explore what motivates people to fulfill certain wants. He proposed that there is a set of motivational variables, unrelated to reward or foolish (conscious) wants, humans must fulfill and acquire before reaching their

full potential and activating the next higher level. He argued that individuals are motivated to meet certain requirements, and once one need is met, they go on to the next, and so on. His hierarchy of requirements, which includes five motivational needs (factors) depicted in hierarchical levels, is the most common variation. Basic needs (physiological requirements): human beings are raised when they are not satisfied (dissatisfied), those that the person has not been able to satisfy or was able to satisfy, such as the desire to eat, sleep, and feel happy and comfortable, as long as these desires are rejected. Desire (desire) to be satisfied increases. For example, the longer a person goes without eating, the greater the hunger. As it is said, "the prohibition is desirable." Maslow divided them into two categories: lower or basic requirements and higher or growth needs; "Lower level needs are processed before higher level requests are processed, also known as self-fulfillment" (1987, p. 69). Maslow believed that every human being is capable of progressing toward self-actualization, but this development is often hampered by a failure to meet lower levels of needs.

Negative social experiences may have a role in the volatility and disruption of the hierarchy's levels. As a result, only a small percentage of individuals are self-actualizing, and those who are self-actualizing tend to include more core values or growth values than those at a lower level. Furthermore, our culture encourages this drive, which is primarily motivated by self-esteem, love, and other social demands.

Maslow's hierarchy of needs has been expanded into a five-stage model (1970). They are as follows:

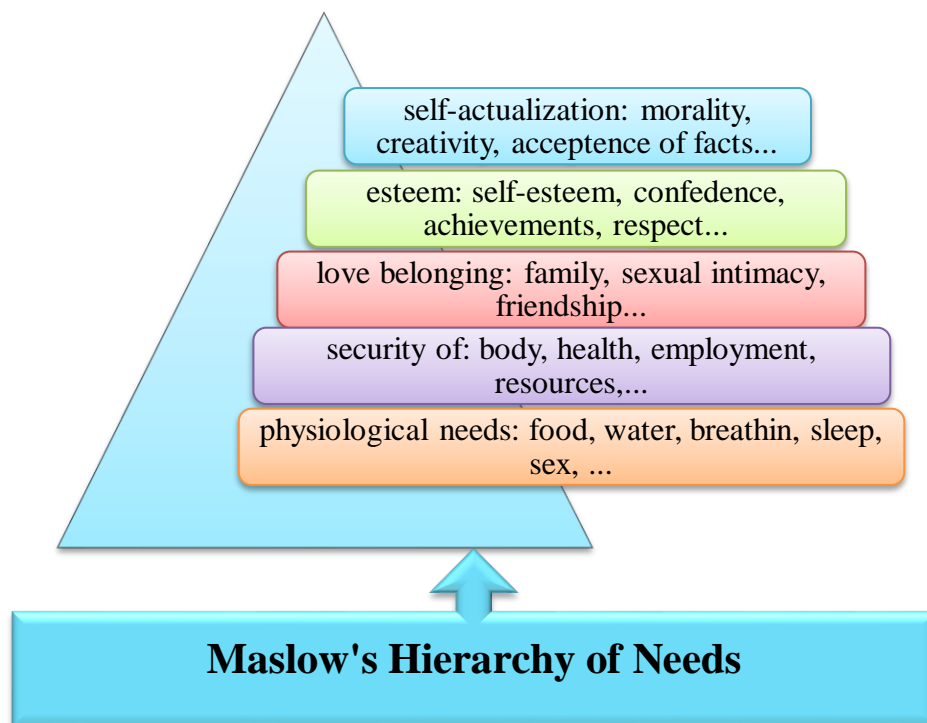
- 1- Innate biological and physiological requirements.
- 2- Safety requirements for protection.

3- Social requirements.

4- Recognizing and appreciating demands such as success, mastery, independence, status, control, prestige, responsibility, etc.

5- Self-actualization: morality, creativity, acceptance of facts, and so on.

According to Abraham Maslow (1987): behavior has a starting point that is guided by motives and rewards. It also contains an orientation that directs the individual towards desired goals and an end to stopping when the individual has reached the desired outcomes. Behavior focuses on voluntary activity that is under the person's control; It is not randomly has goals and direction (objectives) (p. 69).



**Figuer.1.** McLeod, S. A. (2018, May 21). Maslow's Hierarchy of Needs (p.5).pdf

### **3-5-4- Self-Determination Theory (SDT)**

Self-determination, in social psychology, is another comprehensive and wide-ranging theory of human motivation and personality. It was created by Deci and Ryan (2016) whose concepts of basic or psychological needs for competence, relationship, and self-determination (independence) are motives to explain human participation in some behaviours. Self-determination theory deals with issues such as types of motivation: intrinsic and extrinsic motivations are central and specific features of human effort and perseverance toward goal achievement. This theory claims that if these universal innate needs are met, people will function and grow optimally. to realize their social potential.

### **3-5-5- The Achievement Motivation Theory and the Learned Needs Theory**

In the early 1960s, David McClelland (1961, p.117–118) outlined three teachable motivators that he felt all individuals possessed and that served as incentives for their actions: a drive for success, a desire for affiliation, and a desire for power. People create specifics (components and qualities) based on their strong motivation. He says that regardless of gender, culture, or age, we all have three motivational motors, and that one of them will be our dominant motivator. This primary motivation will be heavily affected by our culture and life experiences. He defined and described these motivators as follows:

1-Achievements: A person must create and attain tough goals, as well as take measured risks to reach those goals. Individual business requirements and ongoing feedback

2-Belonging: He considers belonging to a group to be a critical demand; he wants to be liked and enjoys cooperating within the group depending on the latter's requirements. Doubt is the most terrifying thing to him.

3-Energy: Personal strength, organizational strength, a desire for power and influence in order to win and dominate, seek control over others, and organize collective efforts to attain group goals.

4-Suggestopedia: This method is based on the concept of how the human brain functions and how we learn most efficiently. It comprises a rich sensory learning experience, a positive expectation of achievement, and the utilization of a diverse variety of tools.

## **Conclusion**

In this first half of our chapter, we have given the reader several crucial features concerning motivation and its link with learning in general and EFL learning in particular. Based on studies on variables influencing learners' motivation, we may conclude that the rise or fall of motivation is mostly determined by internal and external forces. As a result, emotions such as fear, tension, anxiety, self-valorization, and self-realization, as well as instructor conduct and the nature of academic assignments, all contribute to motivating and maintaining student engagement in classroom activities.

## **SECTION TWO : USING SONGS TO MOTIVATE STUDENTS**

### **Introduction**

Songs have been a part of our lives as long as we can remember them, Almost everyone loves music wherever we are; bored, happy, for entertainment. It is a part of our language and life from birth onwards. As babies, we hear lullabies. As young children, we play, sing and dance to a myriad of nursery rhymes. As adolescents, we are consumed by the beat of famous music artists throughout the world in our daily lives. Music permeates television, movies, theatre and even the news. When we exercise, work, play ...etc. Music is there to support or change every mood and emotion. A likable tune is played, hummed or sung, at times in our heads, as we go about our everyday lives. However, the only place where music and songs are slow to catch on, is in schools. So, why not include music and songs in language learning as well. Guglielmino (1986) stated that: "adults sing..., in the bathroom and listen to songs on the car radio. Songs have become an essential part of our language experience, and if used in concert with a language lesson, they can be of great value"(p.19). Therefore, this chapter highlights the importance of using songs to enhance third year middle school students' attention during their classrooms, and how to teach English through the use of songs.

#### **1- Definition of Songs**

Songs can be presented in different ways, for example they can be visual with videos or written lyrics, they can be audio once the song is heard and they can be both.

Oxford (2012, p. 368) defines a song as "a piece of music with words that sing it out". It is a mixture of music, sound and words. The ideal teacher is the ideal innovator, and he or she introduces new ideas that encourage his or her students to become more engaged, motivated and energetic. Using English songs with lyrics and music helps teachers make their teachings clearer

and more accessible, as well as improve the mood for the classroom. The instructor should always choose relevant songs that relate to curricular topics. The songs usually include one major vocabulary that is most needed throughout the class, as well as numerous subsidiary vocabularies that are appropriate for the students' level.

### **1-1- Educational Songs**

According to Wikipedia, "Educational music is a type of music in which songs or other musical elements are used as a means of teaching and/or learning. It has been shown in research to enhance learning". Moreover, the use of educational English songs helps to achieve the desired goals of the students in the classroom without deviating from the academic atmosphere.

### **1-2- The Importance of Using English Songs in Teaching Speaking**

Using songs in class can help students learn new vocabulary and grammar, improve pronunciation and spelling, and increase their language abilities (speaking, reading, writing and listening). Here are some reasons to use songs:

The teachers want to make the lesson more active and interesting, they use songs because it is a new method in the classroom, which will give the students more attention and the pupils will be more responsive than before, and it also makes a difference for them between the English class, and the other subjects they are studying in the institution.

In addition, the songs use more realistic and natural language, they contain recurring terms that help students remember them and acquire new vocabulary. The selection of songs is based on learners' interests and English language acquisition requirements as programmed in the curriculum.



Moreover, the use of songs can increase students' engagement and enthusiasm for harmony and melody to make them enjoy the activities in class without getting bored. Songs and activities can be used to introduce new information or to reinforce previously taught information.

Music, as an art form, teaches language and makes it ingrained in students' memory and mind for the rest of their lives. Students will remember grammatical structures, idioms in the form of rhymes, and harmonious, playful sentences without feeling bound by the grammatical rules and language structures that most teens find boring and limit their freedom of expression.

On the other hand, music facilitates the role of teachers in communicating information to students without the need for much explaining and speaking (TTT), which automatically increases the level of students' speaking engagement and participation in classroom discussions (STT).

### **1-3- Steps for Choosing the Right Songs in Teaching**

According to Magdalena,D (2016): “there are ten ways to teach English through songs”, they are explained as follows:

#### **1-3-1- Before Starting to Use The Music**

The teacher begins Survey to determine the types of music the students enjoy.

#### **1-3-2-Warm-Up**

It means using music as an introduction to the lesson by choosing a song that talks about the topic to be explained during the lesson, "Choose a song with a chorus that repeats easily as the perfect warm-up music." Magdalena,D (2016).

### **1-3-3- Mood Changes**

Music is used to influence the atmosphere of the students in order to get them to participate in the activity. "If they had a PE class earlier, for example, you could play some relaxing music to calm them down. Alternatively, if your students sat almost silently during the previous lesson, it's a good idea to play some live music." Magdalena,D (2016).

### **1-3-4-Guess The Title This is Done Before Listening to The Music**

It used by showing a series of pictures and drawings that include hints of the song and making the pupils identify the title of the song.

### **1-3-5- The Rules**

Songs may also be used to kick off a conversation about a certain grammatical topic. This strategy encourages pupils to look for grammatical structures in songs. "If you're teaching adjectives, try to choose songs that have a lot of adjectives in the lyrics. If you're practicing, for example, the present perfect, come up with the verbs and have the students fill in the blanks as appropriate for the past participle forms." Magdalena,D (2016).

### **1-3-6-Vocabulary**

Music can also be an effective way to teach new words. The teacher plays some soft classical music and asks the students to write down the adjectives that come to their minds. She added "If you teach more advanced learners, you can ask them to discuss the difference in meaning between some words. Then, you can play a different type of music like reggae, rock, etc. and elicit some other words from the students." Magdalena,D (2016).

### **1-3-7-Creative Writing**

Music, which invokes lovely memories and feelings, may be a terrific source of inspiration for your kids. They can sketch a picture of what they have envisioned after listening to music.

### **1-3-8-Create The Following Statement**

In this step the teacher divide his pupils into groups of 4-5 persons, and gives the task of writing another line of words in the same way as the original song. Next, the groups present their work to the rest of the class. As they work in groups, such exercises boost creativity in the classroom, improve teamwork, and help students enhance their writing and speaking abilities.

### **1-3-9- Band Interview**

This method mostly relies on the student's practice of speaking and building conversations. Students create an interview with the artist or band members after listening to a song by a popular singer or group. Then the students conduct dialogues in front of the class.

### **1-3-10- Translation**

Although some teachers are strongly against using students' mother tongue in the language class, Magdalena believes that students often enjoy translating lyrics and find this type of activity very interesting.

In fact, The teacher should always be careful in choosing the right songs suitable for the systematic lessons and in line with the needs of the students, and these songs should be clear and audible, and contains vocabulary appropriate to the level of adolescents, which must be free from forms of violence, discrimination and manifestations of aggression Songs should show the sincerity of the language in line with the desired topic in a certain way in order to achieve the

purpose of the lesson such as increasing vocabulary and grammar or strengthening a certain skill (speaking, hearing...).

#### **1-4-Songs in Teaching English to Young Learners**

Teens are known to enjoy and listen to tunes frequently. As a result, curricula for young second language learners must be empirically appropriate and must undoubtedly include songs, rhymes, and chants. Martin (2000) says that songs and rhymes are effective components of basic language programs. With this in mind, teachers should do their best to keep their students happy, fun and content, which means choosing music and activities that are fun, curricular and subject matter for their courses. Teens learn best when they are immersed in real conditions. This shows that teens choose to do activities they enjoy outside of the classroom. Teachers should remember that some young people enjoy certain activities while others do not. It should also be determined whether the songs are exciting and create an emotional experience, because teens need to engage in activities that are attractive and interesting to them, in order to improve their learning.

According to academics (Jolly, 1975: 14; Shin, J.K., 2006), songs are effective teaching aids that raise and extend students' enthusiasm, particularly when they are catchy and reinforced by bright visuals, realia (real-life items utilized in classroom learning), and movement. These supplements improve learning by adding sensory and visual stimulation. Songs, chants, poetry, and rhymes are essential for early language development. They are a versatile resource that teachers may use and alter in a number of ways to fit the requirements of their students.

Songs feature many repeating phrases, which promotes verbal fluency. Furthermore, as indicated by Griffiee (1988), songs are helpful in English training for various reasons:

1. Songs and music help to alleviate anxiety. When songs and music are introduced early in language learning, they provide an enjoyable and stress-free environment.
2. Songs may be utilized to teach new words.
3. Songs are a terrific way to pass the time.
4. Songs can be utilized as auxiliary texts at the end of a session, on special occasions, or as a component of vocabulary development.
5. Songs and music can be utilized to aid in the presentation, practice, and review of grammar.
6. Music and songs bring many cultures into the classroom. Similarly, Murphy (1992) highlights the benefits of songs, claiming that songs help young infants learn language and impact short- and long-term memory. Songs, he continues, are brief, self-contained texts and recordings with basic, repetitive, conversational vocabulary. Because of their joyous character, they bring diversity and enjoyment, as well as aiding relaxation and social dynamics. Furthermore, songs (children's songs, Christmas carols, and counting songs) provide an excellent opportunity to introduce a foreign language culture. paraphrasing.

### **1-5-Songs as a Motivation Source**

To achieve the goal (motivation) of utilizing songs in the classroom with teenagers, motivation must be progressively created. As a result, songs are an excellent channel for achieving motivation. They should not feel obligated to listen to the music at any moment, but should instead be encouraged and driven to do so.

The power of songs to impact and modify the mood of pupils is an important quality of songs in the context of language acquisition. Students' emotional responses to songs may

transform into motivation, resulting in a greater connection to language and a desire to study. Students are probably more motivated by songs than any other sort of material and are inspired to comprehend the content of songs because of repetition and easy language patterns.

Moreover, songs are an important source of information and a valuable means of developing learners' skills in the following areas: listening, speaking, reading and writing, as well as strategies for teaching learners different language patterns such as syntax, vocabulary, pronunciation, and rhythm. adjectives, adverbs, etc. As a result, research in these areas may add to the understanding of the importance of songs in English as foreign language lessons.

#### **1-6- Drawbacks of Using Songs in EFL Classrooms**

There are some teachers who hate singing and music, and may find the use of songs in class a barrier. There is also variation in song type among pupils, as well as separate and relatively diverse musical aptitude ratings. Pop music, for example, is outdated and not fun for many teens. Moreover, some teachers may wonder if songs can be used with all teachers.

We also find that current songs have limited vocabulary, lots of slang, and poor grammar; many songs depict violence and sexual discrimination in their content.

Music, according to Arleo (2000):" may be utilized to benefit all language learners. However, the choice of music is influenced by elements such as the learners' age, language level, cultural background, and musical tastes, as well as the learning situation..."(p.5-19). It is also crucial to highlight that employing songs in language courses may have certain drawbacks, and teachers must adhere to certain standards while managing the classroom in order to overcome them.

Teachers should also monitor and assess the attitude of the students in the classroom on a frequent basis, and if the students display clear displeasure, the teachers should cease the activity and move on to another work. Teachers should not compel students to sing since adolescents are sensitive, timid, and reserved, and they refuse to express themselves in public. In addition, there are schools in many parts of the world that cannot provide the equipment and special technological facilities to practice these technologies, which hinders their positive use.

## **Conclusion**

In concluding, while the use of song in the classroom may have some drawbacks that can negatively affect learners and impede the learning process if not properly planned, it is clear that the song-based method of teaching English as a foreign language brings positive change in the learning process of learners, particularly adolescent learners. The songs are true sources of vocabulary and entertainment. It contains native language, is easily acquired, provides enjoyable listening and speaking vocabulary if used in a timely and renewable manner with the requirements of the times according to ethical standards appropriate to the age group of students, and language practice in and outside the classroom. It also teaches children a lot of grammatical and cultural information.

## **CHAPTER TWO**

### **SECTION ONE: THE FIELD WORK**

#### **Introduction**

The current study aims at verifying the effectiveness of using songs as an educational method to motivate third middle school students to learn English, and increase their attention during educational sessions by using songs. In the previous chapter we provided a theoretical background on the topic under consideration. Hence, the current chapter, is devoted to the practical part of the research, it is divided into two parts to report and highlight the research methodology and data analysis. Section one deals with research methodology, research settings, population and participants, and it ends with a description about the questionnaire. While the second section talks about data analysis, the analysis of students' and teachers' questionnaire and the interpretations of the results. Also, it contains discussion of the results, and the limitations that faces this study. At the end of the second section, we take into consideration some of suggestions for the future research.

#### **1- Research Methodology**

Research is one of the most important aspects of higher education that students must undertake in order to solve problems and collect data using specific tools, according to Creswell (2012): "Research methodology is a process of steps used to collect data and analyze information to increase our understanding of a topic or an issue". (p.03).

Our study investigates' teaching strategy and motivational learning method that teachers can apply in EFL classes to improve learners' motivation in learning EFL, which is songs. We rely on the descriptive research and relied on a questionnaire as a tool which is designed for the



population under study. Therefore, the results obtained in our study highlight the effect of implementing songs in the context of EFL and improving third middle school learners' interests as well as facilitating the role of EFL middle school teachers.

## **2- Research Setting**

The participants in our study are Middle School English teachers and learners from third year graders of ahmed chihi middle school from the area of Leghrous, Biskra.

## **3- Sample and Population**

According to Marczy, DeMatteo & fastinger, (2005) population is “all individuals of interest to the researcher” and sample “is a subset of the population” Thus, in the present study, the target population are third year middle school pupils and the teachers of English at Ahmed Chihi Middle School, the area of Leghrous, Biskra enrolled for the academic year 2021/2022. The students have been studying English for two years as a second foreign language and for most of them Arabic is the native language, where the teachers have been teaching English as a foreign language for more than four years.

The population above is informed about the aim of the study and they all accepted to answer the questionnaire. This step of the research is important, since it permits us to gather necessary data concerning the current situation prevailing in English language classes.

Our sample consists of two teachers, and (118) male and female third year students. Forty one (41) males and seventy seven (77) females. They are between (13) and (17) years old. We shared the survey with them at 2pm until 4pm on Monday, May 16<sup>th</sup>, 2022; where we picked a random sample of (32) students; (12) male, and (20) female; students are divided into two

groups, each group consists of (16) students, and each group takes one hour to fill out the questionnaire.

#### **4- Description of the Questionnaire**

In this research, we conducted two questionnaires, one is for students and the other is for teachers. Students' questionnaire consists of (14) questions, while (11) questions are designed for teachers.

The questionnaire was distributed and explained verbatim, as we translated many phrases into Arabic to avoid any misunderstanding by third year students of Ahmed Chihi Intermediate School in Leghrous, Biskra.

## SECTION TWO: DATA ANALYSIS

### 1- Students' Questionnaire Analysis and Interpretations

Students' questionnaire is a data gathering tool that we have conducted with 32 students, they learn English as a second language for three years.

#### Question 01 How old are you?

The first question tends to have an idea about the students' age. Thus (62,5%) of the informants belong to the category of [13-14years], however (37.5%) of them are included in the category of [15-17years]. It is worth noting that these portions of the participants are close in age. These results are shown in the following table (table.01):

Options	Frequencies	Parentages
(13-14)	20	62.5
(15-17)	12	37.5
<b>Total</b>	<b>32</b>	<b>100%</b>

**Table.1.1. The Students' Age.**

#### Question 02 Your gender.

The second question shows that is the questionnaire is undertaken with (62.5%) female, and (37.5%) male participants, as shown in the following table (table.02):

Options	Frequencies	Parentages
Male	12	37.5%
Female	20	62.5%
<b>Total</b>	<b>32</b>	<b>100%</b>

**Table.1.2. The Students' Gender.**

**Question 03** do you like your English classes?.

The third question is raised to know the students' opinion about their English classes. Accordingly, the majority of them (81.2%) declared that they do like the English classes; yet (18.8%) of the informants do not like these classes. The table (table.03) below would give you insights about the question:

<b>Options</b>	<b>Frequencies</b>	<b>Parentages</b>
Yes	26	81.2
No	06	18.8
<b>Total</b>	<b>32</b>	<b>100%</b>

**Table.1.3. The Students' Viewpoint About English Classes.**

**Question 04** To which extent do you enjoy your English classes?

The fourth question is designed for collecting data about the students' attitude towards the English classes, it is a multiple choice question, where three (03) items are given (56.3%) of them said that they like the English classes, while (37.5%) of students adore the English classes. Only (6.2%) of the respondents said that they do not like the English session at all. These results asserted the ideas that most of the students are motivated to attend the English classes. The results are shown in the following table (table.04):

Options	Frequencies	Parentages
I adore it	12	37.5
I like it	18	56.3
I do not like it at all	2	6.2
<b>Total</b>	<b>32</b>	<b>100%</b>

**Table.1.4. The Students' Enjoyment of The English Classes.**

**Question 05** do you face difficulties in your English classes? If yes, what type of difficulties?

Since English classes have a vital role in students' education, the fifth question seeks to shed the light on the student' difficulties in English. The results reveal that the majority of the respondents (71.9%) confront hindrances while learning English language, and (37.5%) of them face problem with all the difficulties that we mention in this question, which are: grammar, speaking and communicating, spelling, pronunciation, lexis and vocabulary. While (12.5%) of them have problem with speaking and communicating as a single difficult for them. (9.5%) of them with spelling; (6.3%) of them with pronunciation and (6.2%) of them with grammar, lexis and vocabulary. However, there are some students (28.1%) who do not face hiches while dealing with English classes. The table (table.05) below provides the results of the students' answers:

<b>Options</b>	<b>Frequencies</b>	<b>Parentages</b>
<b>Yes</b>	<b>23</b>	<b>71.9</b>
<b>No</b>	<b>09</b>	<b>28.1</b>
<b>Total</b>	<b>32</b>	<b>100%</b>
<b>If yes, what type of difficulties?</b>		
<b>Grammar</b>	<b>1</b>	<b>3.1</b>
<b>Spelling</b>	<b>3</b>	<b>9.4</b>
<b>Pronunciation</b>	<b>2</b>	<b>6.3</b>
<b>Lexis and vocabulary</b>	<b>1</b>	<b>3.1</b>
<b>Speaking &amp; communicating</b>	<b>4</b>	<b>12.5</b>
<b>All of them</b>	<b>12</b>	<b>37.5</b>
<b>Total</b>	<b>23</b>	<b>71.9%</b>

**Table.1.5. The Students' Difficulties in English.**

**Question 06** what do you do to improve your English (you can choose more than one answer)?

The sixth question intends to prompt the students' methods to improve their English language. In fact, it is a multiple choice question where five (05) items are given; students are requested pick up their choice. The collected data confirms that the majority of the participants (56.2%) use various tools to enhance their English learning for example: dictionary, photos and illustrations, listening to scripts, listening to songs, and try to chat with friends. Meanwhile (15.6%) of them view that chatting is enough to help them to learn the language, and (9.4%) of participants rely on dictionaries. And (9.4%) consider that listening to scripts is useful for them to ameliorate their English level. However, (6.3%) of the students opted for listening to songs. (3.1%) of them conceive that photos and illustrations are important to improve their English; this means that most of students are aware of their English deficiencies. Therefore, they can

determine the appropriate tools for enhancing their English listening. The results are shown in the following table (table.06):

Options	Frequencies	Parentages
A dictionary	3	9.4
Photo and illustrations	1	3.1
Listening to scripts	3	9.4
Listening to songs	2	6.3
Try to chat to your friends	5	15.6
All of them	18	56.2
<b>Total</b>	<b>32</b>	<b>100%</b>

**Table.1.6. The Students' Way to Improving Their English Classes.**

**Question 07** what does encourage you to learn English?

This question (question 07) provides an appraising heed to the reasons behind learning English. Accordingly, the participants were asked to identify the aspects of their encouragements. (37.5%) of the students are inspired by their teachers. While (31.3%) of them are influenced by the learning strategies and methods of teaching. Moreover, there are (12.5%) of them are boosted by the subject content. Whereas, another portion (12.5%) of the students affirmed that they are encouraged by all the previous aspects, this means that the students are knowledgeable about the sources of their learning encouragements. On the other hand there are (6.3%) of the students do not answer this question. The results are shown as follows:

Options	Frequencies	Parentages
The teacher	12	37.5
The subject content	4	12.5
Learning strategies and methods	10	31.3
All of them	4	12.5
Do not answers	2	6.3
<b>Total</b>	<b>32</b>	<b>100%</b>

**Table.1.7. The Students' Encouragements to Learn English.**

**Question 08** have your teacher ever try a new technique to facilitate the lesson?if yes, which technique they use?.

Question eight tends to ensure whether the teacher use new procedure to help the students receive the intended input or not, in this respect, the majority of the participants (75%) affirmed that their teachers do apply some new techniques depends on their target oriented. However (21.9%) declared that their teachers still use the standard techniques of teaching. Moreover, in this question students have been asked which techniques their teachers have used if their answers are yes, the majority of them have said that their teachers trying to translate in Arabic, and using gestures, drawing in the white board, and sometimes singing and mime. These results are revealed in the table below:

Options	Frequencies	Parentages
Yes	24	75.5
No	7	21.9
Do not answer	1	3.1
<b>Total</b>	<b>32</b>	<b>100%</b>

**Table.1.8. The Students' Point of View if The Teacher Ever Try a New Technique.**



**Question 09:** do you listen to English songs?

This current question is raised to have an idea about the students' listening to English songs. Which there are (68.8%) of students says that they listen to songs. Notwithstanding, there are only (31.2%) of the respondents viewed that it is not worthy to listen to English songs to enhance their English learning. Therefore, it can be said the exposure of the students to English determine their listening to English songs. The results of the students' responses are offered as bellow:

Options	Frequencies	Parentages
Yes	22	68.8
no	10	31.2
<b>Total</b>	<b>32</b>	<b>100%</b>

**Table.1.9. The Students' Listening to English Songs.**

**Question 10** for what do you listen to English songs.

Tenth question is concerned with the students target when listening to the English songs. (43,8%) of the respondents declared that they use songs to facilitate their study, because it is a dynamic tool. Moreover (34,4%)of them listen to English songs to entertain, because they enjoy English musical tones. While, there are (18,8 %) of the students who use English songs for both reasons, entertainment and study. These data are presented in table.09 as follows:

Options	Frequencies	Parentages
For entertainment	12	37.4
For study	14	43.8
Both of them	6	18.8
<b>Total</b>	<b>32</b>	<b>100%</b>

**Table.1.10. The Students' Reason for Listening to English Songs.**

**Question 11** Have your teacher ever use English songs in your classes? if yes, how often they use them?.

English songs are available component for learning, in this vein, the core of this question eleven is to unveil whether the teachers rely on English songs in their classes or not. In this context (62,5 %) of the informants denied using songs while learning English. In contrast (37.5%) of the students averred that their teachers rely on English songs to facilitate their understanding. Yet, this last portion does not use songs in the same way, only (25%) affirmed that sometimes their teachers use songs, and (12,5%) of them they rarely listen to songs. The following table (table.11) supports these collected data:

Options	Frequencies	Parentages
Yes	12	37.5
no	20	62.5
<b>Total</b>	<b>32</b>	<b>100%</b>
If yes, how often they use them?		
Always	/	/
Some times	8	25
rarely	4	12.5
<b>Total</b>	<b>12</b>	<b>37.2%</b>

**Table.1.11. The Students' Opinion About The Teachers Use of English Songs in The Classes.**

**Question 12** How did you find the lesson using songs?

The following question tends to elicit information about the students' point of view about adopting songs in teaching. In this point, different suggestions have been provided. Thus (43,8%) of the students evaluated songs as an amazing tool for learning, While (31,2%) of them contended that songs have a normal effects for learners. But (25%) of the informants perceive songs as a good tool used by their teachers to motivate them. The following table (table.12) supports these results:

Options	Frequencies	Parentages
Amazing	14	43.8
good	8	25
normal	10	31.2
<b>Total</b>	<b>32</b>	<b>100%</b>

**Table.1.12. The Students' Point of View About The Usefulness of Songs in The Lesson.**

**Question 13** Do songs help you to progress in your English learning?

Concerning this question, the participants are queried about their satisfaction about the insertion of songs while learning English. As a matter of fact, a total of (81,2%) of the respondents conceive songs as useful tools for learning. Meanwhile (18,8%) of students neglect the role of songs in teaching and consider them as useless tool. The results are presented in table13:

Options	Frequencies	Parentages
Yes, they are very useful	26	81.2
No, they are useless	6	18.8
<b>Total</b>	<b>32</b>	<b>100%</b>

**Table.1.13. The Students' Opinion About The Help of Songs to Progress in The English Learning.**

**Question 14** Do you think that songs can improve your level in English?.

This question gives an appraising to the students' opinions about the improvement of the English songs in their English learning. In this vein, the majority of the students (84,4%) confirm that songs can ameliorate their English level. But, only (15,6%) say that listening to English songs do not increase their language level. These views are summarized below (table.14):

Options	Frequencies	Parentages
Yes	27	84.4
No	5	15.6
<b>Total</b>	<b>32</b>	<b>100%</b>

**Table.1.14. The Students' Thoughts About The Use of Songs to Improve Their English Level.**

## 2- Teachers' Questionnaire Analysis and Interpretations

The teachers' questionnaire is a data gathering tool that we have conducted with two knowledgeable and well experienced teachers.

**Question 01** How long have been you teaching English?

This question is designed to know the teachers' experience in teaching English. Fortunately, the first teacher is dealing with English for a remarkable couple of years (1-5). However, the second teacher is a well experienced teacher, because; he is teaching English for more than five years (5-10). The table below shows the results of this question (question.01):

Options	Frequencies	Parentages
(1-5 years)	1	50
(5-10 years)	1	50
More than 10 years	/	/
<b>Total</b>	<b>2</b>	<b>100%</b>

**Table.2.1. The Teachers' Experience in Teaching English.**

**Question 02** your gender.

The following question is addressed to investigate the teachers' gender. The table below shows that both teachers are female. The results are shows in the table (table.02) below:

Options	Frequencies	Parentages
Male	/	/
Female	2	100
<b>Total</b>	<b>2</b>	<b>100%</b>

**Table.2.2. Teachers' Gender.**

**Question03** Do you think that your pupils are motivated to learn English?

The intention behind this question is to look over the teachers' point of view concerning their pupils' motivation when leaning English. On that account, both teachers notice that their pupils are not motivated to learn English due to the negative effects of social media, and the lack of exposure to the English language by the pupils' families and environment. The following table (table.03) supports these data analysis:

Options	Frequencies	Parentages
yes	/	/
No	2	100
<b>Total</b>	<b>2</b>	<b>100%</b>

**Table.2.3. The Teachers' Point of View About Their Pupils' Motivation Towards Learning English.**

**Question04** Have you ever tried a new technique to motivate your pupils in the class?

Concerning this question, teachers are asked if they follow new techniques to motivate their pupils to grasp the English language or not. In this regard, one of the teachers declares that she relies on new techniques to help her students to increase their self-motivation, however; the second teacher still focuses on the standard ordinary methods of teaching English. These data are presented in the table 04 :

Options	Frequencies	Parentages
yes	1	50
No	1	50
<b>Total</b>	<b>2</b>	<b>100%</b>

**Table.2.4. The Teachers' Use of New Techniques to Motivate Their Students.**

**Question 05** Have you ever taught English using songs as a motivational method?

English songs have a vital role in our learning; this question seeks to cast the light on the teachers' use of songs as a motivational method to ameliorate the pupils' level of English. The results reveal that both teachers use English songs in their classes. The table 05 below provides the results of the teachers' answers:

Options	Frequencies	Parentages
yes	2	100
No	/	/
<b>Total</b>	2	100%

**Table.2.5. The Teachers' Use of English Songs as a Motivational Tool.**

**Question06** How often do you use songs in your classes?

The essence of this question is to know the frequency of using songs while teaching English. One of the teachers says that she sometimes rely on the English songs to facilitate her pupils' understanding. However, the other teacher does not focus on songs, in fact; she rarely uses them in her classes. These results are shown in table 06:

Options	Frequencies	Parentages
Always	/	/
Sometimes	1	50
Rarely	1	50
no	/	/
<b>Total</b>	2	100%

**Table.2.6. The Teachers' Frequency Use of Songs.**

**Question 07** How was the reaction of your pupils when using the songs?

The core of this question is to report the teachers' view about the students' reaction when using the English songs. Apparently, one of the teachers evaluates her students as very interested when dealing with English via songs, and the other teacher notices that her students are interested too, but not like the previous ones. Thus, the degree of interest depends on the teachers' way of using songs. This data are presented below in table 07:

<b>Options</b>	<b>Frequencies</b>	<b>Parentages</b>
Very interested	1	50
Interested	1	50
As usual	/	/
<b>Total</b>	<b>2</b>	<b>100%</b>

**Table.2.7. The Teachers' Evaluation Towards The Students' Reaction When Using Songs In The Class.**

**Question 08** Do you think that songs may improve pupils' Motivation to learn English better?

This question is an attempt to show the help of using songs to motivate the students from the teachers' sight. In this vein, the first teacher asserts that her students are well motivated when using songs. Despite the second teacher who is not sure about her pupils' motivation while using songs. These data are exhibited in the table (table.08) below:



Options	Frequencies	Parentages
yes	1	50
I do not think so	1	50
no	/	/
<b>Total</b>	<b>2</b>	<b>100%</b>

**Table.2.8. The Teachers Point of View About The Use of Songs to Motivate The Pupils Learning English.**

**Question 09** Which type of difficulties have you faced with your pupils when using songs during your classes?

In this question, the teachers have been requested about their pupils' main difficulties when using songs during their classes. In this regard, one of the teachers asserts that her pupils have a problem with the accent of the selected song. However, the second teacher considers pronunciation as a fundamental obstacle for her pupils towards the songs . The results have shown as below:

Options	Frequencies	Parentages
Meaning of the song	/	/
Accent	1	50
Pronunciation	1	50
Another difficulty	/	/
<b>Total</b>	<b>2</b>	<b>100%</b>

**Table.2.9. The Teachers' Point of View About The Difficulties That Face Their Pupils When Using English Songs.**

**Question 10** What kind of problems do you face using songs during your classes?.

Question nine (10) is concerned with the problems and challenges that students face when using songs during their classes. The first teacher declares that the lack of the appropriate materials impedes her pupils' perception of the language. But, the second teacher considers that the lack of personal musical resources as a crucial problem for her students. These data are presented in the table.10:

<b>Options</b>	<b>Frequencies</b>	<b>Parentages</b>
Lack of material	1	50
Lack of time	/	/
Lack of personal musical resources	1	50
Another problem	/	/
<b>Total</b>	<b>2</b>	<b>100%</b>

**Table.2.10. The Teachers' View About The Kind of Problems That The Pupils**

**Encounter When Using English Songs.**

**Question 11** Would you suggest other methods and techniques to motivate your pupils to learn English?

The aim of this question (question 11) is to spot the light on the teachers' suggestion for other methods and techniques to motivate their pupils to learn English. Both teachers propose the visual aids (such as: the lap top, the data show, pictures...etc.) as valuable techniques, that can suit and help all the category of the pupils to reinforce their English language learning during their classes.

## **SECTION TWO**

### **1-Discussion of The Results**

Our findings provide strong evidence for the effectiveness of using songs as a pedagogical medium in the EFL classroom, as well as the importance of songs and their beneficial effect on EFL learners' motivation to learn English.

The survey also found positive responses to the use of songs from both (teachers and students). While noting its usefulness, it is crucial that education experts reconsider incorporating them further into the middle school curriculum. It is also useful to use songs to improve other abilities rather than just listening, understanding and teaching. The role of songs in the classroom increases attention and interest and creates a vibrant environment for learning more about English.

### **2-Limitations**

Glesne and Peshlein (1992) wrote: "No research achievement is indisputable." As a result, our current inquiry has several limitations, especially during the application phase of the project.

Time and environment were among the hardest obstacles that stood in the way of more extensive research work in our study especially during the COVID19 pandemic. To overcome these limitations, there is an urgent need to develop techniques for collecting data from participants. We also found that the study was limited to (32) participants, and that the validity and generalizability of the results to all third year middle school students are largely limited.

When we starts doing this work, we trying to work on quasi-experimental method, but in fact the COVID19 pandemic face as to take our time to do such experience, so we change the method to the discriptive one. Also the absence of a well experienced teacher for special circumstances makes this study unlimited.

As a result, more research on the motives and reasons for instructors to employ songs in English learning is required.

### **3-Implications of the Study**

This study was conducted with the aim of exploring new teaching strategies in English. It is hoped that the results of this study can encourage teachers to use songs to increase the motivation and attention of EFL students. We hope this helps facilitate teachers' work.

Moreover, this technique will definitely bring a positive atmosphere to the classroom. If the use of English songs is combined with the lesson, it will strengthen students' relationships with the teacher, increase their motivation, and most importantly, change their attitudes towards learning English.

### **4-Suggestions for More Research**

There is still much educational work to be done on the topic of using song in pedagogy. In practice, appropriate information and communication technology should be integrated for a wider and better use of English songs as a foreign language. The limited personal accounts available regarding the usefulness of using songs in the EFL classrooms are based on the teacher's experience, and the long-term teaching processes that takes place in the language classroom as being beneficial to inspired learners.

On the other hand, expanding the study to include different learning environments in this study may lead to more generality, reliability, and credibility of our case under study, and the use of additional research tests to collect data, such as, interviews and class observations; In addition to the questionnaire, all of the above would have It certainly leads to more accurate work results and a better understanding of the issue. Moreover, including music in the lecture will build pupils' relationships with the instructor increase their motivation and most importantly, create a happy atmosphere in the classroom improve their views regarding learning the English language. As a result, research in these areas may add to the understanding of the importance of songs in English as foreign language lessons.

Furthermore, this teaching strategy will undoubtedly create a nice atmosphere in the classroom if songs are used in conjunction with the lecture, it will build students ties with the instructor, increase their enthusiasm, and most significantly some pupils' views regarding studying English are changing.

In addition, it will be a good idea if teachers conduct a simple survey asking for their pupils' favorite music, bands and songs and use them in the lesson. This will surely make teaching more effective when teachers use the songs which their pupils' love.

On the other hand, educational institutions should provide special spaces for teachers of foreign languages, equipped with equipment that allows the application of various teaching strategies, without compromising the freedom of their colleagues and maintaining the general atmosphere of the institution (laboratories). Another suggestion is to increase the weekly volume of lessons to practice English more than before.

Finally, employing audio-visual resources, such as photos and data-shows, motivates students to pay attention and motivates them to learn English language.

## **Conclusion**

In summary, the second chapter of our research sheds light on the methodological framework of the research that presents the results of the field study, its analysis and interpretation. The results were generated by questionnaire; The results revealed that songs are an effective and valuable pedagogical tool in teaching English and Learning that may make learners psychologically cheerful and enhance their motivation to learn. On the other hand, teachers' adoption of songs makes it easier to attract learners' attention. The current chapter ends with some suggestions for future research.

## **General Conclusion**

Motivation is an essential component of language acquisition. So, having it is very important when learning a foreign language because it will develop everyone learning skills. However, it has been observed that learners of English as a foreign language, especially in middle schools, Pupils lack motivation for various reasons. It may be due to a lack of exposure to the target language or to the strategies chosen for teaching English. Hence, the current study suggests using songs as a motivational pedagogical tool to enrich English as a foreign language.

The study consisted of two chapters. The first chapter is divided into two parts. The first section highlights motivation and teaching, while the second section talks about the use of songs in EFL classes. While the second chapter is divided into two parts, the first section includes the chosen methodology, which was a descriptive approach, and a description of the study tool, which was a questionnaire for teachers and another for learners, while the second section includes data analysis and interpretation of results. This tool was selected for data collection and hypothesis testing.

The survey was conducted over a period of two days. For the first day's meeting, work was done with the teachers, and the students were told that they would participate in answering a questionnaire the next day, as the pupils welcomed the idea. The questionnaire was distributed the next day to the students within two hours. The results from the collected data showed positive results in many ways. The results proved that teaching English using songs enhances students' attention. In addition, English language songs are ideal for improving pupils' levels. Moreover, the use of songs to teach English creates an atmosphere of excitement, fun, and vitality.

In conclusion, it is necessary to choose effective teaching techniques that can enhance the attention of EFL pupils. These technologies must take into account the needs of students and preferences for success that change the classroom atmosphere to be active rather than boring. Thus, songs have been proposed as a strategy to increase EFL motivation.



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## Appendices

### Appendix 1:

#### Pupils' Questionnaire

Greetings, pupils!

This is a questionnaire for research on "Motivating learners of English as a foreign language through songs". This questionnaire is based on your participation in the collection of data that has been published in the working model of the study. It is optional, anonymous, and private.

Thank you for taking the time to complete the survey.

Please choose the appropriate answer:

1- How old are you?

I am .....

2 – Your gender:

- Male
- Female

3 - Do you like your English Classes?

- Yes
- No

4- To which extent do you enjoy your English classes?

- I adore it
- I like it
- I do not like it at all

5 -Do you face difficulties in your English classes?

- Yes

- No

If yes, what type of difficulties?

- Grammar
- Spelling
- Pronunciation
- Lexis and vocabulary
- Speaking and communicating

6 –What do you do to improve your English (you can choose more than one answer)?

- A Dictionary
- Photos and illustrations
- Listening to scripts
- Listening to songs
- Try to chat to your friends

7- What does encourage you to learn English?

- The teacher
- The Subject content
- Learning Strategies and methods

8- Have your teacher ever try a new technique to facilitate the lesson?

- Yes
- No

If yes, which technique they use .....

9-Do you listen to English songs?

- Yes
- No

10-For what do you listen to English songs?

- For entertainment
- For study

11-Have your teacher ever use English songs in your classes?

- Yes
- No

If yes, how often they use them?

- Always
- Some times
- Rarely

12-How did you find the lesson using songs?

- Amazing
- Good
- Normal

13-Do songs help you progress in your English learning?

- Yes, they are very useful
- No, they are useless

14-Do you think that songs can improve your level in English?

- Yes
- No



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Appendix 2:

Teachers' Questionnaire

Greetings, teachers!

This is a questionnaire for research on "Motivating learners of English as a foreign language through songs". This questionnaire is based on your participation in the collection of data that has been published in the working model of the study. It is optional, anonymous, and private.

Thank you for taking the time to complete the survey.

1- How you have been your experience in teaching English?

- 1-5 year
- 5-10 year
- More than 10

2 – Your gender:

- Male
- Female

3- Do you think that your pupils motivated to learn English?

- Yes
- No

If no, what are the problems?

.....  
.....

4- Have you ever tried a new technique to motivate your pupils in the class?

Yes

No

5- Have you ever taught English using songs as a motivational method?

Yes

No

6- How often do you use songs in your classes?

Always

Sometimes

rarely

never

7- How was the reaction of your pupils when using the songs?

Very interested

interested

as usual

8- Do you think that songs may improve pupils' Motivation to learn English better?

Yes

I do not think so

No

9- Which type of difficulties have you face with your pupils when using songs during your classes?

Meaning of the song

Accent

Pronunciation

- Another difficulty

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

10-What kind of problems do you face using songs during your classes?

- Lack of material
- Lack of time
- Lack of personal musical resources
- Another problem

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

11-Would you suggest other methods and techniques to motivate your pupils to learn English?

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

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## الملخص

من الواضح أن متعلمي اللغة الإنجليزية كلغة أجنبية غير قادرين على التفاعل في القسم لأنهم يفتقرون إلى الحافز. قد يكون هذا بسبب إستراتيجيات التدريس المستخدمة من قبل المعلمين أو التعرض المحدود للغة المراد تعلمها. وبناءً على ذلك ، تسعى الدراسة الحالية إلى التحقق من دور الأغاني الإنجليزية كمواد تعليمية لزيادة تحفيز وإهتمام متعلمي اللغة الإنجليزية كلغة أجنبية في المدارس المتوسطة. إفتراضنا أنه إذا استمع تلاميذ سنة ثالثة متوسط إلى الأغاني باللغة الإنجليزية ، فسوف يستفيدون منها وسيصبحون أكثر إيجابية وحيوية واهتمامًا بحصص اللغة الإنجليزية أكثر من ذي قبل. من خلال الفرضية تبنت الباحثة المنهج الوصفي. اشتملت أداة البحث على استبيان لتقييم استجابات الطلاب والمعلمين لمعرفة تصوراتهم حول استخدام الأغاني. كان مجتمع هذه الدراسة من طلاب السنة الثالثة في مدرسة أحمد شبحي الإعدادية في لغروس بسكرة. تألفت العينة من 32 طالب وطالبة. التقينا بالطلاب ومعلمي اللغة الانجليزية حيث تم تقديم الاستبيان في ظروف مناسبة و جيدة. تم شرح الاستبيان بشكل جيد للطلاب. كشفت الإجابات على الأسئلة أن الطلاب يرغبون في تعلم اللغة الإنجليزية ، لكنهم يفتقرون إلى التحفيز لتحسين مستواهم وزيادة تركيزهم أثناء الحصة. كما وُجد أن مدرسي اللغة الإنجليزية يواجهون بعض الصعوبات في زيادة تحفيز وانتباه طلابهم. لذلك ، فإن فرضية تدريس اللغة الإنجليزية كلغة أجنبية من خلال الأنشطة القائمة على الأغاني التعليمية ستزيد مستوى التحفيز لدى متعلمي اللغة الإنجليزية كلغة أجنبية وتوفر اهتمامهم بالمشاركة في دروس اللغة الإنجليزية كلغة أجنبية، بالإضافة إلى الآراء الإيجابية حول استخدام أغاني اللغة الإنجليزية كلغة أجنبية في الفصل الدراسي تبرر فعالية استخدامها كأداة تعليمية وفعالة لتسهيل عمل المعلمين وزيادة اهتمام وتحفيز متعلمي اللغة الإنجليزية كلغة أجنبية في مرحلة التعليم المتوسط .