



**The People's Democratic Republic of Algeria**  
**Ministry of Higher education and scientific Research**  
**Mohammed Kheider University of Biskra**  
**Faculty of Letters and Foreign Languages**  
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**Investigating the Effectiveness of Using English Songs in  
Enhancing Learners' Acquisition of Idiomatic Expressions: A  
Case study the First Year EFL Learners at English Department  
of Mohamed Kheider University of Biskra**

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Dissertation Submitted in Partial Fulfillment of the Requirements for Master's Degree in  
Science of the Languages

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**Academic year :2023- 2024**

## **Declaration**

I, **Aicha Guerguet**, do hereby declare that this work is the product of my own effort, and has neither submitted nor published to any institution or University for any degree before. This inquiry was certified and completed at Mohamed Khider University of Biskra. Algeria.

Certified:

Mrs., Aicha Guerguet

## **Dedication**

### **To my parents,**

This work is dedicated to you, for your constant and unwavering love and support. You have been the driving force behind my academic pursuits.

### **To my dear husband,**

I dedicate this dissertation to you, my source of inspiration and encouragement throughout this study.

### **To Mr. Abdesselam Belazreg,**

My former English teacher at Middle School, I dedicate this study to you for your encouragement and moral support. My deepest thanks also , go to my headmaster, **Mr. Hadj Amar Okba**, for his understanding, patience, and unwavering support

### **To my friends,**

I further dedicate my dissertation to all of you. Your help in difficult times, unwavering belief in me, and close friendship mean the world to me. Thank you for everything.

## **Acknowledgement**

I would like to express my sincere appreciation to my supervisor, Professor

**Bachar Ahmed**, whose expertise and knowledge were invaluable throughout this research.

I could not have completed this dissertation without his guidance and advice.

I am also grateful to **Dr. Mrs. Rezig Nadia** and **Dr. Abdelhak Cheninin** for their continued support and help.

Great thanks also to the first-year LMD students in the Department of English at

Mohamed Khider University of Biskra for their collaboration and enthusiasm.

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## Abstract

This dissertation investigates the effectiveness of integrating English songs into the EFL curriculum to enhance first-year LMD students' acquisition of idiomatic expressions at Mohamed Kheider University of Biskra. While the use of songs in language learning is well-established, this study explores their potential to improve understanding and use of idioms, a challenging aspect for EFL learners. Employing a mixed-methods approach, the research utilizes both quantitative and qualitative data collection methods. The quantitative data and qualitative data are gathered through a questionnaire that contains both closed-ended questions and open-ended questions to assess students' exposure to English songs, understanding of idioms, and attitudes towards using songs for idiom acquisition and to gain deeper insights into student experiences and perspectives on learning idioms through songs. The analysis aims to reveal correlations between song exposure and idiom acquisition based on the questionnaire data. Additionally, the qualitative data will be analyzed to understand why and how songs may be facilitating learning, providing a more comprehensive picture of the impact of song-based learning. This combined approach can offer valuable insights into the potential benefits of integrating song-based learning in the EFL curriculum for acquiring idiomatic expressions.

**Key words :** EFL (English as a Foreign Language), First-Year LMD Students , Idiomatic Expressions, Mixed Method , Questionnaire , Songs based learning .

### **List of abbreviations**

**1-EFL:** English as foreign language

**2-ESL:** English as Second language

**3-L2:** Second learner

**4-DA:** Discourse Analysis

**5-TL:** Target language

**6-LMD:** License Master Degree

**7-Q:** Question

**8-MKU:** Mohamed Kheider University

**9- SPSS:** Statistical package for the social sciences

**10-HP:** Hypothesis

**11\_ CLT:** Communicative language teaching

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# **General Introduction**

## **General Introduction**

Fluency in a new language requires more than just rote memorization. Mastering idiomatic expressions, those figurative phrases unique to a language, is crucial for achieving natural expression. These expressions add richness, nuance, and cultural understanding to communication. However, for first-year Licence-Master-Doctorat (LMD) English as a Foreign Language (EFL) learners at Mohamed Kheider University, idioms present a significant hurdle. Unlike literal language, idioms defy direct translation and rely heavily on context for meaning. Traditional EFL instruction, while focusing on vocabulary and grammar development, may not fully address the complexities of idiom acquisition. This gap in learning can leave students struggling to comprehend native speakers and frustrated in their attempts to express themselves naturally.

This case study investigates the potential of using English songs as a tool to bridge the gap in idiom acquisition for first-year LMD EFL learners at Mohamed Kheider University. Songs offer a unique and engaging approach. With their catchy melodies and repeated use of language, songs can provide a natural and memorable way for learners to encounter idioms in context. By incorporating song-based activities into the curriculum, we aim to explore whether this approach can improve first-year EFL learners' comprehension, retention, and ability to use idioms appropriately in their own communication.

### **1-Aims of the study**

Actually, this present investigation will attempt to achieve the following aims:

- To investigate the impact of incorporating English songs with targeted activities focusing on idioms on the comprehension, retention, and production of idiomatic expressions by first-year LMD EFL learners at Mohamed Kheider University, as measured by a pre-test and post-test.

To explore learners' perceptions of the effectiveness and engagement of using English songs to learn idioms through interviews or surveys.

### **1-Research questions**

Actually, this present investigation will attempt to answer the following addressed question :

To what extent does incorporating English songs with targeted activities focusing on idioms improve the comprehension, retention, and production of idiomatic expressions by first-year LMD EFL learners at Mohamed Kheider University?

#### **1- Hypothesis**

To answer the above questions the following hypothesizes are formulated:

#### **1-Null hypothesis (H0)**

It is predicted that the judicious implementation of English songs can not significantly enhance first year LMD students ability to learn idioms.

#### **2-- Alternative Hypothesis (H1)**

It is predicted that the judicious implementation of English songs can significantly enhance first year LMD student's ability to learn idioms.

### **2- Research Techniques and Methodology**

The mixed method design is adopted to conduct this investigation, in order to collect and analyze data. Concerning data analysis a questionnaire have been used as a tool, which is

administered to a non- random selected groups of first year students in the Department of English of Mohamed Kheider University of Biskra.

In data analysis, the quantitative method has served as in analyzing the numerical data, while qualitative method is used for explaining and interpreting the collected data .The questionnaire is addressed to students in order to investigate their opinions about using English songs as a pedagogical tool in enhancingtheir acquisition of idiomatic expressions The results of data are shown in tables pie charts and histograms.

### **3- A provisional structure of the dissertation**

This study will be structured as follows ::

#### **Chapter 1: Literature review**

##### **Section One :The Implementation of Songs as a Pedagogical Tool in EFL Classes**

This section digs into the world of music as a language-learning tool. It explores existing research on how songs can enhance various language skills,by exploringboth of the general benefits and thevarious types of songs used and more specifically ontheir use for teaching idioms. As far aswe willreview, relevant studies that have investigated the effectiveness of this method in helping students grasp these colorful and often difficult expressions.

##### **Section Two : An over view about Idiomatic Expressions in EFL Classes**

In this section,we focuses muchmore on idiomatic expressions within the context of EFL learning. Therefore, the chapter provides a comprehensive overview of idioms, by mentioning their various types and their importance for EFL students. Through establishing a



strong foundation for understanding how idioms can be effectively used in the language learning process.

## **Chapter Two : Methodology**

This chapter. Describes the participants (the first-year LMD students), the data collection methods (questionnaire, analyzing the participant's views aboutidiom comprehension, andtheir differentattitudes towards the impact of using songs in the learning processetc.), and how data will be analyzed.

## **Chapter Three : Results 'presentation of the Research**

The following chapterintroduces the findings of the research, analyze the data collected and discuss the effectiveness of using English songs to teach idioms to your students, whethertheir ability to understand, and use idioms are improved?

## **Chapter Four : Discussion of the findings and Conclusion**

This final chapter aimsto discuss the results ofthe research's findings,whether songs are aneffective tool for teaching idioms? How can these findings be implemented to EFL teaching and learningprocesses? Thensummarizing the research's acknowledging limitations and suggesting areas for further studies.

### **4- Limitation and Further studies**

This study offers valuable insights, but limitations are significant. The sample size and focus on first-year LMD students cannot be generalized to a wider EFL population. Additionally, the research design might not carry long-term retention of using idioms Therefore;future research could address all these limitations by conducting additional

## The Effectiveness of Using English Songs in Enhancing Learners' Acquisition of Idiomatic Expressions

longitudinal research to assess long-term memory. In addition, exploring strategies such as pre-listening activities vs. interactive listening is necessary, too.

# **Chapter one**

## **Literature Review**

## **Section One :The implementation of songs as a pedagogical tool in EFL classes**

### **Introduction**

This section will talk about the power of music as a language-learning tool by exploring the history of songs in EFL classrooms. We will start by mentioning the shift from traditional methods to the appearance of songs as a pedagogical tool, highlighting the different contributions of educators. Next, we will establish a clear definition of the term "song" and then, briefly identifying various genres and their appropriateness for EFL learning. The focuses of the chapter will explore the significant role of songs in the learning process. We will examine how songs can promote motivation, enhance pronunciation and fluency, and expand vocabulary, additionally; songs offer a window into English-speaking cultures, enriching the learning experience. Consequently, the chapter will explain the benefits songs for both students and teachers. For example students will discover increased engagement, improve their memory, and a more relaxed learning atmosphere. Also, teachers, in turn, will have a dynamic lessons, creative activities, and a classroom Full of joy of music.

### **1-1 Songs in EFL Classes: Historical Over View**

The use of songs in EFL classrooms is a well-established practice, valued by teachers for its multifaceted benefits. Songs provide opportunities for language practice through repetition and contribute to developing listening skills, phonological awareness, cultural understanding, and a more relaxed learning environment. Research by Fonseca-mora et al, (2011) highlights the connection between music and psychological well-being, which fosters a more positive learning experience for students. Songs can be integrated into EFL lessons in various ways, from gap-filling exercises and warm-up activities to the core of the lesson or even entertainment, depending on the learning objectives.

Furthermore, the theory of multiple intelligences (Cherry, 2023) suggests that learners possess different strengths, and music can provide various intelligences. Studies by Forster (2006) and Rieb & Cohen (2023) (cited in Jazfin, 2024) support the effectiveness of songs in pronunciation development, especially for young learners. Music plays a significant role in enhancing memory and concentration, making it easier for students to internalize sounds and rhythms, which in turn improve pronunciation and intonation.

The benefit is not just related to pronunciation but also to vocabulary. Studies by Bergstrom et al. (2022) indicate that incidental learning can occur by passive listening to music in the background which means that students can expand their vocabulary simply by being exposed to English songs, even while engaged in other tasks.

## 1-2 Definition of Song in the EFL Context

In the context of EFL (English as a Foreign Language) classrooms, songs are considered more than just music. They transform into effective and strong learning tools by offering a rich mix of emotional, cultural, and social features. According to the definition from the Longman Dictionary of Contemporary English "a short piece of music with words for singing" (Longman Dictionary of Contemporary English, n.d.), Griffie (1992, p. 3) songs have two key components: music and lyrics, particularly those found in popular music. This shows the distinction from music alone, which lacks the element of sung words.

Songs, for instance, are vocally produced with lyrics that carry meaning and melody (Henneberg, 2005, p. 4; Hancock, 1998, p. 11). They use rhythmic elements arranged in a cohesive structure (Maeliono, 2003, p. 624). The lyrics themselves often express the songwriter's emotions, serving as a powerful tool for language teaching (Saun Lolong,

2019,p.5). This strong relationship or combination between music and language makes songs a valuable resource for EFL classrooms.

### **1-3 Classification of songs**

Songs have been a crucial element of human experience across cultures and throughout history. Music can be classified in different ways, with one common system of distinction. This framework divides music into three main categories: folk, art, and popular music. Yulianto (2010) further refines this concept, suggesting that songs themselves can be broadly divided into three forms based on their function: art songs, folk songs, and popular songs (cited in Muliani Putri, 2019).

#### **1-3-1 Classical songs**

While classical music might not be characterized by vocals like traditional songs, it holds value in the EFL classroom. Its rich melodies, diverse moods, and complex orchestration expose learners to a wide range of sounds and musical elements. This opens doors for various activities: listening exercises where students can identify feelings or emotions, instruments, or follow the musical flow; vocabulary building through discussions about composers, historical context, and musical styles; and cultural appreciation as students relate the music to different cultures and eras. Strategically incorporating classical music can create a stimulating and enriching learning atmosphere for EFL learners.

#### **1-3-2 Art Songs**

Art songs occupied a distinct space in the musical landscape. Skilled vocalists demand a high degree of vocal technique, linguistic understanding, and interpretive ability. Often focused on themes of romantic love (sometimes directed towards an idealized figure) or

religious devotion, art songs have their roots in the tradition of singing love songs and religious hymns.

While their complexity might not make them ideal singers or musicians for direct language learning activities in the EFL classroom, they can offer valuable exposure to sophisticated vocabulary, poetic language, and nuanced emotional expression.

### **1-3-3 Folk Songs**

Folk songs hold a unique position in music, passed down through generations without a known author. Often regarded as a cornerstone of national or cultural identity, they can also be transmitted through sheet music, especially in modern times. Folk music encompasses both songs and instrumental pieces, traditionally performed for entertainment or rituals within local communities. Narrative folk songs, known as ballads, tell stories about love, history, or even mythology. "Londonderry Air" from Northern Ireland is a prime example.

Written down in the 1850s, the song likely existed for much longer, evolving through oral tradition before acquiring lyrics. Another well-known folk song, Woody Guthrie's "This Land is Your Land," exemplifies the social and historical themes often explored in this genre.

### **1-3-4 Pop Songs**

Pop music, is different from folk music, because it is characterized by its upbeat rhythms, catchy melodies and generally simpler, memorable lyrics. This accessibility makes pop songs a valuable tool for EFL learners. The term "pop music" emerged in the 1940s to describe popular music outside of jazz and classical genres. Unlike traditional folk songs, pop music is typically written by professional songwriters and often utilizes a wider range of instruments and styles. While pop music composition has increasingly use technology and

studio recording since the 1960s, the focus remains on creating engaging and memorable music. Rhythm and effects play a crucial role in pop music. Examples of iconic pop songs across different eras include Michael Jackson's "Thriller," Britney Spears' "Baby One More Time," Ed Sheeran's "Shape of You," and Adele's "Rolling in the Deep."

These songs, with their clear pronunciation and catchy hooks, can be effectively used in EFL classrooms to:

- a) Improve listening comprehension through repeated exposure to clear pronunciations and vocabulary.
- b) Enhance vocabulary development by focusing on lyrics that deal with everyday themes and emotions.
- c) Promote cultural understanding by providing insights into current trends and popular culture.

Therefore, incorporating popular music strategic in away, teachers can identify the genre's that create a fun and engaging learning environment for EFL students. While any song can potentially spark interest in learners, selecting the right song for EFL instruction needs careful consideration. As Murphy (1990) suggests, there are three main categories of songs to consider:

1) **Made-for-EFL Songs:**

These are songs created for language learning. Often found in older textbooks, they may prioritize grammar structures, vocabulary, or pronunciation practice. They offer a controlled learning environment but can sometimes feel artificial to students.



## 2) Contemporary Songs

These are popular songs currently trending outside the classroom. They offer exposure to authentic language and cultural references, keeping students engaged with current trends.

However, their complexity, use of slang, and potentially fast pace can pose challenges for learners of different levels.

## 3) Traditional/Folk Songs

These songs, rooted in specific cultures and passed down through generations, offer a glimpse into customs and traditions. While they can provide rich cultural context and often have simple lyrics, some might be less familiar to students and require additional information.

Therefore, choosing the right song depends on several factors:

**Learners' level:** Consider the students' language proficiency and ability to handle unfamiliar vocabulary or fast-paced lyrics.

**Learning objectives:** Determine whether the focus is on pronunciation, vocabularybuilding, grammar rules, or cultural understanding.

**Learners' interest:** Selecting songs students that the student's likes can increase engagement and motivation.

By striking a balance between these considerations, teachers can effectively utilize songs from all three categories to create a dynamic and engaging EFL learning environment.

## 1-4-Function of Songs

Research by Lo and Li (1998) highlights the versatility of songs in developing students' core language skills: listening, speaking, reading, and writing. These versatile tools can be used to teach various language elements, including sentence structures, vocabulary, and pronunciation.

However, the benefits extend far beyond skill development. Songs, as Lo and Li (1998) emphasize, can spark students' interest in learning English. The engaging melodies and relatable themes create a positive and motivating learning environment, a point echoed by Wada (2009) who emphasizes the relaxed atmosphere songs can foster. Beyond creating a positive atmosphere, music is believed to stimulate information processing in the brain. Drawing on Arnett's (1995) work, we can explore the potential functions of music in learning:

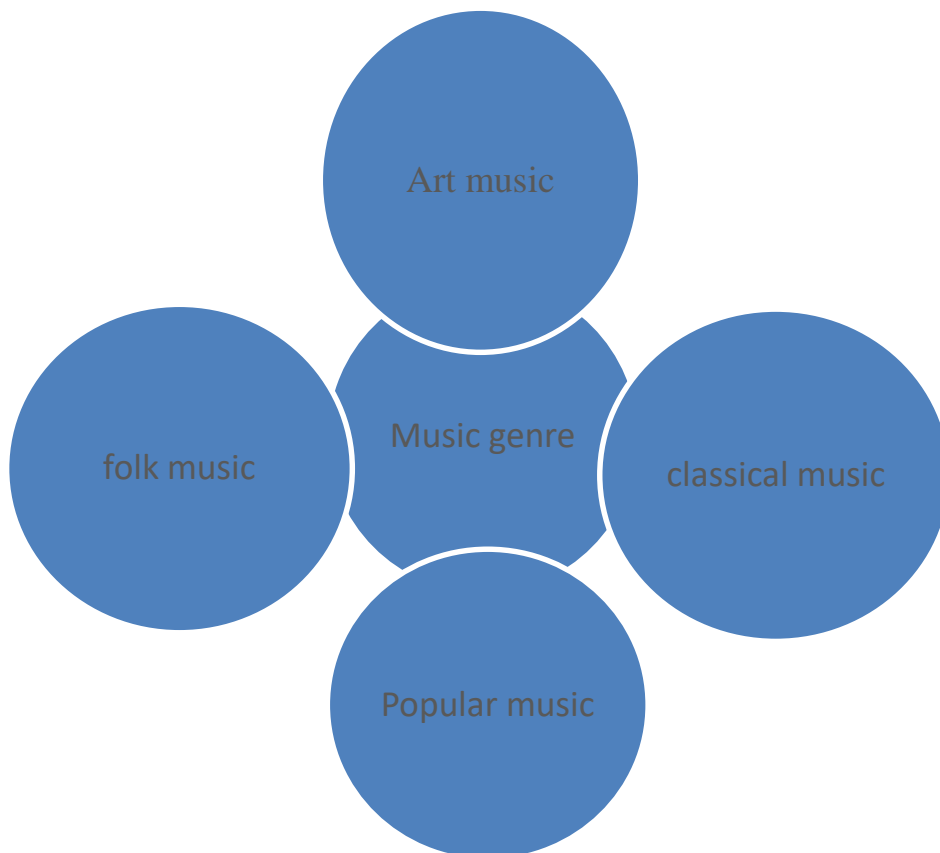
- Songs can make language learning enjoyable, fostering a more positive attitude towards English.

- Students can connect with songs that resonate with their interests or cultural background.

- Songs can provide insights into English-speaking cultures and customs.

- Sharing songs can be a way to connect with classmates and build friendships Music can help young learners explore their identities and express themselves.

By understanding these functions, teachers can gain the power of songs to create engaging lessons that cater to students' cognitive, social, and emotional needs.



**Figure 1: Different Genre of Music (created by Aicha Guerguet ,2024)**

The figure above shows the different music genres for EFL classrooms which play a crucial role in optimizing the learning experience. Pop music, with its catchy tunes and readily comprehensible vocabulary, is a valuable tool for developing listening comprehension and pronunciation practice, particularly for beginner learners. "Happy" by Pharrell Williams, for example, provides a clear and repetitive melody that allows students to focus on individual sounds and sentence structures. Folk songs, on the other hand, offer cultural insights and can tell stories, making them ideal for introducing new vocabulary and cultural references. Additionally, narrative folk songs with clear storylines, such as "Blowin' in the Wind" by Bob Dylan, can be instrumental in illustrating how idioms function and are used in context. Movie or TV show soundtracks, with their ability to capture emotions and

explore specific themes, can be employed for discussing feelings or related vocabulary. Slower ballads, like "Can You Feel the Love Tonight" from The Lion King, might be particularly suitable for listening activities due to their clearer pronunciation. Exploring genres beyond the traditional options is also worthwhile. For advanced learners interested in understanding slang and informal language used in idioms, slower rap with a focus on the chorus or specific vocabulary lists could be beneficial. Similarly, children's songs, featuring simple vocabulary and engaging melodies, can be a great starting point for introducing basic vocabulary and structures, especially for younger learners or beginners. Ultimately, the most effective genre selection will hinge on the specific learning objectives, target learner level, and cultural appropriateness of the chosen songs.

### **1-5 Points to be considered in selecting songs**

Terhune (1997, p.8), presented a number of challenges to be taken into account in selecting English songs as follows:

- a- Pop songs are not scholarly, because some students and teachers think that they are not serious way of education.
- b- Repetition makes the song boring and useless with limited vocabulary.
- c- The lyrics with complicated sentences may confuse language learners.
- d- Some lyrics contain embarrassing parts to explain to students.

In addition Miller claimed that "recorded music do not have the flexibility to vary the tempo, slowing down on difficult passages and speeding up, as students get comfortable with the chorus. In spite of these negative aspects of songs, teachers have to be careful and conscious when they tend to use songs in EFL classes. In the same sense, Terhune (1997) pointed that "educated and responsible use of songs will reduce these the songs' disadvantages presented by songs".

### **1-6 Criteria for integrating English songs**

Selecting the perfect song for EFL classrooms needs many factors. The language itself should be clear and appropriate for the students' level, avoiding complex vocabulary or slang. In addition, age and proficiency play a crucial role, with younger learners thriving on catchy melodies and simplifying grammar rules, while older students can handle more depth. Finally, both teacher and student interest issue using music motivates learners, and teachers need songs that agree with their lesson plans. By considering these elements, educators can transform songs into powerful tools for an effective EFL learning experience, as Lems (2011) stated songs should be handily chosen, the lyrics should be clear not vague vocabulary should be suitable for the current level of the student.' ' cited in Benzaine ,Daffri ,p.17 ).

Beyond language level and student age, additional factors play an important role in song selection. As Saricoban suggests (cited in Danismani, p32), songs with frequent repetition, a clear narrative, and different themes which is related to life or culture provide authentic learning materials. Griffiee (1992) proposes three key criteria: songs both teachers and students enjoy, that align with lesson objectives, and that are readily available. Griffiee further expands on factors to consider during song integration. These include:

- Number of students, age group, musical interests, and available class time.
- Age, musical interests, teaching goals, and access to classroom support (e.g., technology).
- Flexibility in curriculum design, availability of free class time, and the ability to use songs as supplements.
- Volume control, access to music sources (recordings, sheet music), and resources for creating lesson materials (copiers, whiteboards).

By considering these important elements, teachers can make informed decisions about song selection and ensure effective song integration within their EFL lesson plans.

Choosing the good song can transform your EFL classroom into a fun and provide an appropriate learning environment. Several key factors come into play. First, as Melville & Lou & Langenheim & Rinvoluceri (1980) suggest, the song should resonate with students' experiences or interests, making it relatable and enjoyable. This does not negate its educational value; even songs targeting grammar points should be interesting. Teacher enthusiasm also matters - a song you find engaging will translate into a more dynamic learning experience. Pop and folk songs are common choices, but be mindful of potentially confusing elements like slang or unnatural grammar.

Keegan (2009) offers valuable criteria for selecting songs to use in your EFL classroom:

- 1- The recording should be clear and free of background noise so students can easily understand the lyrics
- 2- Choose a song that matches your students' current English proficiency. It shouldn't be too difficult or too easy.
- 3- Look for songs that contain useful vocabulary and grammar structures that align with your lesson plans.
- 4- Consider if the song will spark discussion, encourage singing along, or inspire other interactive activities. Identify the core language skills (listening, comprehension, pronunciation, etc.) the song can help develop.
- 5- Think about engaging activities you can create using the song, such as gap-filling exercises, vocabulary games, or role-playing based on the lyrics.

- 6- Evaluate if any parts of the song are too complex and require modification to suit your students' level.
- 7- By considering these important aspects, you can select songs that are not only enjoyable but also contribute effectively to your EFL curriculum.

## 1-7 Attitudes towards Songs as a Pedagogical Tool

### 1-7-1 Attitudes

Teachers' attitudes, defined as an emotional responses shaping thoughts, feelings, and behaviors (Bruvold, 1980), play a crucial role in integrating English songs into the classroom. These attitudes, as Adewuyi (2006) highlights, can be individual and abstract.

Building on this, the concept of teacher attitudes towards using songs aligns with Ajzen's (1988) definition of attitude as a favorable or unfavorable disposition. In essence, this section lays the foundation for understanding how teachers' feelings and beliefs about songs can influence their use as a teaching tool.

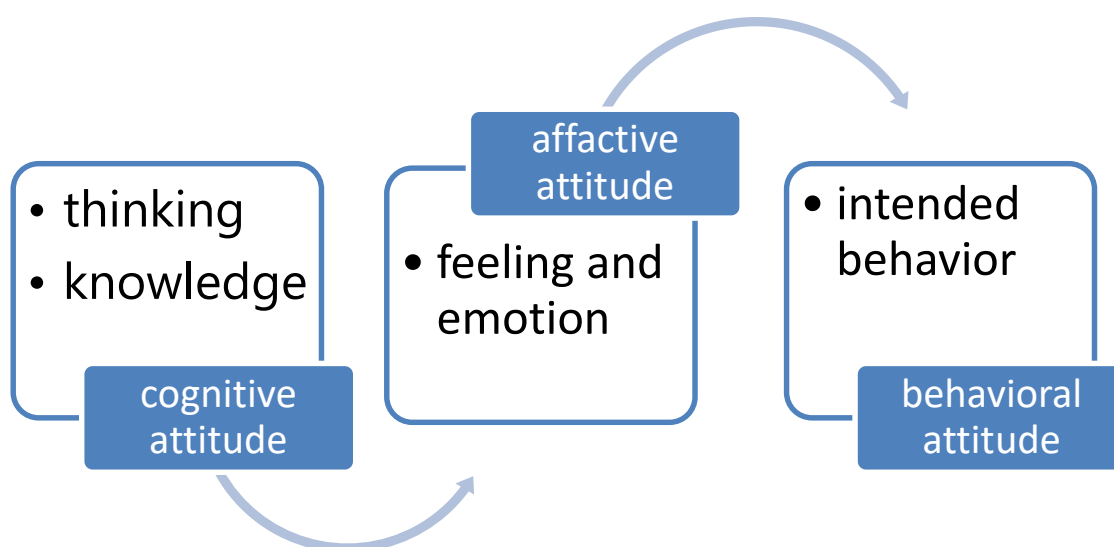


Figure 2: Components of Attitudes (Created by Aicha Guerguet, 2024).

The figure above the different components of attitudes. Attitudes are complex and influence how we perceive and interact with the world. Psychologists often describe them using the ABC model, which highlights three key components:

- 1- Cognitive (thinking) : this refers to our beliefs, knowledge, and thoughts about a particular object, person, event, or issue. It is the informational part of our attitude. For example, you might believe that dogs are loyal companions (cognitive component)
- 2- Affective (feeling): This encompasses our emotions and feelings towards something. It is the emotional part of our attitude. In relation with your belief about dogs, you might feel happy and excited around them (affective component).
- 3- Behavioral (acting): This component reflects how we behave or intend to behave based on our thoughts and feelings. It is the action-oriented part of our attitude. Because you believe dogs are loyal and feel happy around them, you might be more likely to adopt a dog (behavioral component).

To make things clear, the following example will illustrate all these components Topic:

- Public transportation Cognitive: Public transportation is a cost-effective way to travel.
- Affective: I feel frustrated by crowded buses.
- Behavioral: I might choose to walk or cycle for short trips instead of taking the bus.

These components can affect each other thus; a negative experience (affective) might change your beliefs (cognitive) and lead to a different behavior (behavioral).

### **1-7-2-Authentic Materials for EFL Learning**

Authentic materials, those not specifically designed for language teaching, are gaining importance in EFL classrooms. These materials, as defined by scholars like



Bacon&Finneman (1990), Cook (1981), and Morrow (1977), display real-world language used by native speakers. This focus on native speaker production ensures high quality, genuine language use, as emphasized by Murray's research on teacher attitudes (2015).

Viver (2011) shows the advantage of authentic materials: they provide a realistic picture of language compared to traditional textbooks and pre-made exercises. This exposure to authentic language use can potentially enhance the EFL learning process by allowing students to experience the language as it is truly used in everyday situations. However, it is important to mention that the use of authentic materials is not without its challenges. The difficulty level and cultural references embedded within these materials might need careful selection and adaptation for EFL learners. Nevertheless, the potential benefits of exposing students to authentic language make it a valuable and significant tool for educators to consider incorporating into their EFL curriculum.

### **1-7-3 Songs as a Means of Teaching**

Songs can be a powerful tool in the EFL classroom. They are functioned as a type of authentic material, offering students exposure to real-world language used by native speakers, (Schoepp, 2015). Cited in Tibrranine and Yahiaoui, 2015-2016 in this exposure prepares students for genuine language encounters they might face outside the classroom.

Beyond authenticity, songs can significantly improve communication skills. The engaging nature of music, combined with the use of natural language in lyrics, motivates students and makes learning more enjoyable (Jiang, 2004, cited in Sakina & Roqiya). Songs

can also be particularly effective in listening activities. Catchy melodies and easy-to-understand lyrics create a relaxed learning environment, making listening practice more engaging and memorable (Jiang, 2004, cited in Sakina & Roqiya).

The benefits of songs extend beyond listening comprehension. They can be used to teach a variety of language skills. Chunxuan (2009) argues that songs can be a medium for teaching grammar structures, vocabulary, and pronunciation. The melody and rhythm of a song can even help students grasp phonetic rules more easily (Chunxuan, 2009).

The impact of music education goes even further. Using songs in language learning allows students to connect with their inner and outer worlds through both music and language.

In conclusion, songs offer a multitude of benefits for EFL learners. Their ability to expose students to authentic language, enhance communication skills, create a positive learning environment, and promote broader development makes them a valuable tool for any EFL educator.

### **1-8 the Value of Songs in EFL/ESL Classrooms**

Songs are a valuable tool for EFL/ESL educators, offering a range of benefits that cater to different learning aspects. This value is based on the teacher's experience in understanding why students learn differently, and research supports their effectiveness through three key factors: affective, cognitive, and linguistic reasons.

#### **1-8-1 Affective Reasons**

The Affective Filter Hypothesis by Krashen emphasizes the importance of positive attitudes in language learning. Songs can create a more relaxed and enjoyable learning environment, lowering students' affective filter and promoting better language acquisition.

Research by Saricoban and Metin (2000) suggests that songs can develop all four language skills - listening, speaking, reading, and writing. Additionally, Eken (1996) highlights how songs can be used to introduce new topics, grammar points, vocabulary, and encourage discussions, all while fostering a fun and engaging atmosphere.

### **1-8-2 Cognitive Reasons**

Songs can help develop automaticity, an essential cognitive factor for language fluency. Gatbonton and Segalowitz (1988) define automaticity as knowing what to say and producing language quickly without hesitation. By listening and singing along to songs, students can improve their fluency and overall language processing. Davis further emphasizes the connection between emotions, thinking, and learning that songs can evoke. Jensen (2003) suggests that music activates multiple brain regions, enhancing overall brain function and effectiveness. Neurological research by Maess & Koelsch (2001) also suggests that music and language processing share similar brain areas, making songs a natural fit for language learning.

### **1-8-3 Linguistic Reasons**

Studies by Domoney and Harris (1993) and Little (1983) show that pop music is a significant source of authentic English exposure outside the classroom. This exposure to everyday language and rhythm goes beyond textbooks, boosting comprehension and fluency. Jolly (1975) highlights the unique power of songs: they bridge the gap between linguistics and musicology, acting not just as learning material but also as a method itself. Songs make

learning fun and engaging, reducing stress (think singalongs, not drills!) and fostering motivation. This multifaceted approach caters to different learning styles. The repetitive nature of songs aids memory for vocabulary and grammar, while the music itself provides exposure to authentic language and pronunciation. By addressing affective, cognitive, and linguistic factors, songs create a more engaging and effective learning environment for students of all ages.

### **1-9The role of English songs in EFL Classes**

Songs are more than just a way of entertainment; they can be powerful tools for learning English as a Foreign Language EFL. Widoson (1978) emphasizes that songs, when used in line with Communicative Language Teaching (CLT) theory, focus on practical communication and meaning, not just grammatical structures. This approach allows students to grasp how language functions in real-world contexts, which means that songs can enhance the students' Communication and Cultural Understanding.

Thus, Pop song lyrics often tackled in historical and cultural references. By analyzing these lyrics, students gain valuable insights into the target language's culture, enriching their understanding (Murphey, 2013).

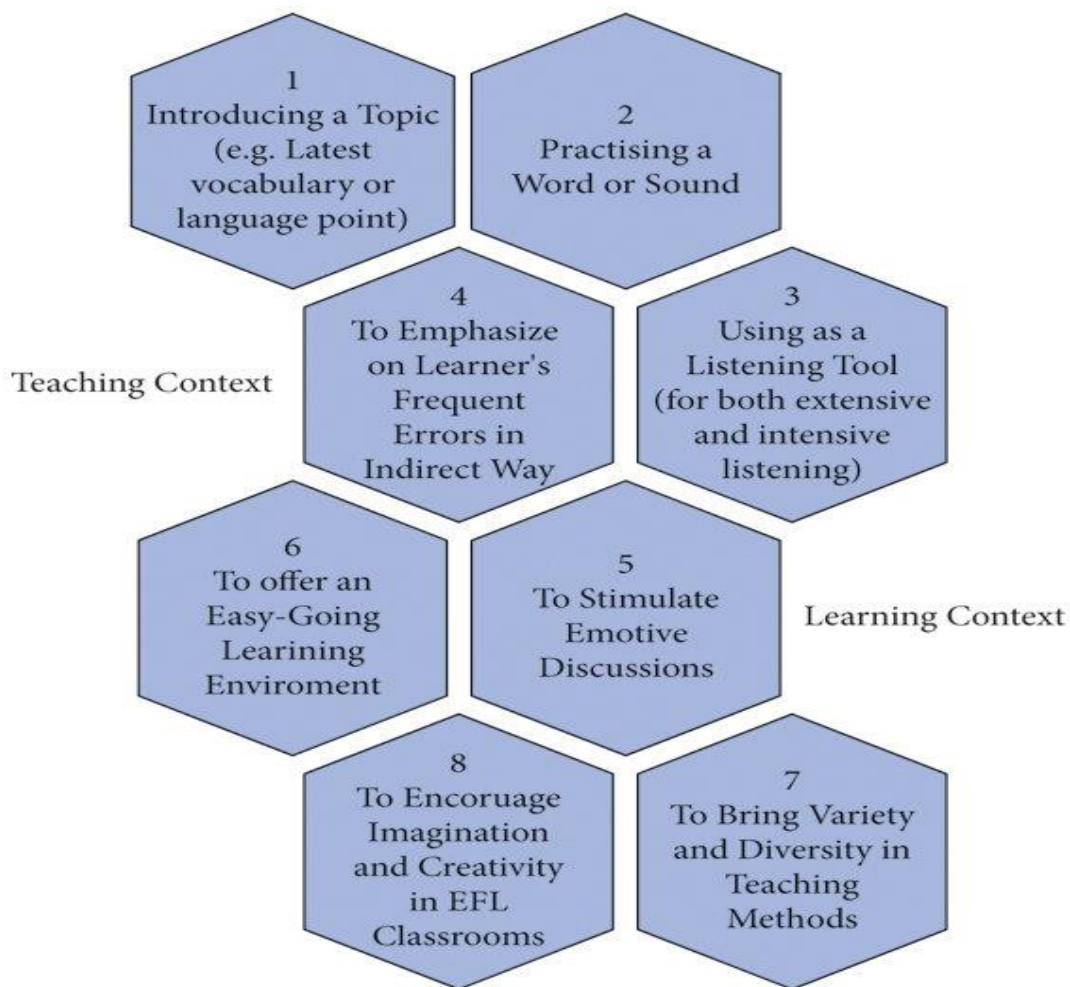
In another hand, Songs can make learning English more enjoyable and engaging. Learners listen for pleasure, which inherently increases their motivation and focus (Mark, Reeve, & Guidice). They can create a relaxed atmosphere which means that music can foster a relaxed and positive learning environment, reducing student anxiety and promoting a sense of enjoyment in the classroom Shen & Gongshang, 2009).

Besides , songs play an important role in developing Language Skills, for example Songs with catchy melodies and clear pronunciation can serve as models for students, helping

them develop good pronunciation habits (Jo McDonough, Christopher & Hitomi, 2013). Concerning vocabulary Acquisition,

Repeated exposure to vocabulary in songs can aid students in learning and retaining new words. Thus, Songs can be used to introduce and practice different grammatical structures in a fun and memorable way, making grammar learning less daunting (Glenda, 2004). Studies by Schlaug et al. (1995) suggest that music can positively impact brain development, offering an additional cognitive benefit. In addition, Songs can be used to teach a variety of language skills, making them a versatile tool for EFL educators. The songs can create a positive and engaging learning environment, which is crucial for successful language acquisition (Saricoban & Metin).

Research by Moradi and Shahrokhi (2014) highlights the importance of using music itself, not just lyrics, for pronunciation improvement. This suggests that teachers should strategically incorporate both music and lyrics for maximum benefit. Therefore, Songs offer a multitude of benefits for EFL learners. By incorporating songs into their teaching repertoire, educators can create a more engaging and effective learning environment, fostering motivation, language development, and cultural understanding.



**Figure 3: Eight Motives behind Using Songs in EFL Classrooms by Eken [41]**

The figure above indicates the eight motives behind using songs in EFL in classrooms setting which can guide learners towards instinctive identification and the use of different language by Eken So, Eken diagram clarifies the following points. Songs can create a positive and enjoyable learning environment, fostering motivation and attention (Eken's eight motives are likely related to this aspect). In addition, Repetition and rhythm in songs can help students improve listening comprehension and pronunciation. Furthermore, Songs can introduce new vocabulary and grammar structures in a memorable context. Song lyrics provide an insight into target language cultures.

According to Kusnierek (2016) explains that there are two major motives behind using music in English language teaching classes including motives to meet the cognitive needs of the learners and to promote effectiveness .

**Conclusion:**

This section explores the different benefits of using songs in EFL classrooms. It begins by establishing the definition, functions, and various types of songs.

Songs are used as a tool for example Songs can create a fun and positive learning environment, and raise the learner's motivation. Repetition and rhythm in songs can help students improve their listening comprehension and pronunciation skills .Songs can present new vocabulary and grammar structures in a memorable context and offer valuable insights into the target language culture. The chapter also highlights the importance of song selection and introduction methods to maximize the learning benefits for students.

## **Section Two**

### **Idiomatic Expressions in EFL Classes**



## **Introduction**

An idiom is a phrase that are common used in every day English communication to express certain ideas or opinions. They pose huge difficulties that is why non-native speakers are often confused, because there are some expressions whose meanings are not easy to be interpreted. In order to understand English idioms, you need to be familiar to English language and to comprehend what someone means when they use them in different situations such as dialogues, stories movies, etc. In this chapter, the researcher will defines the term idiom through the point of views and attitudes of different scholars. Then will move to their classification, function and how they are formed. After that, I will mention the process of idiom comprehension and then their importance in EFL classes and challenges in learning idiomatic expressions with the different strategies to get rid of these difficulties. In addition, other points will be highlighted through this chapter.

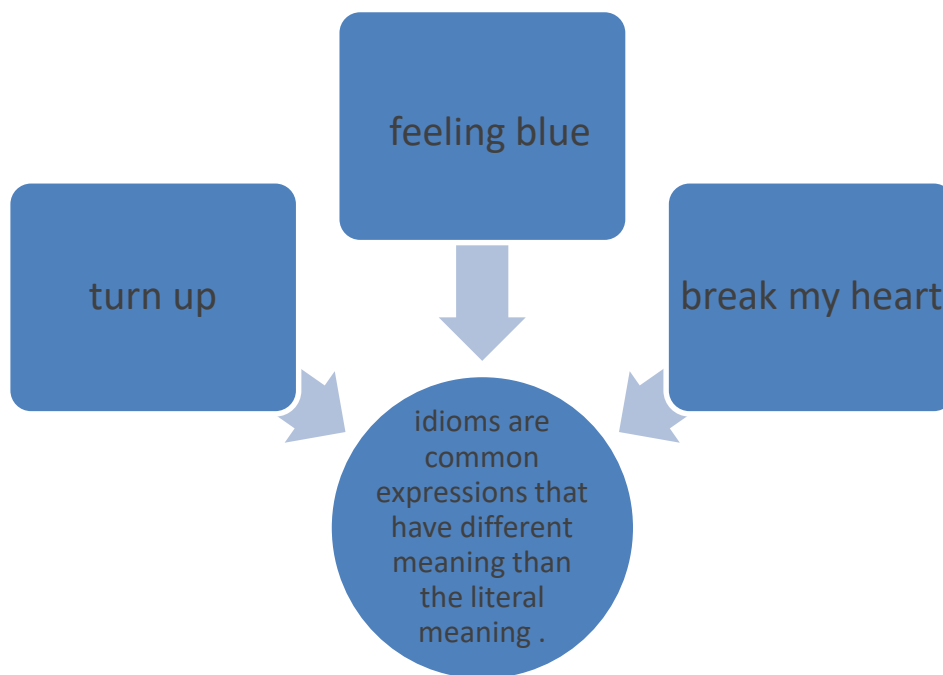
### **2-1 Definition of Idioms**

Idiomatic expressions, often referred to simply as "idioms," are a cornerstone of natural language. However, their unique nature can pose challenges and difficulties for learners. This section explores the concept of idioms through the perspectives of various scholars. Oxford WordPower (2000) defined an idiom as "an expression whose meaning is different from the meaning of the individual words in it." This definition emphasizes the core characteristic of idioms: their non-literal meaning". Trask (2000) mentioned that "idioms are viewed as fixed expressions whose meaning is not guessable from the meaning of its parts", cited in Trask highlights the difficulty in deciphering an idiom's meaning solely based on its component words". Larson (1984) claimed that an idiom is "a set of words whose meaning varies from that communicated by the individual words." This definition reiterates, the disconnect between the literal meaning of the words and the idiom's overall meaning.

Alexander (1987) stated that "idioms are "multi-word units that must be learned as a whole, along with associated sociolinguistic, cultural, and pragmatic rules of use." Alexander emphasizes the importance of understanding the context and cultural nuances associated with idioms. Baker (1992) defined idioms as "frozen patterns of language that permit little or no variation in shape and, in the case of idioms, often convey meaning that cannot be deduced from their individual components." Baker highlights the fixed structure of idioms and the difficulty in deriving their meaning from individual words. Moon (unspecified source) stated that an idiom is "a fixed sequence of words with meaning beyond the sum of their constituent parts." This definition aligns with the concept of idioms having a figurative meaning that transcends the literal meaning of the words.

In essence, all these definitions point to the same fact: idioms are expressions with non-literal meanings that cannot be easily understood by simply looking at the individual words.

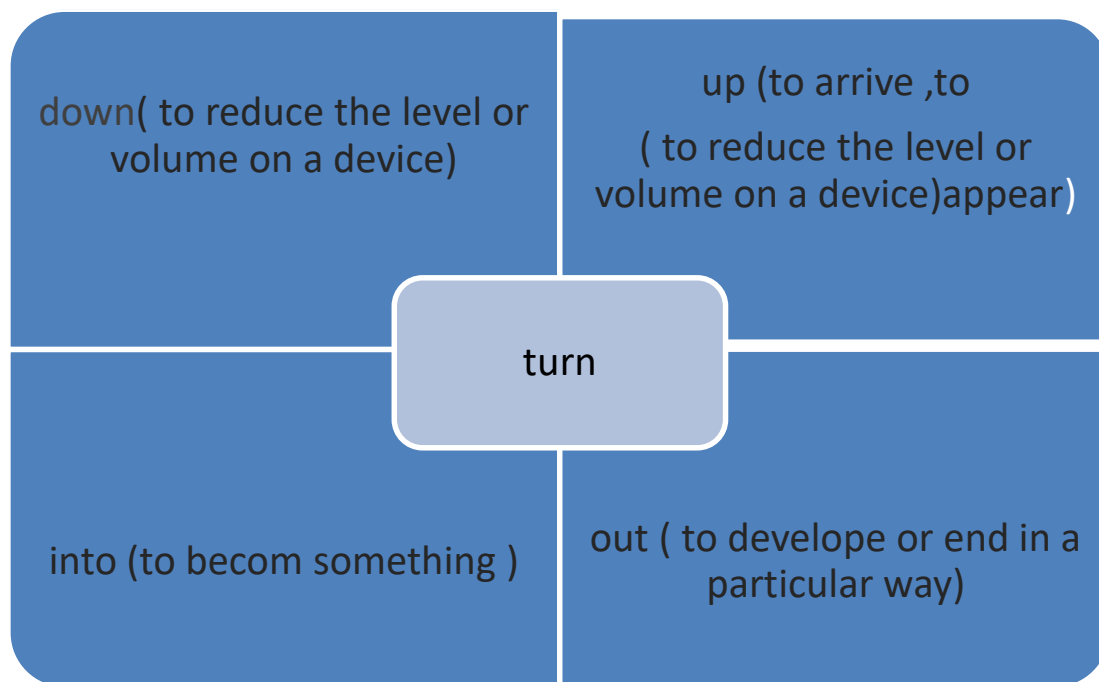
Their figurative nature can be an obstacle for learners encountering them for the first time. The following sections will delve deeper into the challenges and strategies associated with teaching and learning idioms in EFL classrooms.



**Figure 4: Examples of Idiomatic Expressions(Created by Aicha Guerguet ,2024).**

The figure above mentioned the definition of idiom with some examples .the following statements would highlight their meanings :

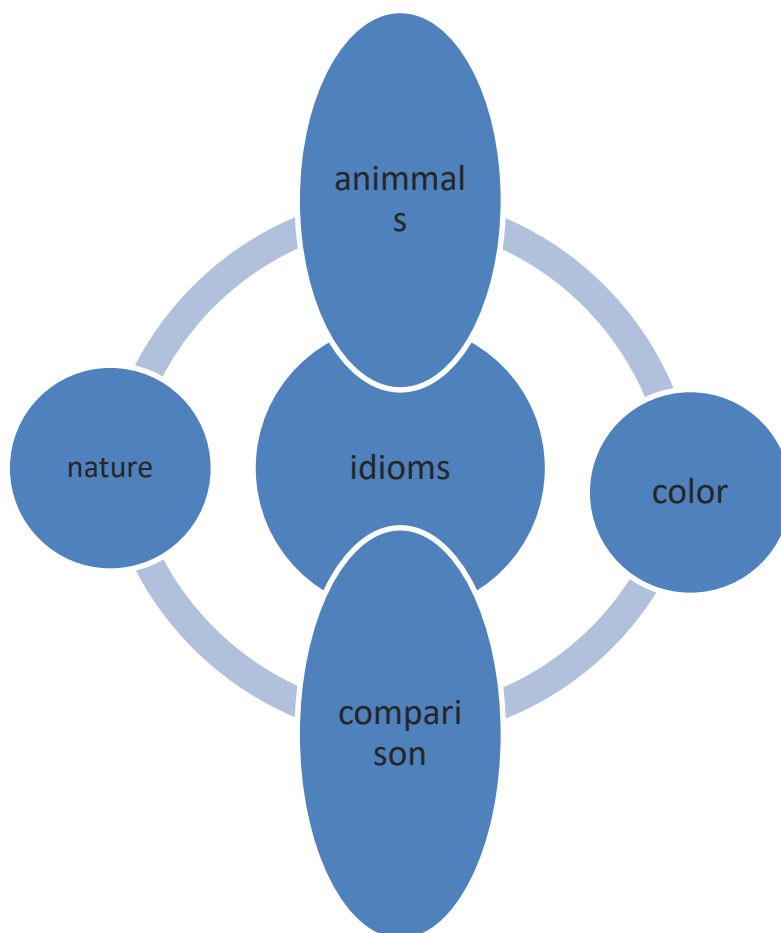
- 1- Feeling blue ‘’is an idiom that describes the experience of sadness or melancholy .e.g.:Yesterday Ifelt blue, and nothingseemed to cheer me up.
- 2- Break my heart ‘ ,this idiomatic expression is a phrasal verb used to make someone who loves another one go through deep emotional pain ,sad and sorrow e.g. :When I see ’kids dropping out school ,it breaks my heart .



**Figure 5: Phrasal verb "turn up" and its meaning (Created by Aicha Guerguet, 2024).**

The figure above demonstrates the use of phrasal verb into different context .The following examples explain the use of these idioms in meaningful sentences:

- 1- Despite our worries, everything turned out well. Which means to develop or end in a particular way.
- 2- The music was turned up loud .means to increase the sound of a piece of equipment ;
- 3- He asked her to marry him but she turned him down means to refuse his proposal.
- 4- The prince turned into frog by the witch, means he become something else.



**Figure 6: The use of idioms into different context( Created by Aicha Guerguet ,2024).**

As it is shown in the above figure idioms, are those expressions that go beyond literal meaning, they can be found into many communication contexts. They make the meaning deeper and colorful making language more useful and interesting. Here is some idioms and how they can be utilized comparisons, animals, nature, in the following phrases:

– **Comparisons:**

**"Feeling under the weather,"** means not well this idiom compares one's health to the unpredictable nature of weather.

**"Cost an arm and a leg" means extremely expensive:** This idiom uses exaggeration in order to emphasize the high cost by comparing it to the value of limbs.

– **Animals:**

**"A sly fox" means a cunning person.** A simile uses the word like or as to compare unlike things this idiom uses the image of a tricky fox to describe someone who is clever and artful.

**"Busy bee" means hardworking person.** This idiom compares a hardworking and active person to the industrious nature of a bee.

– **Nature:**

**"See eye to eye" means agree.** This expression is a figurative language it uses the image of two people looking each other directly in the eye, showing agreement.

**"Storm in a teacup" mean minor issue.** This idiom compares a small problem to a strong storm, highlighting the overblown nature of the issue.

– **Color:**

**"Green with envy" means jealous** this idiom uses the color green, to describe someone's jealous feelings.

**"See red" means to become very angry** this idiom links the color red, which is associated with anger, to the feeling of intense rage.

Thus, we should mention that it is necessary to remember that the meaning of an idiom can shift depending on its context, while idioms add flavor to language, overuse can make communication sound confusing or unnatural.

## **2-2 The Flexibility of Idioms: Challenging the "Dead Metaphor" View**

Traditionally, idioms were considered as "dead metaphors" - fixed expressions with a non-literal meaning that never change. However, recent research by Lakoff (1987), Gibbs (1990, 1992, 1993), and Kovecses & Szabo (1996) challenges this view. These scholars suggest that idioms can be flexible and undergo alterations over time.

While idioms might introduce some features like "frozenness" in form (Weinreich, 1969, Fraser, 1970), they are not entirely static. Cowie (2009) argues that idioms originate from literal phrases that become fixed through repeated use. This challenges the idea that idioms have always held their current metaphorical meaning.

Further studies suggests that idioms can be grammatically unconventional and metaphorical in nature (Hafsaoui & Boulassel, 2014). They often diverge from standard sentence structure to convey figurative meanings that is rich in feelings of emotions. This feature may reinforces the argument against idioms being entirely "dead."

In conclusion, recent research suggests that idioms are not "dead metaphors. While they presents some fixed qualities, they can also be flexible and indicates a kind of change.

Therefore, their unconventional grammar and metaphorical nature further support this attitude.

## **2-3 Types of Idioms**

Concerning the classification of idiomatic expressions, English scholars stated that it was difficult to categorize them, but they can be grouped into various ways such as : at their grammatical type for example verb ,adverbidioms or as a determined ,by the concept or

emotion described like the idiom "bit the dust" which can be classified under failure or death

The last type is as known by "the image" they express like for example the idiom "weak at the knees" which can be classified into the category of body parts and figurative expressions (e.g. :to fight fire with fire), simile like to get on like a house on a fire, also proverbs and sayings ( eg :an apple a day keeps the doctor away ), literally allusion ( e.g. :quotes from Shakespeare ) and many of other multi-word units such as pop song lyrics.

According to Palmer (1976, p.98) idioms can be divided into three categories: phrasal verbs, prepositional verbs and partial verbs.

As determined by Nunberg's (1978, p. 6) system, idioms may be classified into three different classes the first of which are normally decomposable, followed by abnormally decomposable idioms. Finally, semantically non-decomposable idioms, cited in Funtek (2015, p. 7).

In addition, Irujo (1986) has made another classification; idiomatic expressions can be classified into three types. This classification is based on the similarities of the native language and the second language. These categories are identical, similar and different idioms.

There are other three sub-classes of idioms according to Fernando (1996, p.35) cited in (Asri 2017, p.49) :

- 1- Pure Idioms:** it is a type of conventionalized, on-literal multi expressions whose meaning cannot be understood or deduced from the words that make up the phrase. e.g. : "break a leg" which means good luck .



- 2- Simile Idioms :** it means having one or more literal constituents and one with non-literal sub- sense .e.g. as happy as calm meaning pleased ;
- 3- Literal Idioms :**It refers to the words being used exactly according to their usual and real meanings .e.g. : It was raining a lot ,so , I rode the bus So, idioms can be grouped into the following categories :

### **Simile Idioms**

A simile is a term that compares two things .They contain the word ‘as or ‘like ‘ .Eg : He drives like madman ‘ ( fast and bad driving ).this expressions describe how he is driving badly and fast .so, he compare two things that are close or similar to nature .

### **Phrasal verbs Idioms**

This type of idioms is considered as one of the most common type of idioms in English.These idiomatic expressions are functioned as verbs. They contains one or more individual verbs and prepositions that used together in a sentence and act as a single verb, eg : ‘get rid of ‘ means (eliminate ).I will get rid of these bad habit.

### **2-3 Metaphorical Idioms**

Metaphorical idioms are expressions that use figurative language to convey a meaning that is different from the literal interpretation of the words used,for example ‘ a carrot and stick method ‘,is used to mean a method of coercion.

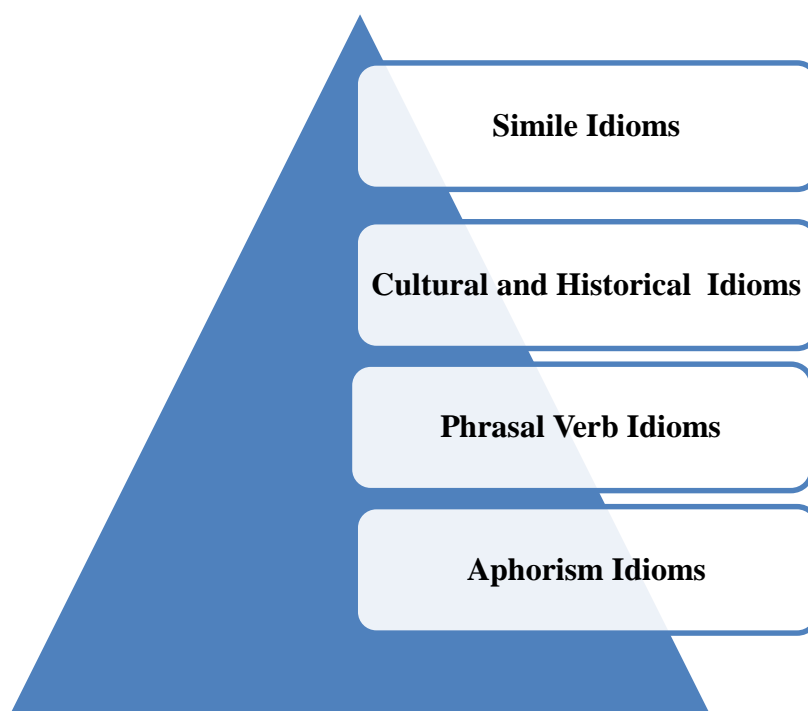
It compares the situation at hand to the practice of luring stubborn horse or mule by dangling a carrot in front of him and prodding with a stick behind.

## 2-4 Aphorisms

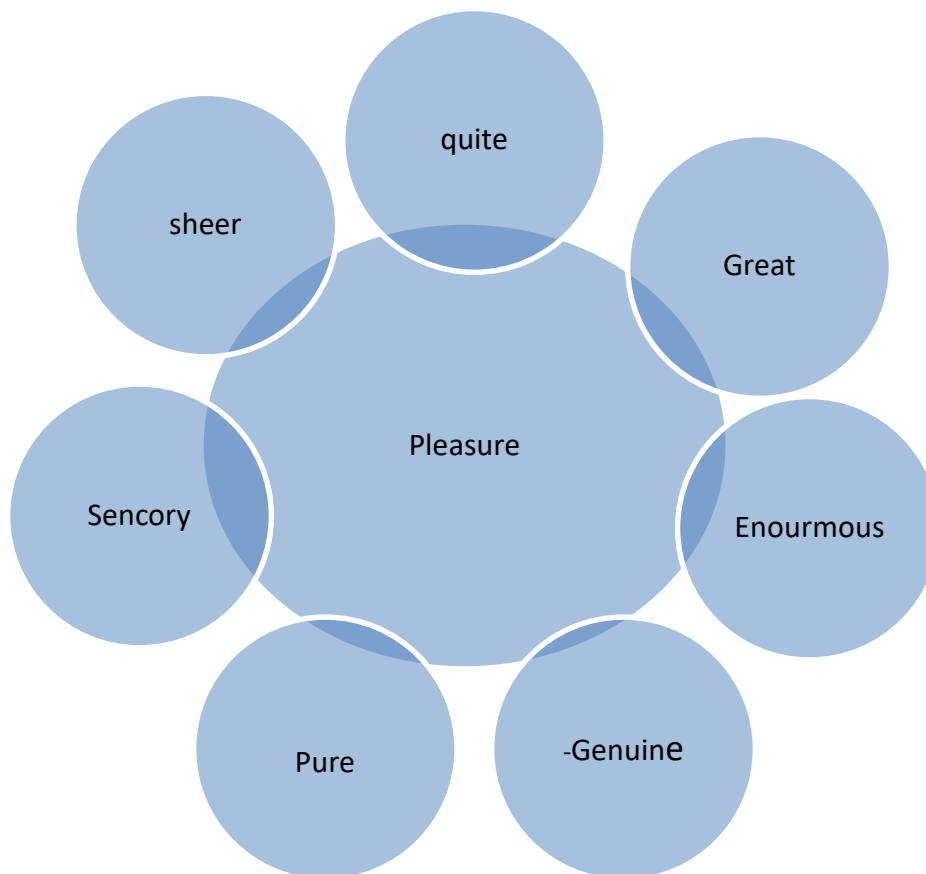
Aphorism as defined by oxford dictionary is " a short phrase that says something true or wise. 'They are idiomatic expressions that aimed to convey wisdom or morals. Aphorism contains a moral philosophical lesson of truth .They also colloquially called " sayings, eg :"' a penny saved is a penny earned .'"Which means the money you save holds the same money you earn.

## 2-5 Cultural and Historical Idioms

These types of idiom deal with the main historical land mark events and land marks figures So ,they related to a certain cultures like for example ,'"John Hancock "'means to provide a signature .This idiomatic expression refer to the signers of the Declaration of Independence ,John Hancock whose signature is one of the largest and most distinct on the document .



**Figure 7: Types of English idioms(Created by Aicha Guerguet ,2024)**



**Figure 8: English idioms and collocation with ‘ pleasure ‘  
(Created by Aicha Guerguet ,2024)**

The picture above shows a collocation of the word ‘ pleasure ‘.

"Pleasure" is a noun and it means happiness or satisfaction. Here are some collocations that are provided, along with a few more categorized by type of pleasure:

**General pleasure** like for example :

-take pleasure in (doing something)

-derive pleasure from (something)

-find pleasure in (something)

-experience pleasure

**Intensity of pleasure:** (great pleasure ,immense pleasure enormous pleasure ,sheer pleasure pure pleasure)

### **Type of pleasure**

-sensory pleasure (pleasure from the senses)

-intellectual pleasure (pleasure from learning or thinking)

-aesthetic pleasure (pleasure from beauty)

-guilty pleasure (something you enjoy even though you feel you shouldn't)

-malicious pleasure (pleasure taken from someone else's misfortune)

-genuine pleasure (sincere happiness)

### **Examples:**

I take great pleasure in helping others. (General pleasure)

The children derived immense pleasure from playing in the snow. (Intensity)

The beauty of the sunset was a pure pleasure to behold. (Type)

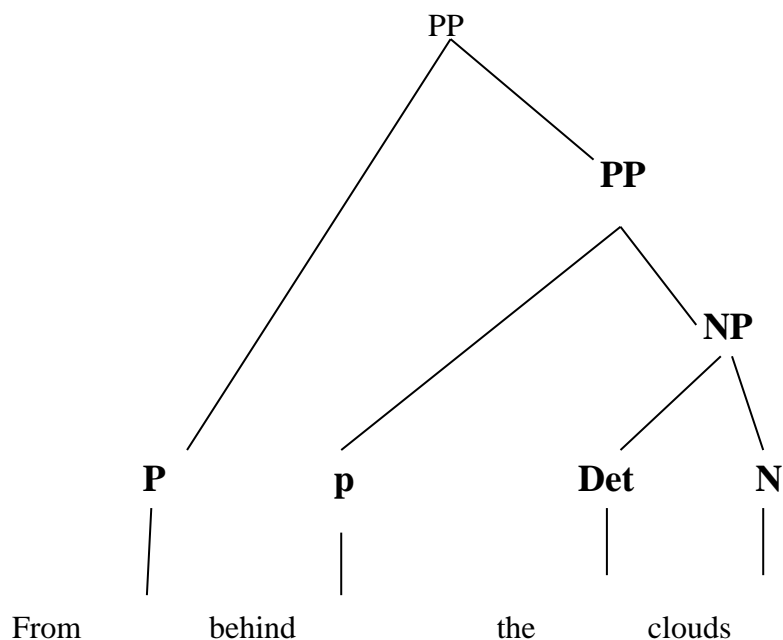
He felt a pang of guilty pleasure when his rival lost the race. (Type)

## 2.6-Structure of Idioms

One of the main characteristics of idioms is their fixed grammatical structure. Hence, the expression "to sit on the fence" cannot become "to sit on a fence" without altering the meaning. However, some grammatical variations can still convey the intended idiomatic meaning (e.g., "I sat on the fence" instead of "to sit on the fence"). Additionally, nouns, pronouns, verb tenses, adjectives, and adverbs can sometimes be modified within idioms (De Caro, 2009).

This distinction shows the main difference between textbook English and natural English. Textbook English emphasizes strict grammatical correctness, while natural English relies on slang, phrases, jargon, and idioms for a more conversational and creative sense. Idioms themselves contribute to this informality, often possessing a literal meaning alongside their idiomatic meaning. For example, "a piece of cake" literally refers to pastry, but idiomatically signifies something "easy" (Gillett, 2004).

In conclusion, idioms are based on a unique structure and are sometimes fixed but flexible. They play an important role in natural English, adding informality and figurative language to communication.



**Figure 9:Phrase structure tree derivation of the sentence « From behind the clouds »**

.( Chapter 7. Other Phrase Types &#8211;York Syntax .ENG270 at York College)

The phrase structure tree is derivation for the sentence "From behind the clouds" is as follows:

**-S (Sentence):** as it represents the entire sentence.

**-PP (Prepositional Phrase):** The first word "From" is a preposition which introduces a prepositional phrase to show the relationship between the words in the sentence

**3-P (Preposition):** "From" is the preposition itself.

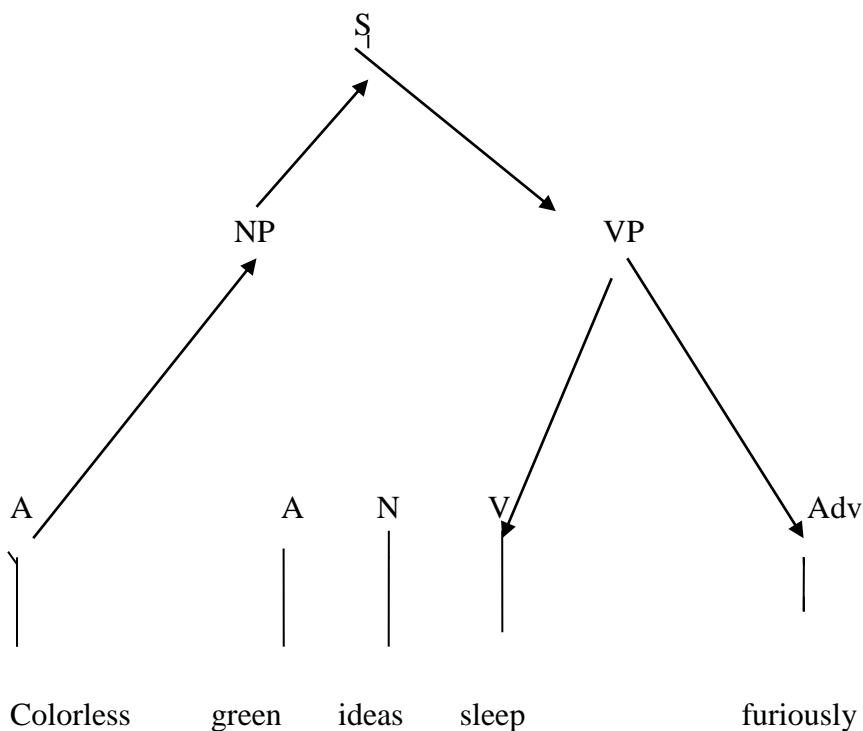
**4-NP (Noun Phrase):** The given words "behind the clouds" are functioned together as a noun phrase to modify the preposition "from."

**-Prep (Preposition):** "Behind" is a preposition with the noun phrase.

--NP (Noun Phrase): "The clouds" is a noun phrase which is functioned as the object of the preposition "behind."

-Det (Determiner): "The" is the determiner that is specified the noun. It introduces a noun 'clouds'

-N (Noun): "Clouds" is considered as the head noun of the phrase and can play the role of complement.



**Figure 10: syntactic structure tree of the noun phrase "colorless green idea sleep furiously" (File :Cgisf-tgg.svg-Wikipedia )**

The sentence "colorless green ideas sleep furiously" shown in figure is a well-known example from Noam Chomsky that challenges traditional phrase structure rules. It presents the limitations of a strictly syntactic analysis.

Here are the possible suggested interpretation of the syntactic structure, with its limitation:

**Interpretation: In this case, noun phrases is separated.**

**-S (Sentence):** This is the set of words that is complete in in itself.

**-NP (Noun Phrase 1):** "Colorless green ideas" functions as a noun phrase.

**-Adj (Adjective):** "Colorless" modifies the following noun "ideas "

**-Adj (Adjective):** "Green" modifies the following noun.

**-N (Noun):** "Ideas" is the head noun of the phrase.

**-NP (Noun Phrase 2):** "Sleep furiously" is functioned as a separate noun phrase.

**-N (Noun):** "Sleep" is the head noun of the phrase that is considered as unconventional usage.

**-Adv (Adverb):** "Furiously" modifies the noun "sleep" and can be unconventional usage.

**Limitations: the main limitation that should be mentioned in the following figurative none phrase is:**

- a) Nouns typically do not take adverbial modifiers as the example shown "sleep furiously").
- b) The relationship between the two noun phrases is unclear within this structure.



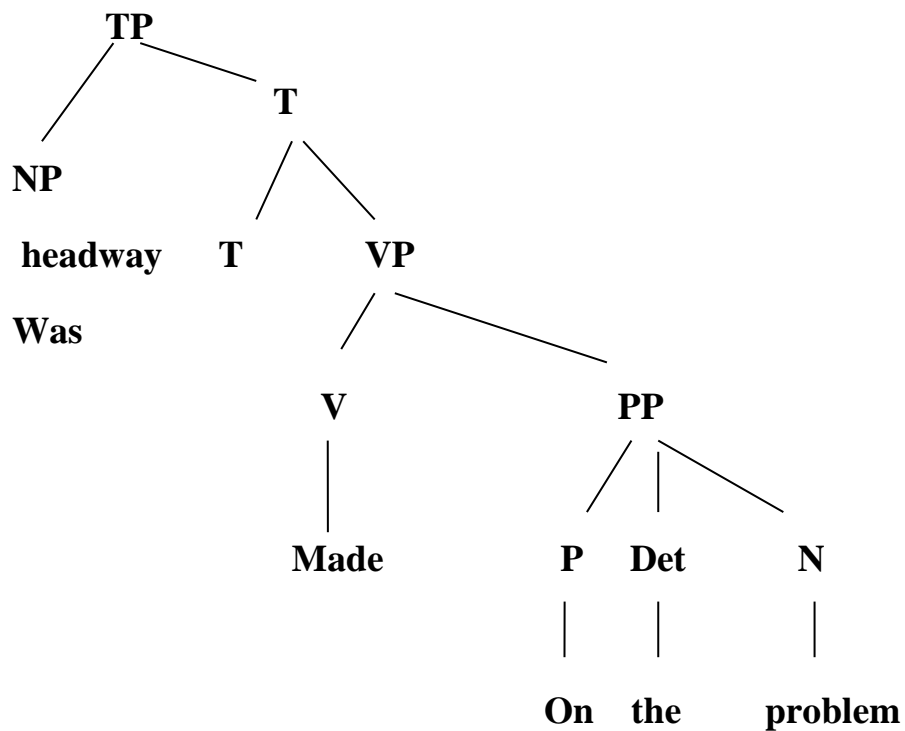
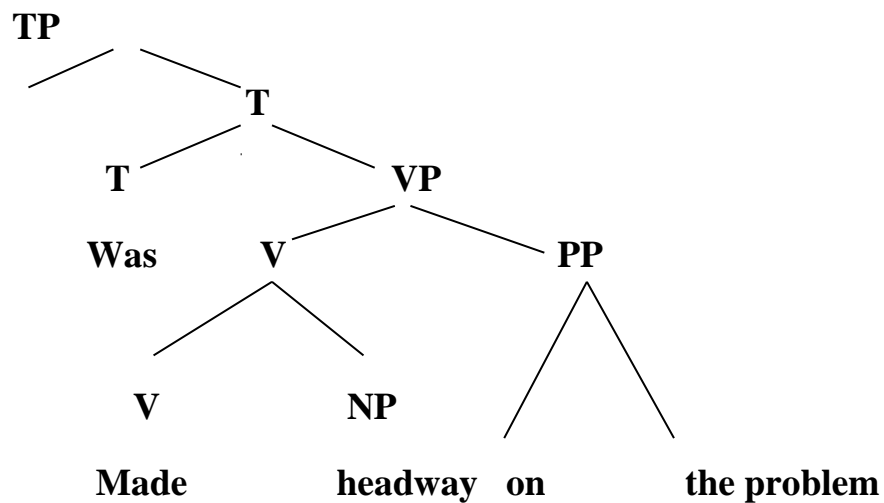


Figure 11: changes occurs in the structure of idioms (web.mit.edu)

Sentence 01: "made headway on the problem".

Sentence 02: "Headway made on the problem".

**Sentence one: " made headway on the problem"**

The main change that are described in the figure above influences the grammatical both of structure and meaning of the sentence.

**Original Sentence: "Made headway on the problem"**

-This sentence is grammatically correct sentence.

-"Made headway" is an idiom that means "to make progress" or "to achieve some success."

-"On the problem" clarifies what progress is being made.

**The changes that may occur in the sentence:** "Headway made on the problem" are as follows :

1-This sentence is grammatically incorrect.

2-"Head made" is not a recognized idiom or grammatically correct construction.

3-The intended meaning is unclear.

Idiomatic expressions as if "make headway" have a fixed structure. Changing the word order or omitting some elements can alter or negate the intended meaning. While some flexibility can exist with idioms, the core structure usually needs to remain intact to convey the intended meaning.

The figure above described analyzes how the idiom "make headway" can be broken down grammatically. Here is a breakdown of the key points and some revisions relying on the understanding that idioms typically have different changes in their structure:

### **Analysis of "Make Headway"**

1-The sentence "made headway on the problem" is grammatically correct.

2-"Made headway" functions as an idiom, a set phrase with a figurative meaning. In this case, it means, "to make progress."

3-Idioms often have a fixed structure that change the order alter their meaning.

While the figure presents "headway made" as a possible structure, it is important to mention the limitations of such a transformation. Idioms as "make headway" are generally makechanges in their structure. Therefore, the sentence "made headway on the problem" is grammatically correct and uses the idiom "make headway." This idiom is functioned as a verb phrase meaning, "To make progress." Idioms as "make headway" have an established structure, and changing the order of the words or omitting elements that can change or their intended meaning.

Here, the idiom "make headway" functions as a unit, working together to convey the concept of progress. Separating the idiom would result in an ungrammatical and non-idiomatic construction.

By understanding the idiomatic nature of "make headway," we can observe the efficiency and expressiveness it gives in conveying the idea of progress.

### **Comprehensive of Idioms**

Scholars in the field of psychology are interested by how people can understand idiomatic expressions that convey figurative meanings. Studies by Flores D'Arcais (1993) identified two key questions for investigation: 1) Do we process both the literal and figurative

meaning of an idiom, and just the figurative meaning? 2) Which meaning do we figure out first? Swinny and Cutler (1979) proposed the "parallel hypothesis," suggesting we compute both meanings at the same time.

Researchers like Nippold and Taylor's (1995) examined the way of how we could easily understand idioms that are transparent, where the literal meaning clearly relates to the figurative one. They used a forced-choice task where participants had to pick the best definition for an idiom out of four options. Their results showed that people grasped transparent idioms much quicker than opaque idioms, where the connection between literal and figurative meaning is less clear. Interestingly, Gibbs (1987) found that the difference between transparent and opaque idioms is less pronounced in forced-choice tasks with only two answer choices. This indicates that the number of answer options can affect how idioms are processed.

In conclusion, studies on idiom comprehension dig into how we make sense of these colorful expressions. It shows that we might process the literal as well as the figurative meanings simultaneously, and the clarification of the idiom's connection between those meanings can influence the easy way to understand it.

## **2-6 The Process of Idioms Comprehension**

Flores D'Arcais (1993) states that "the idea that understanding idioms needs a completely new way of thinking compared to regular language. He is against the notion that we first analyze the literal meaning of each word in an idiom and then somehow mention out the figurative meaning." So, he proposes that both meanings might be processed at the same time. He even debates the idea that we have to break down idioms into individual words for comprehension. Maybe, he aims that we understand them as whole units. D'Arcais agrees that

analyzing sentence structure is significant; however he states that it is not unique to idioms. All sentences go through this analysis to give their grammatical foundation. He proposes a model where the sentence, including any idioms, is first step to understand its structure.

Then, the "meaning dictionary" of the brain retrieves meanings for individual words or entire idioms. To conclude, all these meanings are intertwined together relying on the sentence structure in order to create a complete understanding, including the figurative added by any idioms.

## **2-7 Challenges Related with Understanding and learning Idioms**

Idiomatic expressions is considered as an important issue in learning and teaching process and therefore require a special focus in class. According to Mantyla (2004) as cited in Pucelj (2018, p.6.) Native speakers have the issue with the right usage of idioms and do make mistakes since idiomatic expressions are fixed and difficult to be memorized by EFL learners so that they should take them by heart.

Accordingly, there are some studies tried to facilitate idiom understanding as ( Inrujo ,1986 ,Rohani et al ,2012 ,As cited in Pucelj,2014 . p.6) mentioned .Also ,most of the researchers are confused whether to take into consideration the literal or the idiomatic meaning of idioms in various context , because some idioms play a vital part in other languages.

Besides , Pimenova(2011,as cited in Pucelj .2018. p.7. ) claimed that all the issue of language should be taken into consideration while learning idioms. These issues are :unfamiliar idioms , cultural differences ,no analogous in L1 and ,etc. .Firstly, lack of cultural background, the majority of researchers assumed that English idioms are difficult to be understand because learners do not have full knowledge and historical background

concerning the process of learning English idioms, which make EFL learners face problems to acquire idioms.

Also, the absence of context is considered as another reason that give EFL learners challenges more specifically ambiguous idioms ,opaque idioms andnon- transparent idioms.

According to Irujo ( 1986,p.236) ,”some of the explanation for the problems that non-native speakers of English take them into consideration that idioms are the following :non- literalness ,exposure to idioms ,and correct use “.Which means that non-native speakers do not know what they say,for example the idiomatic expression “he spilled the beans “has nothing to do with beans or with spilling in its literal meaning .

Besides,Baker (1992,p. 65) states that “ the main challenges that idiomatic and fixed expressions pose in translations relate to two main areas : the ability to recognize and interpret an idiom correctly and the difficulties in rendering various aspects of meaning that an idiom or a fixed expression conveys into the target language“. Baker mentioned that the second problem occur when an idiom has a similarcounterpart in the target language , but it is used in different contexts due to its different connotations ,while the third difficulty appeared when an idiom is may be used in the source text in both its literal and idiomatic meanings at the same time .

The other problem is concerned with the use of idioms in written discourse, some context or the frequency of their use.Learning and using idioms effectively is a challenge for native speakers as well as and non-native English speakers. However, EFL learners face particular hurdles. Idioms are fixed expressions with figurative meanings that cannot be understood simply by memorizing the literal meaning of individual words. EFL learners often lack the cultural and historical background context that can help to understand the figurative meaning. Furthermore, the absence of context can complicate understanding, especially for

ambiguous or non-transparent idioms. Moreover, some idioms may not have direct equivalents in a learner's native language (L1), making them even more challenging. Researchers continue to debate the best approach to teaching idioms, with some advocating for a focus on the literal meaning, while others prioritize the figurative sense.

### **2-8 Importance of Idioms in EFL Classes**

Idioms are not just in conversations but also they are very common in literature. They give us an insight into language, which goes beyond communication in terms of history and culture. Therefore, there are some problems in understanding and even translating those Idiomatic expressions is considered problematic for English foreign EFL learners. For that reason students have to learn idioms because the acquisition of these figurative expressions can help to maintain a solid communicative competence. In addition, idioms are a main feature of a language because they are applied to communicate ideas in a concise and effective way as Gibbs (1995,p.23) mentioned Also, Dixon(1994) as cited in (Tabley Amos, Hermilinda Abas 2021 ,p.2) considered idiom as essential in language skills ,listening , speaking ,reading and writing.

Therefore, learning and teaching English idiomatic expressions can promote the receptive and productive competencies of L2 learners in various situations. Although, idiom competence is considered as one of the marks of a competent significant speaker as ,it is not important in communication as Lontos( 2017) stated though idiom competence is not necessary in an effective communication . Cooper (1998 : 225-226)claims that most English speakers utter about 10 million novel metaphors per lifetime and 20 million idioms per lifetime of 60 years old and this works out to about 3 ;000 novel metaphors per week and 7.000 idioms per week ;which means that idiom are widely used by people in every day in different situations in formal and informal discourse .

According to Dixon(1994),idioms are important for an effective communication whether in listening ,speaking ,reading or writing ,cited in Nadeem (2022,p.57 ).Another reason for the importance of idiom is that they indicate proficiency ,idiom knowledge is regarded as an essential indicator of proficiency and intercultural consciousness (Boers ,Eyckmans, Demecheleer ,2004Celce-Murcia , 2008 ,Ellis ,1997 ).Since idioms are important scholars suggested many strategies based on different studies .

Ta'amneh (2021) conducted a study to explore lecturers' strategies while teaching and translating English idiomatic expressions in the EFL classroom .A questionnaire was conducted to gather data from one hundred and twenty nine students in the second semester of the academic year 2020-2021. The result showed that the participants face problems in understanding idiomatic expressions and the meaning were guessed from the context using their first language and looking up the difficult words in the dictionary.Idioms share cultural and historical information and broaden peoples' understanding and manipulation of a language .Also;idioms are cosideredas an essential part of the general vocabulary of English.

Since English is sohighly idiomatic and figurative idiomatic expressions make up the heart of the language ,giving it color ,feeling ,charm and precision as Adkins(1968,p.35) mentioned .Furthermore ,knowledge of idiom correlates highly with vocabulary breadth Milton,2009,McGavgan,2009).

While not essential for the most basic communication, idioms are a vital part of mastering English. They add color, precision, and cultural understanding to the language, appearing not only in everyday conversations but also in literature. EFL learners often struggle with idioms due to their figurative nature and cultural references. However, acquiring these expressions significantly boosts communication skills in all areas – listening, speaking, reading, and writing. Furthermore, idiom knowledge is considered a hallmark of



language proficiency and intercultural awareness. Research explores various teaching strategies to help EFL learners overcome these challenges and grasp the richness idioms offer. This challenge is further emphasized by research by Robert and Kreuse (1994) on figurative language, which highlights that idiom comprehension presents a unique difficulty for EFL learners. Idioms are stereotyped forms with conventionalized meanings, allowing only narrow ranges of variability in usage. This fixed nature makes it difficult for learners to grasp their meaning based on the literal interpretation of individual words.

### **2-9 Strategies implemented in teaching English idioms in EFL Classes**

Technology plays an essential role in making EFL idiom instruction and using an effective. Videos can visually illustrate idioms and reinforce their meaning in an appropriate context, help learners to see how native speakers use them naturally. Similarly, authentic materials such as movies, news articles, or songs expose learners to real-world usage, providing a more realistic view on language acquisition. Beyond technology, educators have different tools at their disposal. Linking idioms to definitions or pictures can be a good starting point, while creating dialogues or role-plays using idioms allows learners to practice using them in a safe and useful environment. Finally, discussing the cultural background behind idioms lead to a deeper understanding of their sense and importance. (Viver, 2011, as cited in Hafsaoui & Boulassel, 2014). Beyond technology, educators have a variety of tools at their disposal. In addition, technology shines in this regard, with videos offering visual illustrations of idioms and reinforcing their meaning with the context. Therefore, learners can see how native speakers use these colorful expressions in a natural way. In addition, authentic materials like movies, news articles, and songs expose learners to real-world usage, and providing a realistic perspective on language acquisition. While memorization can be a helpful initial step, especially for learners with the understanding of English, it should not be

the main strategy. To encourage students to use context clues to deduce the meaning is another valuable approach (Zyzik, 2009). Most importantly, increasing their exposure to idioms through diverse materials, as mentioned by Karlsson (2019), is crucial for maintaining a deeper comprehension and promoting their fluent use of these colorful expressions.

## **2-10 Transfer in the Translation of Idioms**

The concept of transfer, using knowledge from one context in another, plays an important role in idiom translation. Positive transfer occurs when similarities between the source language (SL) and target language (TL) help understanding. However, negative transfer can arise when a learner's native language (L1) affects them to use incorrect structures in the TL. Translation, the process of conveying meaning from one language to another, presents unique challenges with idioms due to their figurative nature and cultural references.

Semantic meaning, the intended meaning, are very essential in translating idioms. Nida (2003) acknowledges the potential for semantic loss in translation. To submit this, translators may use semantic adjustment, finding alternative expressions in the TL that attract the original meaning (Kolahi & Goodarzi, 2012). Research by Irujo (1984) examines how transfer influence idiom comprehension and production at the level of different types of idioms, including those with equivalents, slight variations, or completely various expressions in the TL but with the same meaning.

## **Conclusion**

This chapter explored the meaning of idioms, digging into their definition, features, and different types. It shows the main challenges and difficulties that non-native speakers may face in comprehending these figurative expressions. Recognizing the importance of idioms in the EFL classroom, the chapter then discussed effective strategies for teaching idioms and facilitating the learning process. Furthermore, it mentioned the concept of transfer in idiom translation and the complexities involved in comprehension.

# **Chapter Three**

## **Research Methodology**

## **Introduction**

This chapter describes the methodology phase, which utilizes data collection and analysis procedures as the main tools to investigate and answer the research questions outlined in the introduction. The research design serves as the framework for the chosen research methods and techniques. A questionnaire containing both closed-ended (e.g., multiple choice, Likert scale) and open-ended questions will be administered to a sample of [96] first-year LMD students in the English Department of Mohamed Kheider University of Biskra. The closed-ended data will be analyzed using the Statistical Package for Social Sciences (SPSS) software, employing appropriate statistical tests based on the questionnaire design. Discourse analysis (DA) will be used to interpret the qualitative data obtained from the open-ended questions.

### **3-1 Research Method**

This investigation examines the student experiences with English song lyrics for idiom acquisition by adopting a qualitative mixed methods design. This approach strengthens the research by enhancing its validity, credibility, and richness. Mixed methods research, as defined by Tashakkori and Creswell (2007) and cited in Arabe (2020-2021, p26), involves "collecting and analyzing data, integrating the findings, and drawing inferences using both qualitative and quantitative methods in a single study." In the present research, the qualitative method will show the exploration of students' perceptions and experiences. This will be complemented by quantitative data that provide a broader picture of student learning outcomes through methods like surveys. This combination of different approaches gives a

more comprehensive understanding of how students can acquire idiomatic expressions by using English songs.

To achieve the research aims, data will be gathered through questionnaires. The questionnaires consists of a combination of closed-ended and open-ended questions. The closed-ended questions, agreed with Krashen's (1981) Input Hypothesis, will assess students' comprehension and use of idioms before and after exposure to English songs while Open-ended questions will dig deeper into students' perspectives on the significance and challenges of using songs to learn idioms. Quantitative data from the closed-ended questions will be analyzed statistically using percentages. The qualitative data from the open-ended questions will be analyzed thematically by looking for patterns and insights in the meaning of data to find themes.

### **3-2 Context of the study and sample population**

This academic research investigates the use of English songs to enhance learners' acquisition of idiomatic expressions. The research is conducted within the Department of English at Mohamed Kheider University of Biskra, specifically first-year LMD students in the English Language program.

Because of the logistical constraints, a convenience sample was chosen for this study. The total population of first-year LMD students in the English Language department is 683. The sample size is 96 students, divided into two equal groups of 48 students in each one. While a convenience sample offers practical advantages, it acknowledges that the findings may not be generalizable to the entire population of first-year LMD students.

### **3-3 Procedure of data collection**

Data collection, is defined as the process of gathering information to answer research questions, is a major stage in any research endeavor. For this study, data was collected through a researcher-designed questionnaire. The questionnaire consisted of two sections. The first section included multiple-choice questions to assess students' prior knowledge of idioms and their understanding of idioms before exposure to English songs. The second section used open-ended questions to examine students' experiences and perceptions regarding the use of English songs for idiom acquisition. This two-part questionnaire design attempt to answer the research questions of the study by gathering both of quantitative data on idiom comprehension and of qualitative data on students' perspectives on using songs to learn idioms.

#### **3-3-1 The Questionnaire**

In order to gather comprehensive data for this study, a researcher-designed questionnaire was administered to the participants. The questionnaire consisted of two sections, using a mixed-method approach to attract bothof the quantitative and the qualitative data.

The first section focused on assessing students' knowledge of idioms and their understanding of idioms before exposure to English songs. It employed closed-ended questions, offering participants a series of pre-determined answer choices.

This formatmay ensure consistency and facilitated quantitative analysis of the data, using statistical calculations such as percentages to evaluate student comprehension. Whilethe second section dig deeper into students' experiences and perceptions. It utilized open-ended questions, encouraging participants to provide detailed responses and explore

their attitude towards using English songs to acquire idiomatic expressions acquisition. Therefore, this qualitative data will be analyzed thematically to identify recurring patterns and insights into students' learning experiences.

### **3-3-2 The students' questionnaire**

The researcher-designed student questionnaire investigates the effectiveness of English songs in enhancing learners' acquisition of idiomatic expressions. The questionnaire was distributed to 96 first-year LMD students in the Department of English at Mohamed Kheider University of Biskra. A total of 50 completed questionnaires were returned, representing a response rate of 48 %.

The questionnaire consists a combination of 20 questions, using a mixed-method design with both closed-ended and open-ended formats. The first section explores students' knowledge of idioms and their general views on using songs for learning. The second section digs into their experiences with using English songs to learn idioms. It includes questions about the challenges they face like for example understanding ambiguous vocabulary, and the cultural context of idioms and the strategies they may find them helpful such as repeated listening, focusing on lyrics, and using dictionaries. This two-part design allows for the collection of both quantitative data (closed-ended questions) and qualitative data (open-ended questions) to provide a comprehensive understanding of students' experiences and perspectives regarding the use of English songs for idiom acquisition.

### **3-4 Procedure of Data Analysis**

#### **3-4-1 Data Analysis**

Following the mixed-method design of the study, the collected data will be analyzed using a combination of quantitative and qualitative approaches. Quantitative data from the



closed-ended questions in the questionnaire will be analyzed using the Statistical Package social sciences (SPSS) software, which facilitates data analysis, statistical calculations, and presentation of results in tables and figures. Specifically, descriptive statistics (e.g., frequencies, percentages) will be used to analyze students' responses regarding their prior knowledge of idioms, their comprehension of idioms before and after using English songs, and their overall perceptions of the effectiveness of using songs for idiom acquisition.

In the other hand, qualitative data, which was gathered from the open-ended questions in the questionnaire, will be analyzed thematically. Thematic analysis involves a systematic process of identifying, coding, and interpreting recurring patterns and themes within the data. This analysis will examine students' experiences with using English songs to learn idioms, including the challenges they faced and the strategies they found helpful. So, with the combination of both quantitative and qualitative analysis methods, the study aims to achieve a comprehensive understanding of the effectiveness of using English songs to enhance learners' acquisition of idiomatic expressions.

### **3-4-2 Discourse Analysis**

Discourse Analysis (DA) is a qualitative research method that will be used to analyze the data gathered from the open-ended questions in the questionnaire. In another sense, DA helps us to understand how language is used to convey meaning in context. By employing DA, we can examine the way participants in this research use language in their responses, in regards to the social and cultural context of their answers. This will provide deeper insights into the information gathered from the questionnaire.

## **Conclusion**

This chapter has outlined the research design adopted in the present study to examine the effectiveness of using English songs to enhance learners' acquisition of idiomatic expressions. It starts with a description of the mixed methods approach, which is based on both quantitative and qualitative data collection methods. The context of the study was established, specifying the target population of first-year LMD students in the English Language Department at Mohamed Kheider University of Biskra. A convenience sample of 96 students was taken from this population.

The chapter then discussed the data collection instrument in details, a researcher has designed questionnaire, which consisted of two sections: closed-ended questions for quantitative data and open-ended questions for qualitative data. The planned methods for data analysis were explained. Quantitative data from the closed-ended questions will be analyzed using SPSS software to produce descriptive statistics. Qualitative data from the open-ended questions will undergo thematic analysis to identify recurring patterns and themes.

By combining these quantitative and qualitative analysis methods, this research design aims to provide a comprehensive understanding of the effectiveness of using English songs for idiom acquisition. Therefore, the findings from this research have the potential to contribute to the field of EFL instruction by offering deep insights concerning the valuable role of music in enhancing learners' ability to identify, and understand, idiomatic expressions.

# **Chapter Four**

## **Presentation of the Findings**

### **Introduction**

This chapter presents the findings of the current investigation, which examines the effectiveness of using English songs to enhance learners' acquisition of idiomatic expressions. Using a mixed-methods approach, the study utilized two data collection methods: A researcher-designed questionnaire administered to 96 first-year LMD students in the English Language program at Mohamed Kheider University of Biskra. An experimental study conducted with two groups of students from the same department.

The questionnaire data was analyzed quantitatively by using descriptive statistics, whereas the collected data from the experimental study use qualitative thematic analysis. This chapter is divided into two sections. The first section presents the findings from the questionnaire, focusing on students' knowledge of idioms and their perceptions of using English songs for learning. The second section explores the findings from the experimental study, examining the influence of using English songs on students' acquisition of idioms.

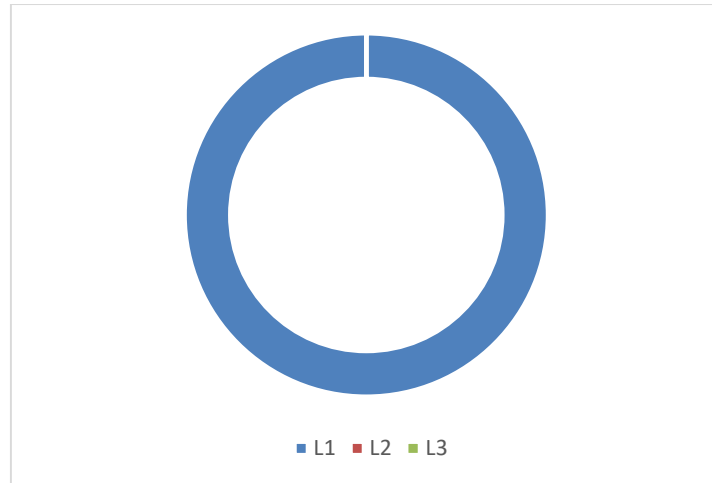
#### **4-1 Presentation of the Questionnaire' Results**

##### **4-1-2 EFL Learners View towards Learning Idioms**

**Q1:-what is your level of study**

**Table 1: Students' Level of Study**

<b>Level of Study</b>	<b>Frequency</b>	<b>Percentage</b>
<b>L1</b>	50	100%
<b>L2</b>	0	0%
<b>L3</b>	0	0%

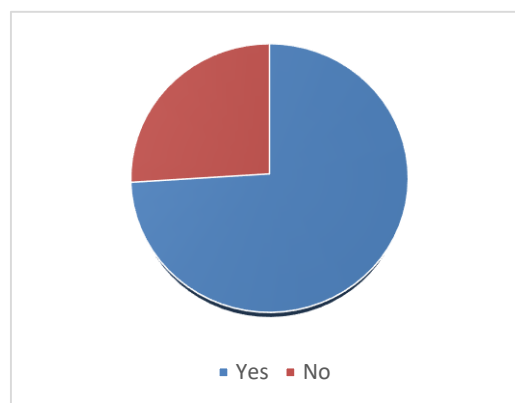


The table above shows that all the participants have the same level of study, which is the First year under graduate students.

**Q2-Are you familiar with idioms? Table 2: Are you familiar with idioms?**

**Table 2: Participants Familiarity with Idioms**

Familiarity with Idioms	Frequency	Percentage
Yes	37	74%
No	13	26%



The results of the survey (table 1) shows that a great number of participants, around(74%) are familiar with idioms. This is soundgoodthe remaining (26%) of participants indicated they are not familiar with idioms.

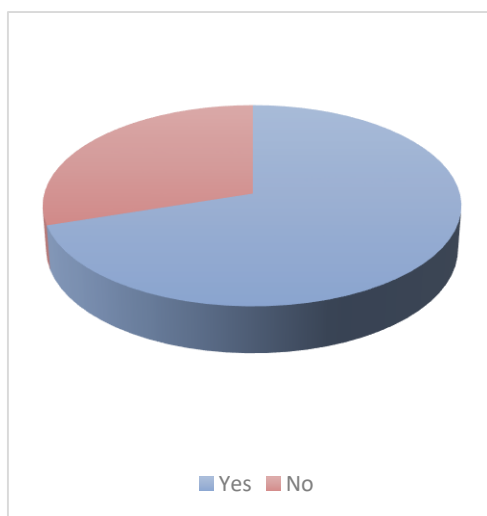
**Q3-If yes how did you get the knowledge?**

The survey results shows a mix of how students acquire idioms. The majority reported that they learn idioms through exposure to movies, novels, the internet and social media.

Interestingly, a significant number also stated that teachers for their knowledge. While a smaller group mentioned using dictionaries, a surprising finding was that many students learn idioms by listening to English songs outside the classroom. This indicates the power of informal learning and the potential for music to be a valuable tool for reinforcing idiom comprehension.

**Q4- Do you like learning idioms?****Table 3: Participants' views about idioms**

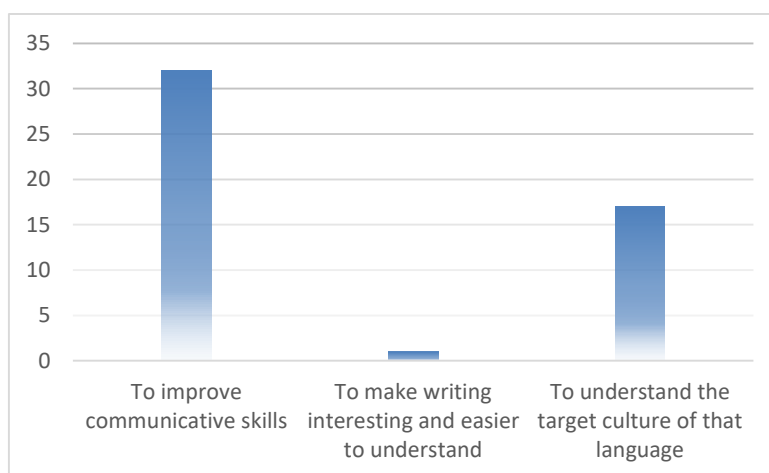
Preference for Learning Idioms	Frequency	Percentage
Yes	35	70%
No	15	30%



Base on the obtained results mentioned in table 2, a strong preference for learning English idioms among the participants. A majority, approximately 70% show a positive attitude towards acquiring this skill. In contrast, only a small percentage, around 30%, indicated a dislike for learning idioms.

**Q5-Why do you like learning idioms?****Table 4: Motives Towards learning English Idioms**

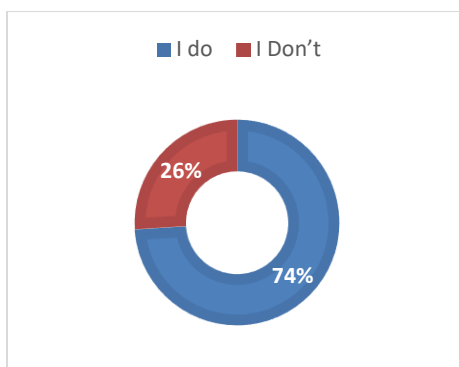
Reasons	Frequency	Percentage
To improve communicative skills	32	64%
To make writing interesting and easier to understand	1	2%
To understand the target culture of that language	17	34%



The table (4) show the motivations behind why participants like learning English idioms. It the practical bent in their learning – a majority of students (around 70%) is driven by both practical and cultural reasons. This suggests they understand the value of idioms for improving their communication skills (practical) while also appreciating the cultural insights idioms provide (cultural). About ( 30% )of participants seem to be motivated by cultural reasons, likely finding idioms interesting for understanding the English language as well as the culture.

**Q6-Do you have the skill to understand English idiomatic expressions on your own ?**

Ability to Understand English Idioms	Frequency	Percentage
I do	37	74%
I Don't	13	26%



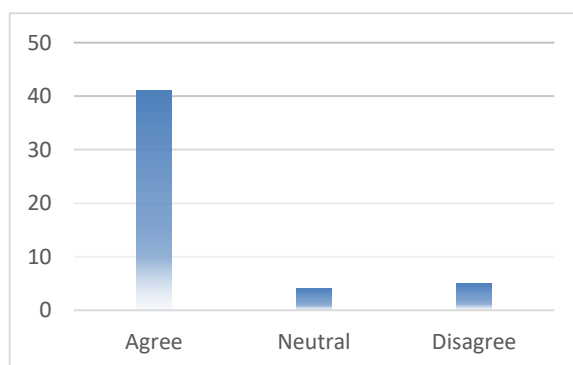
**Figure 12: Students' Ability to Understand English Idioms**

The survey results in question 5 draw a picture of participants' confidence in understanding English idioms on their own. The majority of them, around ( 74%), indicated they don't feel fully understand idioms independently. This suggests a requirement for further help in idiom comprehension. However, it's also positive that a considerable number, around (36%), reported feeling comfortable understanding idioms by themselves. This indicates some existing proficiency in this area for a portion of the participants.

#### Q7-Are idioms important in learning English language ?

**Table 5: Importance of Idioms in Learning English Language**

Importance of Idioms in Learning English Language	Frequency	Percentage
Agree	41	82%
Neutral	4	8%
Disagree	5	10%



The table summarizes question 6 that show a strong consensus among participants regarding the importance of idioms in learning English. A majority of other participants, approximately (82%), agrees that idioms are a valuable aspect of language acquisition

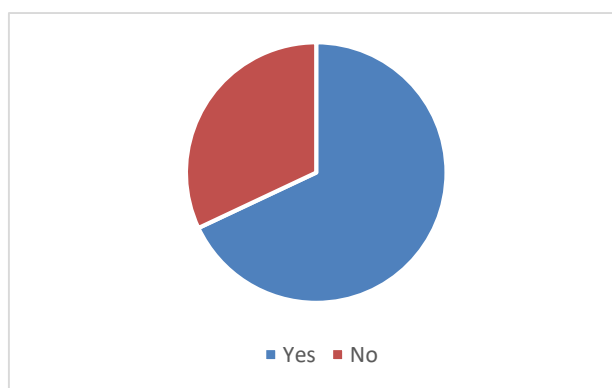


while(10%) of the participants are neutral However, a small minority, around 8%, disagree with this notion.

### **Q8-Do you think that understanding English idioms make you familiar with the English culture ?**

**Table 6: Learners' Attitudes: Idioms as a Key to English Culture**

<b>Understanding of English Culture through Idioms</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	34	68%
<b>No</b>	16	32%



The positive effects of idioms on cultural understanding is further supported by the participants' responses. A remarkable majority, almost all at 68%, expressed a strong desire to understand idioms for this purpose. This highlights the students' recognition of idioms as a valuable tool for cultural engagement. However, a minority of participants, around 32%, did not share this feeling. While their reasons may be varied, the overall data suggests a clear preference among learners for using idioms to enhance their grasp of English culture

### **Q9-Do you learn English idioms by :**

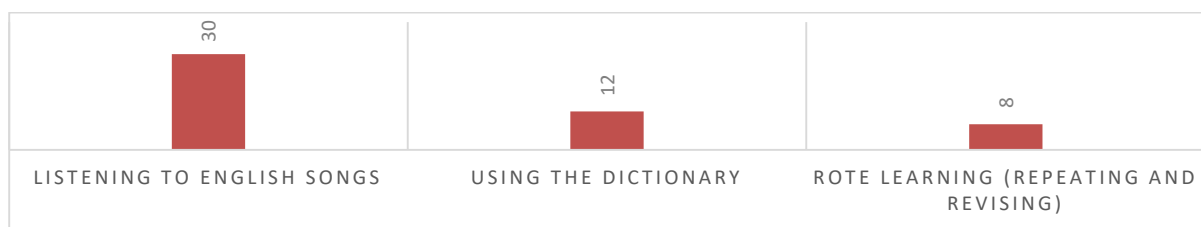
**-Listening to English songs .**

**-using the dictionary .**

**-Roat listening ,repeating and revising.**

**Table 7: Methods for Learning English Idioms**

Methods for Learning English Idioms	Frequency	Percentage
Listening to English songs	30	60%
Using the dictionary	12	24%
Rote learning (repeating and revising)	8	16%



The survey results on question 8 shed light on the participants' preferred techniques that are used for learning English idioms. Music reigns supreme, with a whopping (60%) of students reporting they learn idioms through listening to English songs. This finding underscores the effectiveness of incidental learning – acquiring language skills through enjoyable activities like music. Dictionaries, is a traditional method, are used by a smaller group, around (24)% of students. This indicates that some students supports a structured learning approach. Rote learning, which involves repetitive memorization, seems to be the least popular method, with only (16%) of students relying on it. This suggests students might find other methods, like songs, more engaging for idiom acquisition. Overall, the survey highlights a clear preference for informal learning methods, particularly music, for understanding English idioms.

**Q10-Do you believe that learning English idioms through songs should be implemented in the teaching process ?why ?**

Implementation of Learning English Idioms through Songs	Frequency	Percentage
Yes	31	62%
No	19	38%

**Table 8: Implementation of Learning English Idioms through Songs**

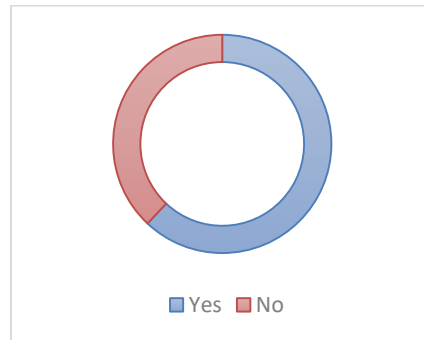


Table 8 reveals a strong agreement from students (62%) for incorporating English idioms into classroom instruction. This suggests that a majority of students recognize the value of idioms and appreciate the opportunity to learn them in a structured setting. However, some ambiguity observed in the 38% answered 'yes'. It is unclear if they oppose including idioms or their answer reflects a different question phrasing. Overall, the data suggests a positive student attitude towards learning idioms in English class.

#### 4-1-3EFL learners' attitudes' towards listening to English songs

##### 1. Do you like listening to music ?

Liking Listening to Music	Frequency	Percentage
Yes	39	78%
No	11	22%

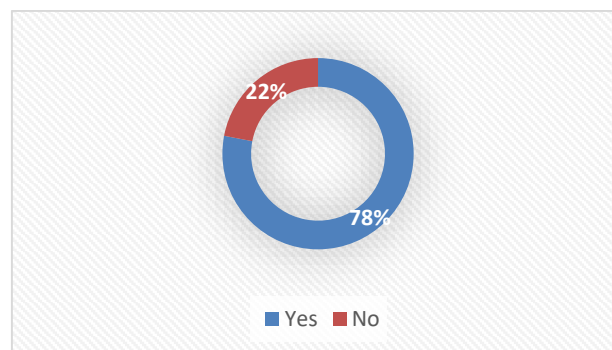
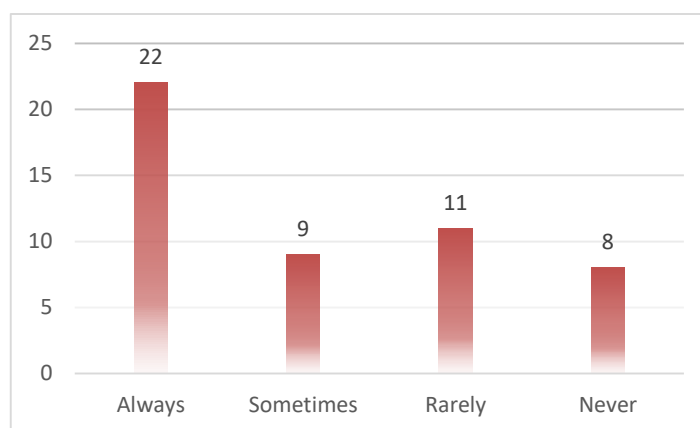


Figure 13: Students views about songs

The data in Diagram represented in Figure 13 shows that a strong majority (78%) of students enjoy listening to music, while a smaller percentage (22%) does not.

### Q2/How often do you listen to English music outside the classroom ?

Frequency of Listening to English Songs	Frequency	Percentage
Always	22	44%
Sometimes	9	18%
Rarely	11	22%
Never	8	16%



**Figure 14: Students 'Frequency of Listening to English Songs outside the Classroom**

This diagram shows how often students listen to English music outside of class. The majority (44%) listen frequently. However, a significant portion (18%) listens occasionally, while some (22%) rarely do. The remaining 8% never listen to English music outside class.

### Q 3/ during listening to music, how do you find the atmosphere?

**a-Pleasant**

**b- Unpleasant**

**Table 9: The atmosphere Created by Songs inside the Classroom**

Atmosphere in the Classroom	Frequency	Percentage
Pleasant	40	80%
Unpleasant	10	20%

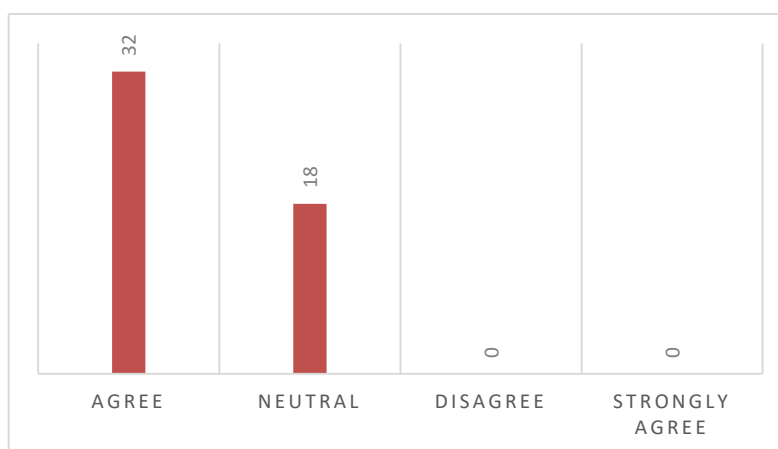
Examining table2, it is clear that music plays a role in classroom atmosphere for many students. A significant portion (80%) finds music creates a positive learning environment.

## The Effectiveness of Using English Songs in Enhancing Learners' Acquisition of Idiomatic Expressions

However, a minority of students (20%) does not enjoy listening to music during class, suggesting it might be distracting or not suit their learning style.

### Q4-Do you think that English songs can motivate learners to acquire idioms ?

Effectiveness of Using English Songs to Motivate Learners	Frequency	Percentage
Agree	32	64%
Neutral	18	36%
Disagree	0	0%
Strongly agree	0	0%



**Figure 15: English Songs as a Source of the acquisition of idiomatic Expressions**

The diagram indicates that a large number of participants (64%) see potential in English songs for learning idioms. This could mean they agree the songs either can be motivated tool for idiom acquisition ("agree") or are open to the idea ("neutral"). This suggests that incorporating English songs into lessons could be a well-received method for helping students acquire idioms, while the other participants (36) are neutral, because they find, find songs ineffective, or have other preferences. It is good to consider alternative methods alongside songs for a well-rounded approach.

### Q5 /How do find listening to English pop songs ?

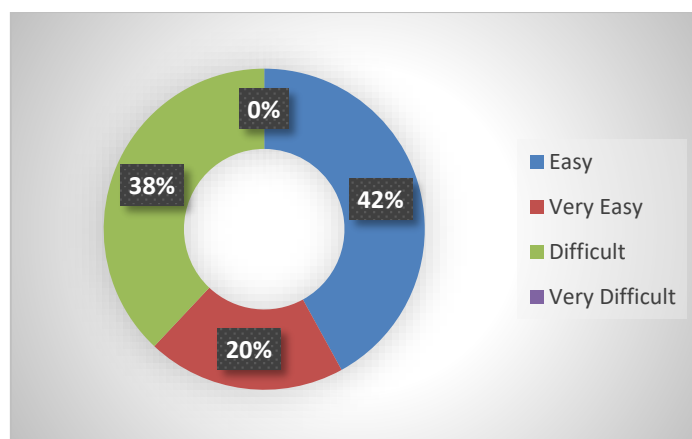
-Easy

-Very easy

- Difficile

-Very difficult

Difficulty of Listening to English Pop Songs	Frequency	Percentage
Easy	21	42%
Very Easy	10	20%
Difficult	19	38%
Very Difficult	0	0%



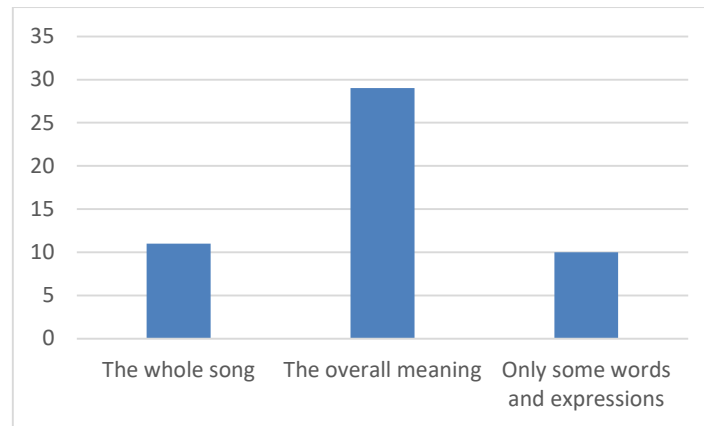
**Figure 16: Students Views towards English Pop Songs**

The pie chart reveals that most students (42%) find listening to English pop songs easy.

However, a significant portion of students (38%) finds it difficult. Interestingly, a notable group (20%) considers it very easy.

**Q-6 / Do you understand English songs while listening ?**

Understanding of English Songs	Frequency	Percentage
The whole song	11	22%
The overall meaning	29	58%
Only some words and expressions	10	20%

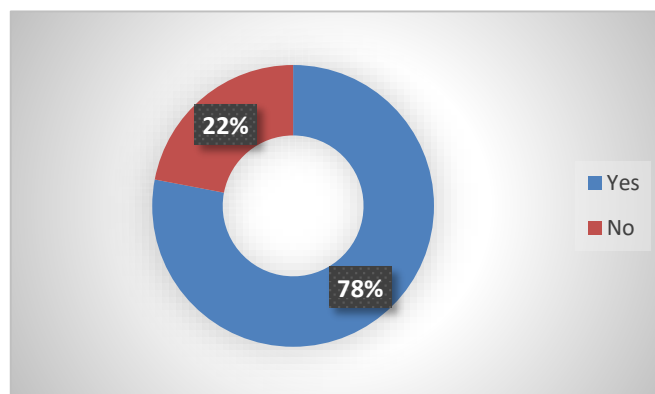


**Figure 17: Degree of Students 'Comprehension of English Songs**

Examining Diagram 4, we see a clear distribution in student comprehension of English songs. The majority (58%) understand the overall meaning, suggesting they can follow the main ideas of the song. While others (22%) understand some of the vocabulary and phrases, indicating a partial understanding. However, a minority (20%) only comprehend a few words or expressions, highlighting the need for potential differentiation in teaching strategies.

**Q 7- Is the context of English songs useful and enhance you to acquire new idiomatic expressions?**

Listening to Music and Development of Communicative Skills	Frequency	Percentage
Yes	39	78%
No	11	22%

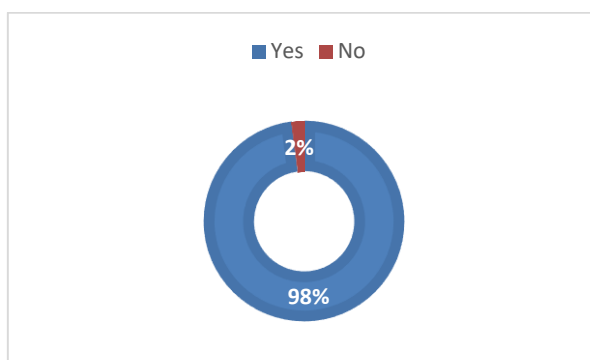


### Figure 18: listening to Music to acquire new idiomatic expressions

Diagram 6 shows a clear preference for using English songs to learn idioms. A majority of students (78%) find that the context provided by songs to be an effective tool. This suggests that songs can significantly support comprehension and memorization of idiomatic expressions. However, a minority (22%) have a different view. It is important to consider that learning styles are varied from one student to another. While songs might prove highly engaging and effective for many students, alternative methods may be necessary to help those who find this approach less helpful.

### Q8-Do you think that to music helps you to develop your communicative skills ?

Listening to Music and Development of Communicative Skills	Frequency	Percentage
Yes	49	98%
No	1	2%



### Figure 19: Listening to Music and Development of Communicative Skills

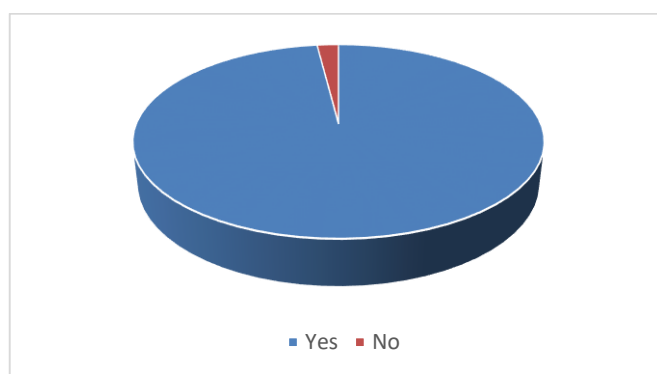
The diagram suggests that most students (98%) believe English songs improve their communication skills. This indicates that a large majority finds listening to English songs beneficial for developing their ability to communicate in the language. However, a small minority (2%) disagrees, suggesting they might not perceive a relation between songs and communication skills.



**Q9-Do you feel that your listening comprehension of idiomatic expressions has improved due to English songs ?**

**Figure 20: Improvement in Listening Comprehension of Idiomatic Expressions Due to English Songs**

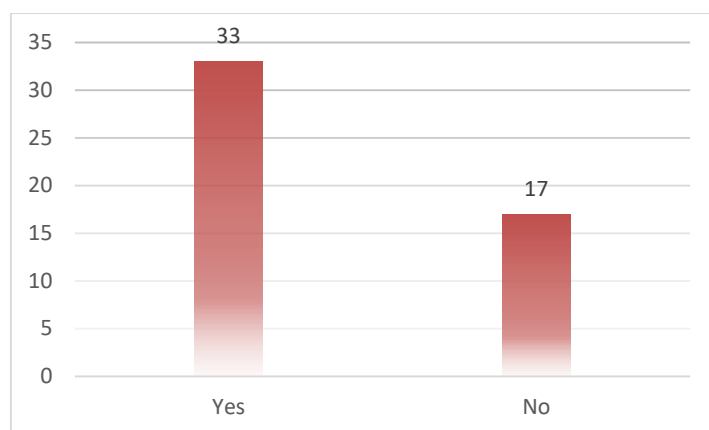
Improvement in ListeningComprehension	Frequency	Percentage
Yes	49	98%
No	1	2%



According to the data (, 98% )of participants feel their listening comprehension has improved, because Songs can provide exposure to natural language, which can help learners improve their understanding of grammar, vocabulary, and pronunciation , Listening to music can be enjoyable and motivating, which can make language learning more fun and engaging in appositve environment while the remaining (2% )do not. This suggests that listening to songs can be an effective way to improve listening comprehension skills.

**Q10--Do you look for lyrics online? why?**

Looking for Lyrics Online	Frequency	Percentage
Yes	33	66%
No	17	34%



**Figure 21: Searching for Lyrics Online**

Examining this diagram, a clear trend emerges the majority of students (66%) actively seek out song lyrics online. This suggests that a significant portion finds having and access to lyrics enhances their comprehension and enjoyment of English songs. The remaining 34% presumably rely on alternative methods, such as memorization or deciphering lyrics from listening alone.

## **Conclusion**

This presentation effectively presented the survey findings on EFL learners' attitudes towards songs and idioms. By analyzing responses on their preferred learning methods and the importance of idioms, the presentation provided valuable and deeper insights for educators. Students learning idioms through listening to English songs highlights the potential of selecting music into the curriculum for a more engaging and enjoyable learning experience.

Furthermore, the presentation presents a strong positive attitude towards idioms among the learners. The majority of the students recognized the value of idioms for language acquisition and cultural understanding. This highlights a desire for incorporating idioms into

classroom instruction, suggesting that students are receptive to structured learning opportunities in this area.

All in all the presentation successfully conveyed the potential of using songs to cultivate positive attitudes towards idioms and facilitate their comprehension. This information can be valuable for EFL educators seeking to create more engaging and effective learning experiences for their student.

While the presentation effectively highlighted the potential of music and a strong student interest in idioms, it is important to consider limitations like the study's sample size. Future research could delve deeper by exploring the impact of specific song-based teaching methods on learning outcomes. For instance, studies could compare analyzing lyrics with creating original songs using idioms. This would provide further insights into how music can be most effectively integrated into the curriculum for optimal learning.

# **Chapter Four**

## **Discussion of Findings and conclusion**

## **Introduction**

This chapter presents the key findings from the questionnaire conducted among first-year LMD students in the English Department at Mohamed Kheider University of Biskra. The discussion aims to answer the research questions outlined in the introduction and analyze the results obtained from the questionnaire in relation to the existing literature reviewed in chapter one (section 1 and section 2).

The chapter is divided into two main sections. The first section, titled "Students' Attitudes about Idioms," will discuss the findings related to students' perceptions, understanding, and use of idioms in the English language. This section will use descriptive statistics to analyze closed-ended data and thematic analysis to explore qualitative data obtained from open-ended questions.

The second section, titled "Students' Views on Listening to English Songs," will analyze the findings with regards to the students' preferences, perceived benefits, and challenges associated with listening to English songs for language learning purposes.

By analyzing the survey data and drawing connections to the existing literature, this chapter aims to provide valuable and deeper insights into students' attitudes towards idioms and their attitudes on using English songs to improve listening comprehension. This knowledge can contribute to developing effective strategies for teaching idioms and incorporating music into language learning programs."

## Section One

### 4-1 Students' Attitudes toward English Songs

This study shows an interesting dynamic regarding students and English music. While a significant number (44%) listens to English songs "always" or very frequently (refer to diagram2p), indicating a strong overall engagement, a substantial number (38% ) also find it difficult to understand the lyrics of English pop songs (refer to figure 14 p 72). This suggests a challenge despite their interest. Several factors might contribute to this difficulty. Pop music often features fast tempos and rapid delivery, which can be overwhelming for learners. Additionally, singers may employ slang terms and idioms unfamiliar to non-native speakers, further hindering comprehension. Accents can also play a role, as strong accents might be difficult to decipher for those still developing their listening skills.

### 4-2 Songs for Idiom Acquisition, Not Grammar

This study found that a majority of participants believe that English songs are beneficial tool for language learning, especially for acquiring idiomatic expressions (78%) This indicates that students perceive songs as a valuable tool for understanding everyday expressions used in natural contexts ,because songs often repeat phrases and provide context clues, which can help students to memorize and understand idioms even if they don't know all the individual words. Additionally, the enjoyable format of music might be more engaging compared to traditional grammar drills.

Interestingly, only a small number of participants(22%) mentioned that songs is helpful for grammar, vocabulary, or pronunciation. This does not mean songs are ineffective in these areas. It is possible that students might not recognize the learning occurring through

exposure to songs, or they might perceive other resources as more focused on those specific skills.

There are a few possible interpretation for this either because songs often prioritize melody and rhythm over grammatical accuracy or difficult vocabulary might be sacrificed for rhyme schemes. Pronunciation can be stylized or unclear due to singing methods. While songs can indirectly expose learners to these aspects of language, they might not be the most effective tool for explicitly teaching them.

This finding highlights the potential of songs for idiom acquisition, but it also Shows that the need for a multifaceted approach to language learning. Incorporating songs with other resources that target grammar, vocabulary, and pronunciation can provide a more well-rounded learning experience.

#### **4-3 Listening Strategies of First-Year Students**

The survey results indicate unimportant trend in how students approach listening to English songs. While a majority (58%) report understanding the overall meaning of the song while listening, a smaller portion (20%) focuses on single words and expressions. Notably, some participants (22%) even stated that they typically understand the entire message of the song.

This suggests that first-year students at the English Department of Mohamed Kheider University of Biskra actively attempt to understand the meaning conveyed in English songs, even if they do not catch every single word. This focus on overall meaning aligns with effective listening comprehension strategies, where understanding the main ideas takes precedence over catching every detail.

The study presents a positive association between music and classroom atmosphere. A significant majority of participants (80%) believed that music creates a pleasant learning environment (refer to table 9p 72). This aligns with the view that positive classroom conditions enhance student motivation and interest in learning a foreign language. Songs can serve as a valuable source of input, allowing students to develop language skills in a more enjoyable atmosphere.

This finding supports Lo and Li's (1998) argument that songs "offer a change from the routine procedures in the classroom" and can be used to teach various language elements like sentence structure, vocabulary, pronunciation, and more (cited in Villalobos, 2008, p. 44). However, the survey also identified a minority of participants (20%) who found English songs disruptive to the classroom environment. This reflects negative personal views towards English songs, which could lead to decreased motivation and diminished interest as Krashen's (1981) Affective Filter Hypothesis indicates. This highlights the importance of considering student preferences when incorporating songs into lessons. While music can be a powerful tool for creating a positive learning environment, it is crucial to ensure it aligns with the needs and interests of the majority of students.

#### **4-5 Context as a guide to Idioms in Songs**

The survey results highlight the importance of context in understanding English songs and acquiring idiomatic expressions. A majority of participants indicated that they rely on the context of the song to understand the meaning, of idioms. This agrees with Harmer's (1983, p. 15) view that "what a good listener is able to do is to process what he hears on the basis of the context it occurs in." Songs can provide rich contextual clues through the overall message, surrounding lyrics, and storytelling elements." By paying attention to these contextual elements, learners can get the meaning of unfamiliar idioms even if they do not understand



every word individually. This finding emphasizes the value of using songs in language learning activities that focus on developing context-based listening comprehension skills, which can be significant for understanding not only idioms but also the general meaning conveyed in English songs.

#### **4-6 Improvement in Idiom Comprehension by using Songs**

The survey results provide an evidence that listening to English songs can be beneficial for understanding idiomatic expressions. A significant percentage of participants (98%) responded "yes," indicating that they believe their ability to understand idioms has improved due to English songs. For instance, one student mentioned picking up the idiom "feeling under the weather" after hearing it used in a song about being ill. Another student shared how they learned the meaning of "break a leg" meaning good luck through the context of a song wishing someone success.

However, a minority (2%) responded "no," suggesting they have not experienced this improvement. There could be many reasons for this. Some students might find it difficult to understand the lyrics overall due to factors like fast tempos or unfamiliar accents.

Additionally, students who do not actively focus on idioms while listening might miss their presence in the songs.

This difference in perception highlights the great benefits of incorporating listening activities with a focus on idioms into language learning programs. By drawing attention to the use of idioms in songs and providing context clues, educators can help students leverage their existing interest in music to improve their understanding of these common expressions.

#### **4-7 the Internet as Resource for Understanding Lyrics**

The survey results reveal that the internet plays an essential role in helping students to understand song lyrics. A majority of participants (66%) indicated that they search for lyrics online while listening to English songs. This strategy allows them to comprehend unfamiliar words and expressions, ultimately leading to a better grasp of the song's meaning.

However, a minority (34%) responded "no," suggesting they do not rely on online lyrics. There could be a few reasons for this. Some students might possess strong listening comprehension skills and be able to understand the lyrics without needing external resources. Others might prefer to focus on the overall message conveyed through the music rather than understanding every word. For example, a student who enjoys the melody and rhythm of a song might prioritize the general feeling it evokes even if there are specific words they don't understand.

### **Section 2: EFL Learners' Views towards Learning Idioms**

#### **4-Discussion of the students' Attitudes towards Learning English Idioms Positive Attitudes toward Idiom Learning**

This section examines the students' attitudes towards learning English idioms. The first question attempts to describe their enjoyment and interest in acquiring this skill (see Table 12 P68). The results show a positive trend, with a significant majority of participants indicating that they like to learn English idioms.

This finding agrees with Gardner's Theory of Attitude (1985), which mentions the importance of affective factors in language learning. Research suggests a connection between

positive emotions and the concept of "enjoyment" in teach (Dewaele et al., 2018). Studies on emotions in EFL (English as a Foreign Language) learning (e.g., Dewaele et al., 2018) highlight the role of feelings and emotions like enjoyment in language acquisition. In our case, enjoying learning English idioms presents a positive predisposition towards acquiring these expressions.

This aligns with social psychology research on attitudes, which posits that attitudes consist of three components: cognitive (thoughts and beliefs), affective (emotions and feelings), and behavioral actions and intentions (Nolen-Hoeksema et al., 2009).

#### **4-1-1 Motivations for Idiom Learning**

This section examines the reasons behind the participant's interests in learning English idioms. Drawing on Gardner's Theory of Attitude (1985), which emphasizes the goal-oriented nature of learning and two types of motivation (instrumental and integrative), the results from Diagram 1 indicate a great motivation. Almost of the participants, show a desire to learn idioms for both practical reasons (instrumental motivation) and to gain cultural understanding (integrative motivation). This means that first-year LMD students in the English Department at Mohamed Kheider University of Biskra recognize and are aware of the value of idioms for gaining fluency and cultural competency.

The findings from question seven, which investigated the importance of idioms in learning English, demonstrate that students agree on the value of idioms in this process. This shows a positive perception and consciousness among participants regarding the important role of idiomatic expressions in EFL learners' acquisition.

#### **4-1-2 The Relationship Between Idioms and Culture**

The eighth question (see Table 6 P 69 ) examined the relationship between understanding idioms and familiarity with English culture. The t majority of students agreed that comprehending idioms helps them to connect with English culture. This agreement with **Xiao's(2009)** perspective that idioms reflect the social environment, history, and culture of native speakers. This indicates thatthe participants recognize the cultural significance of idioms.

As a result, acquiring idiomatic expressions can enhance their understanding of English customs and cultural differences (Fromkin et al., 2003), this further emphasizes their positive attitudes towards English culture, cited in Arab, (2020-2021, p43).

#### **4-1-3 Agreement for Integrating Idioms in Teaching**

The majority of participants (see Table 8 p70) supports for the inclusion of English idioms in the teaching process. This indicates a strong belief that idiomatic expressions should be a major component of the English language-learningatmosphere in classrooms.

The complexity of idioms and their cultural differences can pose a difficulties for non-native speakers in understanding their meanings independently. Therefore, teacher guidance is important to facilitate student understanding. By incorporating idioms into the curriculum and providing appropriate instruction, educators can develop students' competence in this main aspect of English language proficiency.

## Conclusion

This investigation shows a fascinating connection between students' learning styles and their preferred methods for acquiring idioms. While some students enjoy structured approaches such as dictionaries and teacher guidance, a significant number relied much more on informal exposure through media and music, especially songs. This highlights the power of incidental learning and importance role of music for language acquisition.

However, although this preference for informal methods, the discussion also found a strong positive attitude towards idioms. Learners recognized their importance for understanding English language and culture, and shows a desire for structured learning chances in the classroom. These findings support the initial hypothesis that incorporating English songs into the EFL curriculum can be beneficial to enhance first year LMD student to acquire idiomatic expressions. By acknowledging student preferences for informal learning alongside with their strong desire for structured instruction, educators can create a more using an effective learning atmosphere for idioms.

On the other hand, the reveal findings reject the null hypothesis, which states that the judicious implementation of English songs cannot significantly enhance first year LMD student ability to learn idioms.

This approach combines the traditional teaching methods with the effectiveness of music. It improves students' ability to develop a more nuanced understanding of idiomatic expressions and enrich their EFL experience.

## **General conclusion and recommendations**

### **General conclusion**

This study investigated the effectiveness of English songs in enhancing EFL learners' to understand idioms. It shows a dynamic interplay between formal and informal learning methods. While students state that they rely on dictionaries and teacher instruction, a significant number of participants relied heavily on informal exposure to idioms through media, among them songs. This shows the power of incidental learning of language through everyday encounters and the significant role of music for language acquisition. Moreover, the research found a strong positive attitude towards idioms among learners. Students recognized their importance in understanding the difference of both English language and culture. This positive attitude, demonstrates a desire for structured learning, suggests that integrating English songs into the EFL curriculum holds promise. Holding the power of music, this research suggests integrating English songs into the EFL curriculum as a promising and effective strategy for teaching idioms. Songs provide an important and enjoyable path for learners to comprehend idioms in context; Future research could dig deeper into the effectiveness of different classroom-based, song-based teaching methods and their influence on long-term idiom retention. This research contributes significantly to the field of EFL instruction by highlighting music's potential as a valuable tool for idiom acquisition. By incorporating using an effective method that bridge both formal and informal learning approaches, educators can promote students to develop a more understanding of idiomatic expressions, ultimately enriching their EFL experience.

However, it is essential to remember that music should serve as a complementary tool, not a replacement for traditional teaching methods. To illustrate the use of songs in the EFL

classroom, educators should give priority to English songs that agree with the students' language level and their interests. Selecting songs rich in clearly introduced and repeated idioms can improve learning process. Moreover, incorporating activities before, during, and after listening to the song strengthens comprehension and analysis of the idiomatic expressions. By implementing songs in song-based learning with other methods like discussions, role-playing, and writing exercises, educators can create a well-rounded learning experience. Ultimately, leveraging both formal and informal learning approaches through using an effective method may improve students' ability to develop a variable understanding of idiomatic expressions, enriching their EFL experience.



### **Recommendation and further research**

This study offers valuable and significant insights, but limitations such as sample size and focus on first-year students credential further investigation. In order to strengthen the study, consider expanding the sample across different schools and student backgrounds. Future studies could explore long-term knowledge retention by tracking the present participants. In addition, comparing different music integration strategies and investigating effectiveness across proficiency levels would be significant and valuable. By digging deeper into these areas, we can equip and empower educators with the tools to effectively use music and optimize the language learning experience for all students.

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# Appendices

## Appendix A

### Questionnaire :

Dear students,

The following questionnaire is designed to gather information required for the accomplishment of a master dissertation entitled : ‘‘Investigating the effectiveness of using English Songs In Enhancing Learners’ Acquisition of Idiomatic Expressions ,Case Study Of First Year LMD At The Department Of English At Mohammed Kheider University Of Biskra. This questionnaire will be completely anonymous .Thanks a lot for collaboration

### General profile :

#### Section One : EFLLearners’ views about Learning English Idioms.

1-what is your level of study ?

A -L1

b -L2

C- L3

2)-Are you familiar with idioms ?

a-Yes

b – No

3)- If yes ,how did you get the knowledge ?

.....  
.....

4)- Do you like learning idioms ?

a-Yes

b-No

5)- Why do you like learning English idioms ?

a-To improve your communicative skills .

b-To make your writing interesting and easier to understand.

c- To understand the target culture of that language .

6)-Do you have the skill to understand English idiomatic expressions on your own ?

a-I do

b- I don'

7)- Are idioms important in learning English language ?

a-Agree

b-Neutral

c- Disagree

8)- Do you believe that understanding English idiomatic expressions make you familiar with the English culture ?

-Yes

-No

9)- Do you learn English idioms by :

a- Listening to English songs .

b -using the dictionary .

c-rote learning( repeating and revising

If there are other ways specify them ,

.....  
.....

10)- Do you believe that learning English idioms through songs should be implemented in the

teaching process ? Why ?

-Yes

- No

.....  
.....



**Section Two : EFL Learners' Attitudes towards listening to English Songs.**

1)-Do you like listening to music ?

a-Yes

b-No

2)-How often do you listen to English songs ?why ?

a-Always

b-Sometimes

c-Rarely

d-Never

.....  
.....

3)-During your listening to music ,how do you find the atmosphere in the classroom ?

a-Pleasant

b-unpleasant

4)- Do you think using English songs can motivate learners to acquire idioms' ?

a-Agree

b-Neutral

c-Disagree

d-Strongly agree

5)-How do find listening to English pop songs ?

a-Easy

b-Very easy

c-Difficult

d-Very Difficult

-6)- Do you understand English songs while listening ? Why ?

a- The whole song

b-The overall meaning

c-Only some words and expressions

.....  
.....

7)-Is the context of English songs useful and enhance you to acquire new idiomatic expressions , justify ?

Yes

No

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

8)-Do you think that listening to music helps you to develop your communicative skills ,

a-Yes

b-No

9)-Do you feel that your listening comprehension of idiomatic expressions has improved due to English songs ?Why ?

a-Yes

b-No

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

10-Do you look for lyrics online ? Explain ?

a-Yes

b-No

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

**Appendix B : Table of of Idioms in Some Selected Songs**

Titles of songs	Idioms	Meanings
Adele' s song : "Hello"	<p>-Run out of Time</p> <p>-Go over</p> <p>-Tear you apart</p>	<p>-When there is a lack of something or something is missing when</p> <p>There is none left</p> <p>- examine something in detailed and careful way.</p> <p>-This is what a strong shattering pain does to your heart</p>
" you raise me up" by Josh Groban	raise me up"	To move someone to a higher position .
"careless whisper "by George Michael	-Careless whisper	To feel regret and sorrow for infidelity

<p>“ Nancy Mulligan “ by Ed Sheeran</p>	<ul style="list-style-type: none"> <li>- Jet black hair</li> <li>-took my name</li> <li>-Went on the run</li> </ul>	<ul style="list-style-type: none"> <li>-very dark black</li> <li>- came to be called</li> <li>-escape or hide from someone</li> </ul>
<p>“ Beat it by Michael Jackson “</p>	<ul style="list-style-type: none"> <li>-Beat it</li> </ul>	<ul style="list-style-type: none"> <li>-Go away</li> </ul>

<p>“ Someone like you by Adele ”</p>	<p>1-hold back</p> <p>2-Settled down</p> <p>3-turn up</p> <p>4-stay away</p>	<p>-not show emotion</p> <p>- to begin living stable and orderly life</p> <p>-to make an appearance ,arrive</p> <p>- stay clear of ,avoid</p>

## مستخلص

يهدف هذا البحث الى التحقق من مدى فعالية انتقاء الأغاني الإنجليزية في برامج اللغة الانجليزية من اجل تعزيز اكتساب طلبة السنة الاولى ال م د بجامعة محمد خيضر بسكرة للتعبير الاصطلاحية فبما ان استعمال الاغاني الانجليزية في تعليم اللغة يعتبر امرا جيدا فانه من خلال هذه الدراسة سنحاول استكشاف الجانب الصعب الذي يواجهه متعلمي اللغة الانجليزية كلغة اجنبية لتحسين امكانية فهم واستخدام هذه التعبيرات. لقد تم استخدام منهج الاساليب المختلطة الذي يعتمد على جمع البيانات الكمية و النوعية في البحث وذلك من خلال الاستبيان الذي يشمل على الأسئلة مغلقة و أسئلة اخرى مفتوحة من اجل تقييم مدى تعرض الطلبة للاغاني الانجليزية, فهم هذه التعبيرات وكذلك معرفة وجهة نظرهم تجاه استعمال الاغاني الانجليزية لاكتساب التعبيرات الاصطلاحية وهذا للحصول على نظرة عميقة في تجارب و آراء تعلم التعبيرات الاصطلاحية من خلال اعتماد الاغاني . يهدف هذا التحليل الي الكشف عن العلاقة بين التعرض للاغنية و اكتساب التعبيرات الاصطلاحية بناء على بيانات الاستبيان بالاضافة الى ان البيانات النوعية سيتم تحليلها لفهم كيف ولماذا الاغاني يمكنها ان تسهل عملية التعلم و اعطاء صورة حول اثر الاغاني التعليمية . هذا النهج المشترك من شأنه ان يوضح منفعة انتقاء الاغاني التعليمية في برامج اللغة الانجليزية كلغة اجنبية لاكتساب التعبيرات الاصطلاحية.

الكلمات المفتاحية : اللغة الانجليزية كلغة اجنبية ،طلبة السنة اولى ال م د ،التعبير الاصطلاحية

،المنهج المختلط ،استبيان ،الاغاني التعليمية