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***Investigating the Impact of Using Songs in Teaching English in Oral
Expression Courses***

Case Study of second Year LMD Students of English at Biskra University

Dissertation Submitted in Partial Fulfillment of the Requirement for a Master Degree In Sciences
of Language

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Dedication

To my father and mother "Naima & abdelrahman"

To my lovely sisters: Fatima Zohra, Hadjira, yasmina and Ahlem.

To my sweet heart my brother Mohammed.

To my brother in law "Ali Mansouri"

To my cousins: Amel, assma, Ahlem, Rym, Sabrina, Saida, Lakhdar.

To the angels "Achwak & abdsamed".

To my uncles, especially Ahmed.

To my friends: Amina, Aicha, Ahlem, Amel, Fatima, fathia, Hanane, Hoda, Halima, Naima, Madiha, Iman, Nadia, Safa, Saida, Samira, Samah, Safia, Karima, Randa and Moussa.

To all the family Zeghloul and Aliane.

To all my relatives and all who know me.

I dedicate this work.

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Abstract

This research is conducted to investigate the impact of using songs in the oral expression module on learners' vocabulary, pronunciation, grammar and motivation, and its importance on developing their listening and speaking skills. Putting the hypothesis that the teacher's use of songs in oral expression courses would improve students' achievement in learning the English language. We tried to check the effectiveness of integrating songs as a facilitative and helpful device in enhancing learning English as a foreign language. A descriptive study has been undertaken; to collect information, we used three gathering tools: a questionnaire addressed to second year LMD students at the University of Mohammed kheider in Biskra, an interview conducted with teachers of oral expression in the same university; and finally, a classroom observation done with two different classes of second year to gather further information about the subject under investigation. The obtained results were analyzed and interpreted. They revealed the students' negative attitude towards their teachers' 'old-fashioned' techniques to be boring, useless and ineffective; however, they showed a positive attitude towards the use of songs considering this tool highly motivating, entertaining and effective in developing their listening and speaking skills. Some pedagogical recommendations are suggested to raise teachers' awareness about the great benefit of using to motivate students' and enhance their level of English in general and their listening and speaking skills, more particularly. We hope that this research would give an accurate description of the actual use of songs in teaching in the University of Biskra by teachers of oral expression, and will be helpful for teachers because of its importance and efficiency in improving students' level in English and developing their language skills.

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General Introduction

Introduction

It is quite clear that English has become a necessity today; it is the only language that can be understood by everyone around the globe. So when we learn a language, there are four skills that we need to master in order to achieve communication. We learn to listen first then to speak, then to read, and finally to write. These are called the four “language skills”. Listening is considered to be the first language skill and it is the most important in learning a foreign language, when we have to listen to native speakers. Speaking is the second language skills and probably the one that most language learners wish to perfect as soon as possible.

There are plenty of deserve ways how to learn and teach a language. First, for the learners who may use learning grammar online, video chatting to have conversations with foreigners or even reading foreign newspapers or magazines. It is also the case for teachers of oral expression in the university who may, for example, choose a topic and let the students talk about it freely, tell stories, act plays, etc. Songs can be used as well, and this is our focus in this work because the use of songs inside the classroom may motivate and support teachers in making English language learning faster, easier, less painful, and more engaging. Songs help also to create an optimal language learning environment. Therefore, we shall try in this paper to talk more about using this technique by teachers in the university in oral expression courses.

1. Literature Review

The use of songs for the purpose of language learning and teaching has been gained around since the phenomenal growth of web in the early 90’s. Georgi Lazanov, in his method called suggestopedia (1978), emphasized the importance of whole-brain stimulation for optimal acquisition to take place. He suggested that the relaxation techniques help learners for acquisition and greater retention of vocabulary and language structure. It means that if the learner uses a method which he/she likes in learning foreign language like using songs, it would help them acquire languages and enrich their vocabulary. These are believed to be essential elements for learning to take place.

In 1985, Stephen Krashen agreed with Lazanov's method because one of his basic principles about language acquisition is that the student must have a low level of anxiety in order for the message to be acquired naturally, and he believed that it is one of the basic principles for language acquisition.

The aim of suggestopedia is to relax learners; by using, for example, soft lighting, baroque music, cheerful room decoration, comfortable seating, etc. Moreover, the Contemporary Music Approach (CMA), which began by Anton (1990), suggests that music is one of the most effective memory aids, especially through its lyrics. Anton studied it as a relation between songs and psychology.

Another early method called the "Audio-lingual Method" by Kind (1980), uses familiar songs to teach the English language. According to Kind, "It has been found that foreign languages can be taught more rapidly, more effectively and with greater recall through the use of song rather than the mechanical classroom drills". (Cited in Salcedo, 2002: 15)

2. Statement of the Problem

Most classrooms around the world are still just a combination of four walls, desks, chairs and chalkboard, especially for foreign language classes where we see that teachers remain unclear how to use modern methods and how to integrate them meaningfully into the existing curriculum. Sometimes, we find that students of English do not know how to speak. One of the reasons behind that is the bad method used by teachers; for example, in the University of Mohamed Kheider there are some oral expression teachers who teach through songs and focus on listening activities. Unfortunately, there are some other teachers who ask students to do 'boring tasks' like doing simple researches in any domain, for instance. A more modern method like using songs to teach the foreign language can be more suitable because it is one of the wonderful and enjoyable instruments that help learners master the language.

3. Significance of the Study

Songs play an important role in the development of students' learning a second language. It is used for a number of purposes; it can help students improve their listening

skill, perform their pronunciation, but also learn vocabulary, sentence structure and sentence patterns.

The method of using songs in teaching English as a foreign language would provide students with the opportunity to practice the language through entertaining and culturally rich songs. It may aid also in the retention of texts by producing a mental repetition of lyrics that may stimulate language acquisition.

4. Aims of the Study

The aim of the present study is to discuss the role of songs in teaching English as a foreign language. The focal point in the dissertation is to shed light on the positive impact of using songs inside the classroom in order to motivate students to learn English and to improve their language skills, especially listening and speaking. Indeed, we want to focus on this modern way of teaching English rather than to speak about the traditional ones. Another aim is the need for a change in teacher's role because -at the present time- there is an urgent need for teacher training to promote effective language learning environment through new methods like the use of songs in class. This will exit them from routine and empower their skills, but also will help them focus on the creative and cognitive practice of learning.

5. Research Questions

The subject under study is concerned with the following questions:

- How do teachers teach English in oral expression courses?
- What are the students' attitudes towards these method(s)?
- Are these methods effective?
- What is the role of songs in teaching English as a foreign language?
- How can the teacher implement songs in oral expression courses?
- Are songs an effective technique in developing learners' productive skills especially speaking and listening?

6. Hypothesis

We hypothesize that the teacher's use of songs in oral expression courses would improve students' achievement in learning the English language.

7. Research Methodology

7.1. Research Method and Data Gathering Tools

In our dissertation, we will use the descriptive method because we will talk about teaching English as a foreign language which includes a wide range of strategies and methods. This means describing them. Then, we will focus on investigating how songs enhance second language by using three research tools; a questionnaire, an interview and classroom observation. First, the questionnaire will be given to first year LMD students of English at Biskra University in order to gather information about their preferences, attitudes and their actual way of learning English. The results will be crucial to confirm our hypothesis. Second, an interview will be done with some teachers of oral expression. We will ask them if they use songs in teaching their module, and if this device is effective or not on students' achievement. Finally, a classroom observation would be done with two different classes of first year LMD. The purpose is to make like a comparison between two courses of oral expression; on one hand the teacher uses songs in teaching English, on the other hand with a teacher who uses another simple practice in teaching. While observing both classes, we will see which of these methods students like more and which one is more effective in making them engaged and develop their speaking skill.

7.2. Sample of the Study

Our research is actually concerned with first year LMD students of the English division at Mohamed kheider University in Biskra. It represents a population of 350 students . However, because it impractical to conduct a research on such a big number, we are going to work with a sample of forty (40) students randomly selected. This represents 20% of the whole population.

The interview is concerned with teachers of oral expression in the university of Mohamed kheider in Biskra. They are about 12. However, we are going to work with 5 teachers, those teaching first year students.

Chapter One

The Impact of Songs in Teaching
English

Chapter One: The Impact of Songs on Teaching English

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Introduction

During the last few years, English has really become an important tool to succeed professionally all around the world. It is the language of business, technology, learning, etc; for this reason, teachers of English are looking for a better strategy or tool to teach this language. As Resova (2007: 08) states: “Language is a treasure that enriches my mind, music is a treasure that enriches my soul and teaching enriches my spirit.”

From this saying we can say that music or songs can be one of these strategies that all students like. There are plenty of diverse ways how to teach and learn a language; however, we would like to investigate the most useful, helpful, memorable and easiest way to learn a foreign language. So, this chapter will shed light on the role, importance and impact of songs in teaching English as a foreign language in classrooms. Nevertheless, we find it essential to give, first, a general overview of the methods and approaches used to teach English, then we will deal with some language teaching materials used in language classes; and, finally, we will deal with the impact of songs on learner’s learning including pronunciation, vocabulary, and motivation.

1- Methods and Approaches of Teaching English as a Foreign Language

1-1 The Traditional Methods

1-1-1 The Grammar Translation Method

The Grammar Translation Method (GTM), also known as the Prussian Method (PM) in the USA, was the product of German scholars: Seidenstucker, Plotz, Ollendorf, and Meidenger. Its practice spanned mainly between 1840s and 1940s, and emerged when people of the Western World wanted to learn foreign languages such as Latin and Greek. This method was characterized by the study of grammatical rules and the practice of sentences and texts’ translation. Reading and writing were the major focus; students had to learn grammatical rules overly and reduce their application to exercises.

The teacher presents the course in the student’s native tongue whereas the target language not encouraged to be used in class. The teacher provides elaborate explanation of the grammatical intricacies of the target language, and often focuses on the form and inflection of words. Accuracy receives a great deal of stress. Vocabulary study takes the

form of learning lists of often isolated words, and the rules of grammar provide the blueprint for putting words together. Students begin early to read classical texts which are treated as exercises in grammatical analysis. There is little stress on the content of those texts.

At the end of the 19th century, a change began to be felt in language teaching. This change was called the “Reform Movement” which emphasized the importance of the spoken language over the written one, and the inductive approach to teaching grammar. (Richard & Rodgers, 1986: 7)

1-1-2 The Direct Method

The Direct Method flourished in the beginning of the twentieth century. It declined then emerged again around the 1950’s. It was developed initially as a reaction to the Grammar Translation Method and aimed mainly to help students to speak the target language fluently and correctly. Teaching was conducted directly in the target language through the use of demonstration and visual aids. The method included lots of oral interaction and spontaneous use of language and encouraged oral communication.

The teacher discourages translation between the first and the second language, and puts little emphasis on grammar rules. Classes were small and intensive and stressed both speech and listening comprehension. A direct approach instructor emphasizes correct pronunciation and grammar which is taught inductively.

1-1-3 The Audio-Lingual Method / The Army Method

The Grammar Translation system began to be replaced in western schools in the mid-1950s by a new scientific method known as Audio-lingual’s. Also called the “aural-oral” method, it involves habit formation through repetition and memorization in order to avoid errors at all costs. It also gives learners numerous opportunities to speak, but tends to focus on form more than meaning. Audiolingualism emphasizes pattern drills and conversation practice.

In an audio-lingual classroom, the teacher generally presents new material in a dialogue form. Students are expected to memorize its pronunciation and intonation which receive large emphasis. There is a great deal of stress on memorizing set phrases and over

learning; learners acquire language patterns through receptive drills. There is little grammatical explanation; the student learns grammar through analogy rather than explanation. Audio-lingual teachers place great importance on getting students to produce error-free speech. They immediately reinforce successful speech, and quickly correct errors. They teach vocabulary through pronunciation (not the written form), and make regular use of tapes, language labs, and visual aids.

1-1-4 Total-Physical Response

This method has been developed by James Asher in the 70s. Now, it is practiced successfully by many teachers all over the world. According to Oxford Advanced Learner's Dictionary (2006: 1563), it is "a method of teaching a language in which students learn words and phrases by doing activities which are connected with what they are learning."

Therefore, the Total Physical Response is a method of teaching foreign languages by using physical movements and gestures. It allows the students to react without thinking too much. This method has got a lot of positive points for the students and teachers in the classroom. Indeed, it gives students the chance to shine in a new environment, analyzing language and becoming more comfortable. (Asher : 2)

1-2 The Modern Methods

1-2-1 Communicative Language Teaching (CLT)

The British language teaching tradition is dated from the late 1960s. Scholars of this method saw the need to focus on teaching communicative proficiency rather than on the mastery of structure. The main aim of this method is to develop the communicative competency. CLT is based on theories about language acquisition, especially those developed by Stephen Krashen. He suggested that learners acquire language through using it for communication. Hence, this discovery represents a tidy fit between what works and what learners want.

The teacher's job is to help his/her students develop communicative skills by experimenting with the second language inside and outside class. In the classroom, the CLT teacher creates activities which simulate communication in real-world situations. The

activities emphasize learning to communicate through interaction in the target language, and generally use a mix of the four language skills. These activities enable learners to internalize and activate their second/ foreign language. The teacher uses, as well, authentic materials and exercises in the classroom since they enable students to take easily their language learning into the real world.

1-2-2 Competency-Based Approach

This method was first applied in USA. As its name suggests, it seeks to establish competencies in learners so as they can put in practice what has been acquired in school. It focuses on acquiring life coping skills while developing the language to perform those skills. It attempts to bridge the gap between school life and real life by relating school acquisition to varied and pertinent contexts of use inside and outside school. Grammar and vocabulary are sequenced according to the learners' needs, translation is used only if necessary for communication, authentic materials are utilized and the learner is encouraged to practice the language by performing real tasks outside of the classroom.

1-2-3 The Silent Way

The Silent Way, developed by Gattegno (1972), was characterized as a problem-solving approach to learning and as a language teaching method that makes extensive use of silence as a technique. It is not usually considered a typical method in language education.

Gattegno believed that learners should develop autonomy and responsibility through solving problems related to different linguistic knowledge. This method is based on the idea that learning is facilitated if the learner discovers or creates rather than repeats and remembers what is to be learnt. The teacher is silent much of the time; hence, the name of the method. Teachers have to resist their tendency to help students at the slightest difficulty and allow the possibility for students to work out solutions by themselves. In a silent way classroom, learners have to cooperate with each other in solving language problems. The teacher uses as a material a set of colored rods and wall charts to introduce vocabulary, lexis and syntax. These visual devices create memorable images to facilitate student recall and serve as mediators for students learning. Moreover, the teacher is responsible for creating the environment that encourages students risk taking and facilitate learning.

According to Newton (1989: 15): "The advantage of the silent way is that it combines a high degree of mental involvement and interest with actual use of the language"; i.e., it combines intensive listening and concentration with language production. The objectives of this method are to focus students' attention, to elicit their responses, to encourage them to correct their own errors, and to make them be able to speak fluently with the expectation to develop independence, autonomy, and responsibility.

1-2-4 Suggestopedia

In 1978, Georgi Lazanov created a method of teaching foreign languages called "Suggestopedia". He suggested that the relaxation techniques help students for acquisition and greater retention of vocabulary and language structure.

According to Oxford Advanced Learner's Dictionary (2006: p 1480), Suggestopedia is "a method of teaching a foreign language in which students learn quickly by being made to feel relaxed, interested and positive." Therefore, this method is defined as the use of modern strategies and activities in the classroom in order to make students relax, have fun and interact with the teacher and other students. This is actually done through using motivational strategies like the use of songs and also by taking in consideration lights, room decoration and comfortable seating.

The previous language teaching approaches and methods have cast light on the language teaching theory and practice which can be followed by many teachers all around the world because of their usefulness. In these papers I tried to make as a summary to these approaches and methods of teaching foreign languages, the traditional and the modern ones and we have mentioned its effectiveness in this domain. But nowadays teachers of foreign languages prefer to use modern methods like bringing materials in the classroom, because they think that it is more enjoyable and motivated. So we will try to mention some of these language teaching materials.

2- Language Teaching Materials

"Nowadays, audiences are used to seeing visual materials during any sort of talk or presentation." (Emden & Becker, 2004: 200). Indeed, in a time of advanced technology and worldwide development, the teacher of a foreign language has to use materials in the

classroom in order to get the students' attention and motivate them because "Educators think students do not care, while the students tell us they do care about learning but are not getting what they need." (McCombs & Whisler, 1997: 62).

"A recent study set out to measure the effects do different visual elements on second language comprehension." (Lynch, 1995: 111). Teachers have to choose the right material and topic that can be useful for the learners of foreign languages like images and pictures, language laboratories, computers, videos or songs.

2-1 Images and Pictures

They are one of the most important materials for teaching foreign languages. The teacher can use this kind of visual aids in the classroom which can be taken from Internet, books, newspapers, magazines ...etc. He/she can use it in many ways in order to motivate students and insert a kind of discussion between them. Harmer (2001: 134) suggested many ways of how to use this material in the classroom.

First, pictures associated to drills. The teacher, for example, distributes pictures to the students and each one has to make a sentence about what he/she saw in the picture. This is a good way to make them speak in the classroom. Communication can also be promoted by using pictures. Here, the teacher divides students into groups then distributes pictures that show separate stages of a story, and then students have to discuss and guess events or the end of the story according to the images they have. This technique aims to make students communicate with each other and share information at the same time.

A second example of use of images is when the teacher puts them on the board and explains a word then asks students to select the right picture which express what he/she was explaining. So, as it is showed above, the teacher of foreign languages can use images as effective materials in class by many ways as it is suggested by Hammer.

2-2 Language Laboratories

It is one of the modern materials used in teaching foreign languages by using microphones, headsets...etc. Harmer (2001:) stated three characteristics of language laboratories which mark them out from other learning resources.

- **Double track:** Students cannot listen just to the original recording but also what they are saying into the microphones with the headset.
- **Teacher access:** It enables the teacher to talk with the students all at the same time, and these latter can listen to the teacher clearly with the headset.
- **Different modes:** It is a material in which the students can watch a video broadcasted to their individual monitors.

Therefore, the language laboratory is one of the effective materials in teaching foreign languages because of the characteristics mentioned above, and also because it has got many positive sides; for instance, the learner can compare what he/she is saying to what he/she is listening without the need of the teacher. Thus, he/she can evaluate his/her own pronunciation. Moreover, the device helps retain students' attention. Indeed, when in the classroom students can talk with each other; in language laboratories, however, they cannot do that because each one has his/her own place and is separated from the others. Also, because students are using headset so they cannot hear anything just the record.

The teacher, in language laboratories, can propose many activities like repetition. He/she may ask learners to repeat words or sentences that they have already heard in order to improve their speaking skill and their pronunciation. He/she can also use a story as a piece of record and at the end, asks them questions to evaluate their listening or to fill in the gaps.

2-2 Computers

According to Oxford Advanced Learner's Dictionary (2006), the computer is "an electronic machine that can store, organize and find information." (p. 298). From this definition we can divide the role of computer into two categories; the internet and CD/DVD-ROM. Both of them are materials used to look for information or in teaching foreign languages.

2-2-1 Internet

"It is computer-based global information system [...] the Internet has made it possible for people all around the world to communicate with one another effectively and inexpensively." (Microsoft Encarta Premium)

So computers as we know we use it to store information and read or watch every thing we want, but this is not its only role but we can also use it as a tool of communication between people all around the world and allow us to look about any information we want to know by visiting websites, so through that we can divide the role of Internet into two sides; Electronic mails and web sides as follow:

- **Electronic Mail (E-mail):** It is the widest used Internet application that enables individuals or groups of individuals to quickly exchange messages even when they are separated by long distances. It can also make the education easier between the teacher and the learner to exchange pieces of information; for example, when they are in vacations, or for students to communicate with native speakers easily through e-mails.
- **Web Sites:** Students of English can visit many websites to look, for example, for lyrics of an English song they like, or for videos that can help them improve their pronunciation, vocabulary, grammar...etc. they can also use to check their teachers' lessons, time table...etc.

2-2-2 CD/DVD ROM

Students of foreign languages can use other means of education on computer not just Internet but also CD-ROMs. These contain many programs with excellent visuals and sounds which make learning attractive and enjoyable. As an example, dictionaries are available with plenty of definitions, spoken pronunciation of words and practice exercises online. We may also have access to "Encarta" which is a general multimedia educative encyclopedia on CD-ROM that allows a greater use of complex multimedia features such as videos, animations, interactivities. (Encarta premium, 2009)

Therefore, Internet and CD-ROMs can be used by learners of foreign languages who can use them alone or with the aid of the teacher. This latter's role is to guide and advice them about their use to be in a careful and effective way.

2-3 Videos

The use of videotapes has been a common feature in language teaching for many years. It is rare, these days, for a publisher to produce a major

course book without a video component added in, and teachers frequently enliven their classes with off-air material or tapes produced for language teaching.

(Harmer, 2001: 282)

Teachers of foreign languages can use videos as a new material in the classroom which enables students to see and listen to the native speakers at the same time. Harmer (2001) lists the reasons that make the teacher choose and use this material in class to teach English as a foreign language.

- **Seeing Language in Use:** the students have the chance to see and listen at the same time. It is helpful for them because they hear the sound and see the images and expressions -in real life situations- which help them improve their listening skill.
- **Cross-Cultural Awareness:** students are all time learning about others' culture and have just to imagine them. Nevertheless, when they watch videos they can know about their beliefs, traditions, etc.
- **The Power of Creation:** using videos in the classroom may allow students to do something new and to create enjoyable video clips by themselves.
- **Motivation:** teachers of foreign languages use videos to get their students' attention and raise their interest.

All in all, videos can be used in foreign language classes for relaxation because it helps students and teachers to take some rest and enjoyment, it changes the classroom atmosphere. "The fundamental point is that video material reflects the learner's likely encounter with the second language [...] the relative wealth of the information available to the learner watching video material needs to be carefully managed in classroom activities." (Lynch, 2009: 100)

2-4 Songs

According to Encarta, a song is "a short lyrics narrative text set to music. The music often reproduces the mood of and lends a heightened often a poem." From this definition we understand that a songs the mix between a poem and a mood or music.

According to Oxford Advanced Learner's Dictionary (7th edition), a song is "a short piece of music with words that you sing in a fun way." Moreover, according to Edgar & Arevalo (2010) that Homby (1990) said that song is " a piece of music with words that is sung."

Teachers all around the world are looking for better strategies to teach English as a foreign language. One of the modern materials used nowadays by many teachers in universities in oral expression courses is "songs." Lynch (2009: 6) argues: "The rapid development of electronic media over the last 30 years gives us access to a wider range of voices in other languages."

2-4-1 The Advantages of Using Songs in English Classes

Songs is a very useful tool that makes students practice the pronunciation and improve their speaking skill, and enables them to discuss about different topics. Consequently, they can practice speaking by expressing opinions and reflections about the contents of the songs.

Orlova (2003) sets some of the advantages of using songs in teaching English as a foreign language:

- **Teaching Grammar:** songs contain sentences and clauses, so the learner can learn the use of sentences and sentence structure.
- **Teaching Listening:** songs can be helpful for comprehension. Students focus on lyrics that help them improve their listening skill; i.e., that the listener of an English song through his/her repetition of the process of listening it can helps him/her to concentrate more and by practice it enables him/her to improve his/her listening skill.
- **Teaching Vocabulary:** through listening to songs in the classroom, students can learn new words; and through their practice, they enrich their vocabulary.

Another advantages of the use of songs in the classroom has relation with the brain because Neuroscientists have found that musical and language processing occur in the same part of the brain and there appear how musical and linguistic syntax is processed.(cited in Maess & Koelsh, 2001: 540) that Jude suggests that while music

represents the biological side of any human being at this point it can be suggested that music should play an important role in education and classroom activities designed with songs can be employed as they can be interesting and motivating for the learners. In addition Edden (1998: 139) has something to say about the relation between language and music “music and language sit comfortably together...Historically, we can think of storytelling and song being used as exchange, as entertainment, even as a work aid ...with younger people there are some largely unexplored and understimulated opportunities for teachers to develop language through musical activities”

And here some other advantages and reasons that justify teaching with songs:

- ✓ There will be an improvement in English speech rhythms, intonation and pronunciation.
- ✓ Students noticeably increase their vocabulary bank of lexical items and multi-word structure.
- ✓ Memorization of longer words will be facilitated.
- ✓ Songs can be dovetailed into grammar and language activities and also having some fun so it helps them to acquire all the language skills.

2-4-2 The Teacher's Use of Songs in the Classroom

Despite the dazzling progress of education through web technology when we observe a language learning classroom, we find seemingly unchanged learning activities. Although convinced that web resources and technology can enhance learning, language teachers remain unclear how to integrate it meaningfully into the existing curriculum. The potential of the using songs in the classroom as an affective language learning, teachers have to deal with difficult task of limiting the amount of information with which their students have to work, the teachers are aware that their own time wasted is learner's time wasted.

The context of many teachers attempting to assimilate songs into their practice has been lack of appropriate equipment, training and time to evaluate new applications. Coupled with uncertainties about genuine pedagogical purposes, these reasons have caused teachers to remain wary on technological materials and songs. For the development and effective implementation in language learning, there is a need for teachers to become active and critical users to develop their own skills and strategies for selecting and

managing, teachers need to be aware of the changing environment of web technologies and at the same time because there are wide range of teaching style using more traditional teaching methods that can highly motivating, but all too often such teaching are discarded when songs are introduced in the classroom, and the students alongside teachers share the role of exploring unchanged ground together, but this does not mean that students have the ability to organize and manage their learning or to know what is useful to learn and what is not. If we leave students to discover on their own, then sometimes the results can be discouraging or at best confusing.

The teachers' role in guiding the students when using songs can either enhance or distract from the motivating experience that the students may have. The teacher's role has changed and continues to change from being a boss teacher and dictator into becoming a leader teacher, facilitator and he has to take into consideration that the selection of the song would be done with specific conditions, in order to maximize the chances of realizing the main aim of motivating students, they have to select the song according to their objectives, their students' level and their needs. The role of the teacher shifts here to that of facilitator, in improving, encouraging the learners. And also the teacher of oral expression has to be intelligent in choosing the songs and design a method or stages in teaching with songs in the classroom.

Cameron (1997: 347) suggests that the use of songs in teaching foreign languages in the classroom passes through three stages which are: the preparation stage, the core stage, and the follow up stage.

- **Preparation stage:** the aim of this stage is that the teacher prepares the students for the song they are going to listen by explaining some difficult words, asking questions (to test student's background), and study the structure of sentences. At the end of this stage, students are ready to sing the song in the core stage.
- **Core stage:** students sing the song several times; the teacher begins to correct their mistakes in pronunciation.
- **Follow-up:** in this stage, students have sung the song; the teacher, now, asks them to use the vocabulary they learn and to make a written or an oral production. For example, to ask them write sentences, or practice what they heard by orally or through writing compositions.

When the teacher uses songs in the classroom it can facilitate learning by reducing stress in the classroom, the degree of receptivity of comprehensible input depends on the state of the affective filter, according to Krashen's hypothesis that learner raise this imaginatory protective filter when they are stressed, embarrassed, frustrated and bored. Music can develop human senses with retrieving knowledge and reducing stress, so through the hypothesis of Krashen and the role of the song on the classroom we can make as a conclusion that the reaction of the students by using songs in the classroom would be positive.

3- The Impact of Using Songs in Class

Homby (1990) states: "Song is a piece of music with words that **is** sung. A song is also a great language package that bundles culture, vocabulary, listening and host of other language skills." (cited in Edgar & Arevalo, 2010: 124)

According to this quotation we can see that Homby see to the song as a great package, i.e. he thinks that through listening to songs we can learn vocabulary, culture and all the four language skills. So lets discover the impact of songs as a tool of teaching English as a foreign language on pronunciation, vocabulary and grammar, on culture and also on enjoyment and motivation in the classroom.

3-1 On Pronunciation:

Pronunciation is "the way in which a particular person pronounces the words of a language" oxford advanced learners dictionary. In teaching English as a foreign language pronunciation is considered as the core of the speaking skill, in addition also to the intonation. It is the ability to articulate sounds for communicating with others and we can see that in our classes many of our learners of foreign language pronounce many words incorrectly. And here Resova (2007: 18) stated three of the difficulties in pronunciation, and we will see the relation between each difficulty with the use of songs and we will notice its impact on each one of these difficulties which we can found it as: sounds, words or connected speech.

- **Sounds:** Sounds are the smallest unit which words are formed of. They can be divided as vowels and consonants. Learners of English find difficulties in

pronouncing some letters because they do not exist in their mother tongue. Songs can help them to learn the language by repeating the song and trying to pronounce correctly. In this manner, they can solve this problem in an easy way.

- **Words:** word is single unit of language and our utterance which means something and can be spoken or written.

Each language has its rules in forming words like syllables, stress pattern, etc. Moreover, within a song, there are an endless number of syllables and stress patterns which can help students practice and learn the way English is pronounced.

- **Connected speech:** The link between words plays a very important role in English as it is the way it is usually spoken. Many learners of English face this problem because they learn each word individually and try to pronounce them separately. Songs can help learners practice the sentences all together as a spoken text from native speakers.

So, we can say that a song is a helpful way to practice English because melody combined with lyrics provides an excellent opportunity to review pronunciation and enjoy music at the same time.

3-2 On Vocabulary and Grammar:

Unlike spoken conversation, songs contain pitches, melodies, rhymes, beats and measured phrases that may help students remember vocabulary and grammatical structures. They also help learners understand the general meaning.

In order to speak a language, we have to know words in order to communicate, so vocabulary is very important to get in certain language. We can enrich our vocabulary through many ways, one of them are songs which are very useful because they contain many words. The song and lyrics need to be selected carefully to complement the target vocabulary and it is the role of the teacher to choose the right topic or theme.

Furthermore, by listening to a song, we can learn grammatical rules far from a formal grammar lesson. We find all the grammatical rules, sentence structures and sentence patterns in a musical text, as Harmer (2001: 200) says "...songs also means to teach vocabulary, reinforcement grammar and practice all major of skills..." Salcedo (1996)

adds, “Songs are a definite advantages in memorizing of phrase constructions, they are more easily learned and tend to stick longer straight-out grammar examples.” (p. 13)

3-3 On Culture:

Songs can be chosen to relate to cultural aspects being presented in class such as historical events, religion, social situations, geographical description...etc. The use of songs in English classes gives students the opportunity to know about others’ behaviors; their religion, for example. If a foreigner listens to some religious songs as Sami Youcef’s or Maher Zin’s, he/she will certainly learn about Islam.

Byram & Risager (1999, cited in Edgar & Arevalo, 2010: 126) state three related aspects between songs and culture:

- The communicative competence enables the foreign language learner to understand the meaning of an utterance in a specific situation which refers to the cultural knowledge of the native speakers.
- Songs enable the foreign language learner or speaker to reflect upon his/her own culture and compare it with other ones.
- The teacher can help students mediate between their cultures and acquire their own capacity of mediation and to increase interest about cultures in general.

3-4 On Enjoyment and Motivation

According to Harmer (2001: 51), motivation is “some kind of internal drive which pushes someone to achieve something.” Therefore, teachers of foreign languages have to use motivational strategies in order to make students learn the language because motivation is one of the most affective factors in learning a foreign language. It has got a great role to empower the process of teaching and learning in the classroom and make it succeed by using enjoyable tools or materials like songs. Indeed, songs make students interested and retain their attention to learn, and help them reach higher levels of achievement. They also maintain classroom motivation and create a relaxed atmosphere that makes the setting a non-threatening environment.

Students, in general, like songs and think of them as entertainment rather than study; thus, they find learning English through songs fun and enjoyable. Harmer (2001: 200) goes

with this point saying: “songs can provide both pleasure and purposeful activity [...] creating a relaxed atmosphere.”

Conclusion

In order for the student to learn a foreign language, the use of technology needs to be exploited in class as much as possible. For this reason, the use of technology in teaching English as a foreign language has a great importance and the tendency to integrate it within the lesson content grows considerably. Utilizing songs in lessons attract attention, motivate, relax, and improve greatly learners’ vocabulary and pronunciation. Moreover, songs can be effective if they are successfully incorporated into pedagogical contexts to develop learners’ level in English and improve students’ skills especially listening and speaking.

Chapter Two

Promoting Students' Listening and
Speaking Skills

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Introduction

Every day, there is the necessity to improve foreign language learning; this means a good development of the four skills (listening, speaking, writing and reading). This development cannot be done just with the help of teachers but also with the materials he/she uses in the classroom. In this chapter, we will focus on both skills listening and speaking and how they can be enhanced by using English songs. We will also deal with the different activities related to songs and how they can be meaningful and motivating for students. At the end, we will shed light on the relation between the listening and speaking skills and how they can be improved together by using songs.

1. Description of the Four Language Skills

In learning a foreign, the aim is ultimately to become able to comprehend and to produce the new language through speaking and writing. This, in turn, requires the acquisition of the receptive skills: listening and reading. Thus, foreign language learning entails the development of the four skills: listening, speaking, reading and writing. Indeed, it is well known that we need to hear a word before we can say it, we need to say a word before we can read it, and we need to read a word before we can write it.

1.1. Listening

The verb ‘to listen’ means to pay attention to someone you hear and to take notice of what he/she is saying. It means also identifying the sounds of speech and processing them into words and sentences, i.e., we use our ears to receive individual sounds then we use our brain to transform these sounds into messages that mean something to us. (Encarta Premium, 2009).

In learning foreign languages, we need to listen in order to acquire that language. In fact, listening is the most important part of communication. In order to master a foreign language, we have to develop this skill and perceive the language as native speakers do, both in terms of linguistic and cultural meaning.

Listening comprehension is now given a special attention in teaching foreign languages because of the growing demands for communication in lectures, business, telephone,... etc. However, learners of English encounter difficulties in communication. It requires them

some concentration to understand the message. Nowadays, many teachers around the world are trying to develop methods and strategies to improve their learners' listening skill in oral expression courses by using many modern materials that can help them learn the foreign language in a good and enjoyable way.

1.2. Speaking

The production of speech is closely related to the ability to recognize speech elements; however, students will not learn to speak merely through listening to the language although this is important in familiarizing them with its forms.

The contrived situation of the classroom does not usually lend itself adequately to the natural practice of the speaking skill, and there is little that can be done to overcome this limitation. Nevertheless, spoken skills built upon the acquisition of various elements of language and the systematic teaching of those elements can impart to the learner's foundational skills upon which he/she can build rapidly when the opportunity for real communication occurs. (Applied linguistics handout by Mr. Toriki).

1.3. Reading

Reading remains a basic language skill since a large part of communication is carried out by means of the printed word. Therefore, even if students may not have the opportunity to converse with native speakers, they may, however, have access to reading materials in order to learn the language.

The ultimate goal in teaching reading is to enable learners secure a rapid comprehension of materials written in English. This ability to derive meaning occurs at two levels; the structural meaning; i.e., interrelations between words and word order, and the lexical meaning, i.e. the semantic content of words and the socio-cultural meaning or the evaluation that people attach to these words.

1.4. Writing

Almost all human beings grow up speaking their first language (and sometimes a second or a third). Just like for a child, the spoken language is acquired by the learner naturally as a result of being exposed to it, whereas the ability to write has to be

consciously learned. Harmer (2004: 3) agrees that writing should be learned because it could not be naturally acquired like speaking. He provides more reasons to teach writing for EFL learners which include reinforcement, language development, learning style; and most importantly, writing as a skill in its own right.

Writing is generally a group of letters or symbols written or marked on a surface as a means of communication (Collins, 2003). This definition suggests that writing is the activity of producing a piece of written language which is designed to be read. So, the skill of writing has a relationship with reading which is similar to what exists between the speaking and listening skills. Robinett (1978: 195) has described writing as: “developing sequences of sentences into paragraphs and arranging these paragraphs into a unified whole.” This ability involves knowledge of composition conventions; i.e., rules of punctuation, paraphrasing and logical organization, as well as knowledge of the syntax and semantics, but also the contextual knowledge; i.e., knowing the subject about which one is writing.

According to Hedge (2000: 302), “Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text.” Furthermore, it is a process made of specific activities. The first step is planning to think about the purpose of writing and organizing ideas. The second activity is revising and takes place during writing. Finally, the production of reader-based prose where the writer has to make the information clear and take in consideration what the reader wants to know.

2-Focus on Listening

2.1 Definition of Listening

Listening is defined as a process in which individuals focus on the selected aspects of oral input to construct meaning from passages then relate what they say to what they hear. Childs (1999) focuses on the terms ‘hearing’ and ‘listening’. Hearing happens every day at any time, it is automatic and we cannot control as we cannot stop hearing. However, we can stop listening because it has to do with decoding sounds into meaningful words and messages. Therefore, we can control and improve our listening.

Every successful communication requires a sender and a receiver; when a message is spoken it is received by listening. It means that the half part of any conversation is 'listening' as Childs (1999: 26) shows in the follow figure:

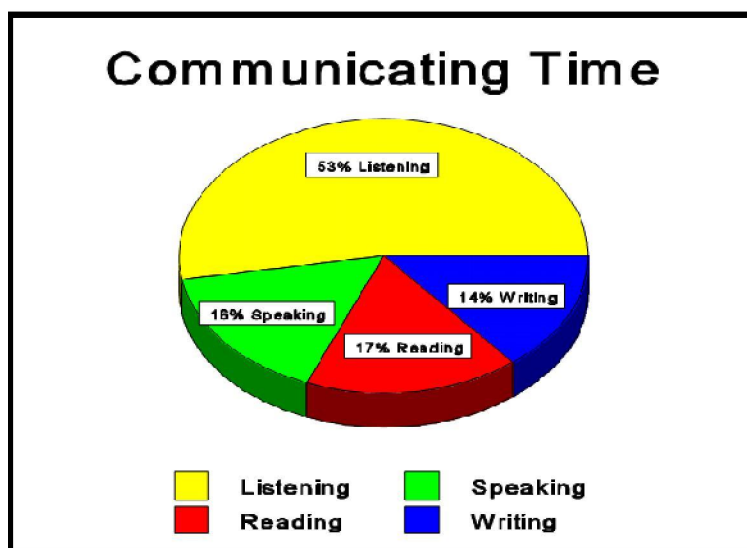


Figure 1: The Communicative Time.

Harmer (2001: 228) states: "Students can improve their listening skill- and gain valuable language input- through the combination of extensive and intensive listening material and procedures." Therefore, according to Harmer, both kinds give us the opportunities to make perfect pronunciation and speaking.

Harmer (2001: 220) defines extensive listening as "where a teacher encourages students to choose for themselves what they listen to and to do so for pleasure and general language improvement". So, it has got a very big effect on students' language learning. Audio tapes, for example, can be an effective device that makes students listen to English. Harmer (2004: 228) adds: "The purpose of these or any other task is to give students more and more reasons to listen."

In intensive listening, the teacher uses some materials to make their students practice listening. Harmer (2001: 229) sets the advantages of using these materials in the classroom

saying that they allow students to listen to different voices, are they given many opportunities to face different characters as these materials are extremely portable and available. However, the activities done in the classroom with the use of materials are not enough because the teacher plays a big role in listening activities. Harmer (2001) states some of the teacher's roles in class:

- **Organizer:** The teacher explains exactly the purpose of students' listening and gives them clear instructions about it.
- **Machine Operator:** the teacher has to try the material before using it in the classroom in order not to waste time. Moreover, he/she knows the appropriate time when to stop the machine and asks questions then restarting it again.
- **Feedback Organizer:** "it is important to be supportive when organizing feedback after listening if we are to counter any negative expectation students might have." After the process of listening, the teacher should lead feedback to check if the operation has completed successfully.
- **Prompter:** The teacher may let students listen again in order to notice the language and the spoken features. (p. 232)

So, teachers of oral expression always have to select the most appropriate way of teaching to do their work effectively according to their learners' level. They adopt some kinds of approaches or methods accompanied with certain ways to manage their classroom. They also have some responsibilities in the classroom during their learners' listening activities in order to move smoothly in their communication by encouraging them to express their ideas and to speak fluently and correctly.

2. 2 Reasons for Listening

"If speaking is silver, then listening is gold." Turkish proverb. From this famous saying, it is clear that listening is a very important skill because it is the process of receiving, constructing meaning form, and responding to the spoken and/or nonverbal messages. Without a doubt, listening is an activity that most of learners are not really taught about how to do effectively, and we tend to be overly concerned with the outgoing sounds.

Listening has got an essential and a great value for learners of English to try to be able to identify words of spoken discourse which they listen to as readily as native speakers would. Hence, Harmer (1991) suggests many reasons for listening in the classroom:

- Listening to confirm expectation. The learner in the classroom sometimes misunderstands something; here, he needs a high level of concentration in listening in order to confirm his/her previous knowledge or information.
- Listening for constructing new and specific information. In this process, the learner is listening with concentration in order to understand the lesson and to get new information.
- Listening for communication. The learner here is just listening to communicate in the classroom with his/her classmates or teacher.
- Listening for general understanding. The learner does not need a deep concentration; he/she is just listening to understand the general message or just to have a general look about what is going on.
- Listening for recognize functions.
- Listening to understand the meaning. (cited in Hedge, 2000: 243)

Without proper listening skills, it is difficult to communicate effectively with others. We have all met once a person who talks a mile a minute and doesn't really want to hear what others have to say. Is this person actually communicating? The answer is NO. If someone does all of the talking and never listens, he/she will never really communicate with others.

2.3 The Listening Process

According to Childs (1999), the listening process has four stages: attending, understanding, responding and remembering. The first step is attending, it means to be present not just physically but also mentally and paying attention to everything. The second step is understanding which depends on many factors like spoken language, vocabulary, etc. The third one is responding; it means feedback to judge how accurately students' message is being received by doing gestures like smiling and nodding. The last step of the listening process is remembering. The listener's skill to remember depends on his/her learning style and specific needs.

To complete this process and improve their listening skill requires, learners are required to commitment and effort in addition to following the steps mentioned previously. The payoff will be well worth. The student will learn more, comprehend more, and be a

better communicator. According to Childs (1999: 37), there are many characteristics a language listener has to possess in order to get effective listening. These are summarized in the following points:

- Have a positive attitude about what the listener is going to hear. It means that when the student's attitude is positive, his/her brain will automatically pay attention and help him/her to remember and learn. However, if the student got a negative attitude, his/her brain will automatically pay less attention.
- Making a commitment to listen attentively. The listener must decide that he/she is going to listen carefully and focus on the speaker's words. If he/she has even a whisper of a doubt in mind about whether he/she is going to listen, he/she will find his/her mind wandering and he/she will end up doing marginal listening instead of paying full attention.
- Be physically alert: One's abilities are increased by making sure that he/she is physically fit, and also it is important to get night's sleep before exposing oneself to the information.
- Listen to the whole message before making a judgment.
- Concentration: The listener has to focus on the details and to listen to the whole message.
- Be prepared: It is good for the student to prepare him/herself to what he/she is going to listen by reading about it in order not to waste time and energy to understand the basics.
- Listen for repetition: It helps to remember the major points and to keep track of where the speaker is in his/her overall speech.
- Pay attention for the speakers' voice and watch their body language, gestures and facial expression.
- Listen critically: Listen just what is important in any message.
- Review what you have listened to within two or three hours... then daily or weekly; it is useful to review the information, and will be available when needed.

2.4 Activities with Songs to Promote Listening

According to Kestin (2011: 380), many activities using songs can be done in the classroom. They all pass by three stages: pre-listening, listening and post-listening. In these activities the role of the teacher is to think carefully what to do before, while and after listening.

- **Pre-listening:** The teacher, here, has to prepare his/her students grammatically, psychologically and educationally about the song they are going to listen, and activate their background information. It aims to make them know about the purpose of the song and focus on its meaning.
- **While-listening:** In this stage the learner is listening to the song and by the guidance of the teacher, he/she can focus on the lyrics and understand the meaning. In order for the song to be understood, it needs to be repeated several times.
- **Post-listening:** In this stage, the teacher starts to ask students some questions about what they have to read and test their listening abilities.

There are many methods and activities that could be followed by teachers by using songs in teaching oral expression courses like for the purpose of promoting their listening skills; for example, teachers may let students fill in the blanks while listening to the song then correct their errors because it is good to test their abilities in listening and let them try for the first time or make them listen to the song without distributing the lyrics. This make them guess the lyrics and understand them by listening to the song many times and writing at the same time especially if it is a slow song; in this case, students have enough time to understand. After that, the teacher gives the original lyrics (prepared in policopies) for students to check their listening abilities.

3. Focus on Speaking

3.1. Definition of ‘Speaking’

“Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of the classroom as well” (Littlewood, 1981: 1). Furthermore, the spoken language includes some characteristics that differentiate it from the others languages skills. They include the tone of voice, stress, intonation, speech pitch, as well as the speakers’ gestures and facial expressions that they can use with repetition and pauses. All these characteristics are useful to facilitate the speakers’ intended or addressed message for the listener.

Harmer (2001: 269) states: “The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.” According to Harmer the necessary elements of oral production or speaking are:

- **Connected Speech:** The speaker of English has to speak it as a block; it means not to produce individual phonemes. In connected speech there is omission and modification of sound; that is why, the teacher designs speaking activities like free discussion or role play, to improve their connected speech.
- **Expressive Design:** If the students of English really want to communicate with native speakers, they have to learn about the pitch and stress of particular parts of utterances.
- **Lexis and Grammar:** During this session, the teacher has to choose a subject that his/her students like in order to let them discuss and use the language, and at the same time practice the grammatical rules in English.

The spoken language includes some characteristics that differentiate it from the written language. They include: tone of voice, stress, intonation, speed of the speech, besides the gestures and facial expression of the speaker that they can use with repetitions and pauses. All of these characteristics are useful and helpful to facilitate the speakers’ intended or addressed message for listener.

3.2 Classroom Speaking Activities

To create classroom speaking activities that will develop communicative competence instructor need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Harmer (2001: 271) states: “Many of the classrooms speaking activities which are currently in use fall at or near the communication end of communication continuum.” So, according to Harmer, speaking activities in the classroom may promote learners’ speaking skill. Harmer suggested many activities in classroom:

- **Acting from a Script:** The teacher asks students to act out scenes from plays and dialogues. This involves them to come out to the front of the class.
- **Communication Games:** Games in the classroom can be very successful devices in order to communicate during solving puzzles, drawing pictures...etc.
- **Discussion:** The teacher gives a subject then asks students to give freely their opinions or their previous knowledge about it.
- **Prepared Talk:** It is a kind of activity prepared then presented by the student.

In order for the teacher to motivate his/her students to practise speaking in class, he/she has to choose the appropriate tasks and to take into consideration the value of speaking in learning a foreign language. As Harmer explains, “One of the best ways of encouraging discussion is to provide activities which forces students to reach a decision or a consensus.” (p. 274)

3.3 The Role of the Teacher in the Classroom

Dornyei (2002: 163) says: “The psychological environment of the classroom is made up of number of different components, one of these, the teacher’s rapport with the student.” Therefore, teachers of foreign languages have many responsibilities in the classroom during their learners’ production of the language; one of these is to encourage them to express their feeling and ideas as well as to speak correctly and fluently. Harmer (2001:276) suggests many characteristics how the teacher manages his/her students in class. These are summarized in the following:

- **Prompter:** The teacher helps students when they are lost in doing activities. It can be done by suggesting some answers without disturbing the discussion.
- **Participant:** When asking the students to do some speaking tasks, the teacher may participate and share the discussion with them in order to provide them with self-confidence and guidance.
- **Feedback provider:** Teachers of English should give the appropriate feedback by correcting students’ errors gently but not systematically.

The teacher is considered as the essence of teaching process if he/she takes all his/her responsibilities in teaching, and can reach his/her learners’ needs for achieving successful

learning. Moreover, he/she has always to select the most appropriate way to do their works effectively according to their learners' level.

3.4 Activities with Songs to Promote Speaking

Morales (2008; cited in Romeo & Olivia, 2011: 13) suggests that the teacher of oral expression, when teaching with songs, has to take well into consideration the song which students are going to learn; it should have the right characteristics to fulfill their need, level and interest.

There are many activities done by the teacher in oral expression courses that improve the learner's speaking skill. Lindsrtombeg (2004) proposes many activities used with songs in the classroom:

- **Song illustration:** The teacher, here, draws simple pictures about the story of a song then cuts them. Afterwards, he/she ask students to listen to the song and to put the pictures in order again.
- **Mixed up lines:** The teacher mixes up the order of the song's lyrics then asks students to reorder them after listening to the song.
- **Finding the word:** This activity is based on listening to the song and writing it without looking to the lyrics then singing it all together.
- **Acting:** With this activity, the teacher tries to create and increase the students' talent of acting by acting the theme of the song. This improves their speaking skill and encourages them.
- **Different rhymes:** The teacher asks students to sing the song with another rhyme and focus just on the pronunciation and lyrics.
- **Graphic representation:** This activity is made at the end of the course. The teacher may draw graphics on the board by explaining the meaning of the song and let the students discuss them. Then, they have to give their opinion about what they understood. (cited in Romeo & Olivars, 2011 : 14)

4. The Relation between Listening and Speaking

Every successful conversation needs a speaker and a listener; it means that there is a very big connection between the two. In the classroom, students need these two skills in order to communicate and learn. Lynch (1995: 111) says:

Conversation is the spoken genre that most clearly combines listening and speaking without either reading or writing. Although such listening/speaking is common in real life [...] it has even been claimed that, since conversation is spontaneous interaction.

This means that any conversation needs a listener and a speaker in order to make successful communication and interaction between the participants; this is also what we call the input and output. In other words, the output is when the student produces a piece of language, and when that production is fed back it is the input. It can happen also between any listener and speaker and also between the teacher and the learner in the process of learning and teaching.

Figure 22 shows the relationship between input and output:

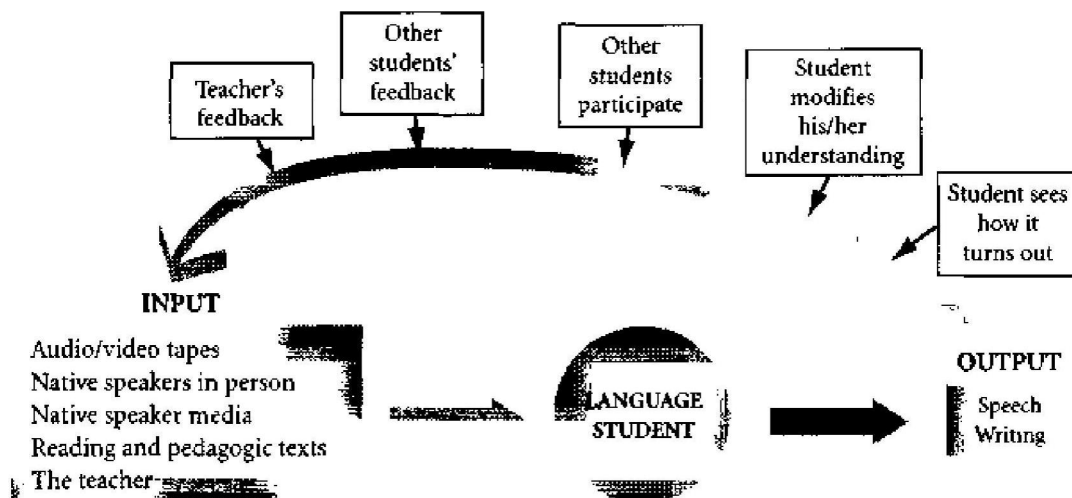


FIGURE 22: The circle of input and output

Figure 2: The relation between input and output (Cited in Harmer, 2001: 250)

As it represented above, Harmer shows the relation between the input and the output by putting the strategies or the steps of a conversation.

According to Lynch (1995: 110), there are three reasons for making a connection between speaking and listening:

- Paired communication between the listener and speaker. It is the one which helps the members to perform more effectively.

- The listener reaction: It involves what the speaker said in a conversation and the interaction with the listener; and both of their linguistics and background knowledge.
- In a conversation, the speaker needs a verbal or any other kind of feedback and the listener has to be alert. So every part needs the other one for a successful conversation.

4.1. Stages to Promote both Listening and Speaking

According to Lynch (1995: 112) there are three stages when we making a combination between listening and speaking in the classroom:

- **Stage one:** At the beginning of the lesson, the teacher asks students to write down on a sheet of paper what they want him/her to answer or to solve specific problems. The topic must be something they are interested in.
- **Stage two:** Starts once everyone has completed their sheet. Groups of three or four students are then formed to discuss their questions together. The teacher moves from group to group to test them and answer some of their questions.
- **Stage three:** The teacher asks students to report on points they have any difficulty with in listening and speaking. The teacher, then, selects some and comments on the language points noted during the group work.

Learners of foreign language have to listen to an English language song that they like, then they need to repeat them to themselves and to try to sing it with the music and repeat the words as many times as possible until they become automatic. It is good to practise for memory and for the mouth muscles that they need for English, and they have not to be afraid to speak. Learners must try to speak, even if they make mistakes. It is known that the person who never made a mistake, never made anything. So, mistakes are usually positive and useful.

Conclusion

We have tried in this chapter to give, first, an overview about all the language skills, to define and determine the importance of both listening and speaking on the process of

education, as well as the impact of using songs in teaching English as a foreign language on improving these two skills. Then, we gave some interest to the connection between listening and speaking and we selected some activities -suggested by researchers- to do during oral expression courses in order to improve those language skills. Also, in this paper, we tried to suggest teachers to avoid being skeptical about the use of songs and how hot use it in the classroom in order to create learning environment pays ways to a unique learning atmosphere.

Introduction

In this second part of our work, we will try to investigate the impact of using songs in teaching English as a foreign language as well as on learners' language skills especially

Chapter Three

Analysis and Evaluation of Data

Chapter Three: Analysis and Evaluation of Data

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listening and speaking as it has been showed in the theoretical part. We have also investigated how teachers may use songs in the classroom through different techniques and activities.

Throughout this chapter, we will use three tools for gathering data. The first one is the questionnaire which will be with a sample of second year LMD students in Biskra University. The second tool is the interview conducted with teachers of oral expression, and the third one is classroom observation. The analysis of these tools' results will confirm or reject our hypothesis.

1. Research Design and Methodology

1.1.Choice of the Method

The choice of the method is determined by the nature of the problem, so our dissertation will follow the descriptive method because we have described the strategies and methods which can be followed by teachers of oral expression in teaching English and by using songs as a useful tool to teach the language.

1.2.Sample of the Study

In our dissertation, we have tried to restrict the population and select a representative sample since conducting the reasearch with the whole population of second year LMD in the university of Mohammed kheider University will be impractical and time consuming. Therefore, we have chosen 40 students randomly selected. Concerning teachers, six teachers of oral expression teaching second year and other levels have been selected in order to collect satisfactory data needed to fit our research.

1.3.Data Gathering Tools

In our research work we are going to use three data gathering tools which are: Students' questionnaire, teachers' interview and classroom observation. The aim of using these tools is to discover and to understand how songs can be a useful tool in teaching English in oral expression courses.

1.3.1. Students' Questionnaire

a. Aim of the Questionnaire

We have designed a questionnaire for second year LMD Students in Mohamed Kheider University of Biskra. Its aim is to look for their attitudes towards learning English with songs, and whether they consider songs as a useful tool to improve their language as well as their speaking and listening skills.

b. Description of the Questionnaire

The questions have been handed to 40 students of second year LMD in Mohammed Kheider University randomly selected. It represents 20 % of the whole population. The questionnaire is composed of three sections, summarized as follows:

Section one consists of four questions that aim at gathering personal information concerning students’ gender, age, their choice of studying English and their level in English.

Section two consists of nine questions all related to the use of songs in the oral expression module. Students are asked about whether they like the module and what are the activities they like more. Then, we moved to ask them if they like listening to English songs and if they help them to learn the language and improve their level.

Section three: In this session, we have provided students with six questions that aim at gathering information about their ability to speak English and their understanding the of the songs’ lyrics. The objective of this section is to seek information about the effect of songs on students’ listening and speaking.

c. Analysis of Students’ Questionnaire

Item One: Gender Distribution

Gender	Males	Females
N	14	26
%	35	65

Table 01: Students’ Gendre Distribution.

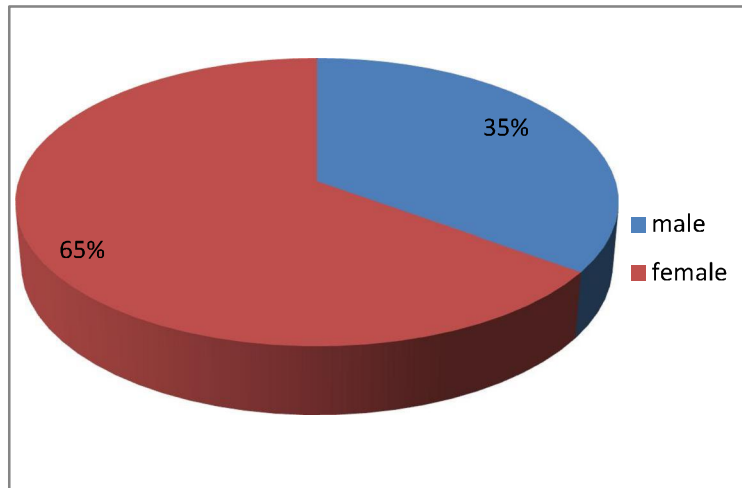


Figure 03: Students' Gender Distribution.

From the table above, we can notice that more than a half of the students are females. They represent 65 % of the sample where as males represent only 35 %. This means that girls may be more interested to learn foreign languages comparing to boys who rather prefer to study in scientific branches.

Item Two: Students' Age

Age	N	%
20	8	20
21	12	30
31	1	3
22	9	23
19	1	2
23	2	5
37	1	2
No answer	6	15

Table 02: Students' Age Distribution

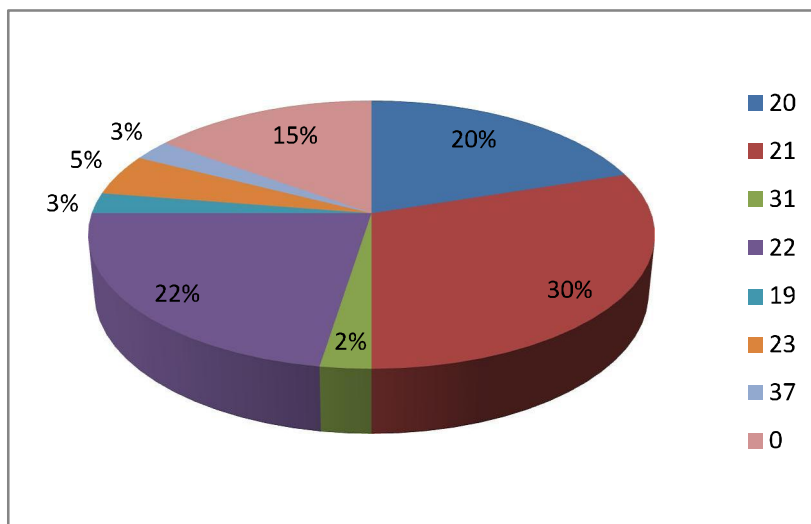


Figure 04: Students' Age Distribution

The above results show that the age of 21 occupy the highest percentage(30%), then comes the age of 22 (23 %), then 20 (20%), then 23 (5%) . Students with the age of 19 and 37 have the same percentage (2%). However, six students did not answer the question. These results lead us to recognize that students have varied backgrounds and different abilities because of their difference in age.

Item Three: The Choice to Study English

Studying English	Imposed	Personal
N	01	39
%	02	98

Table 03: Students' Choice of Studying English.

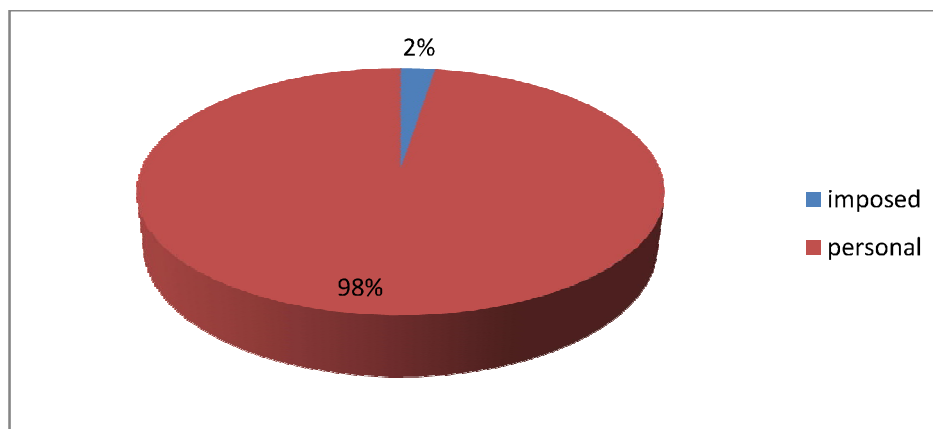


Figure 05: Students' Choice of Studying English.

The results above show that the majority of students (98%) declared that their choice to study English is personal. This means that they like to study English and they motivated and willing to learn more about this language.

Item Four: Students' Level of English

Level	N	%
Good	32	80
Very good	00	00
Poor	06	15
No answer	02	05

Table 04 : Students' Level of English.

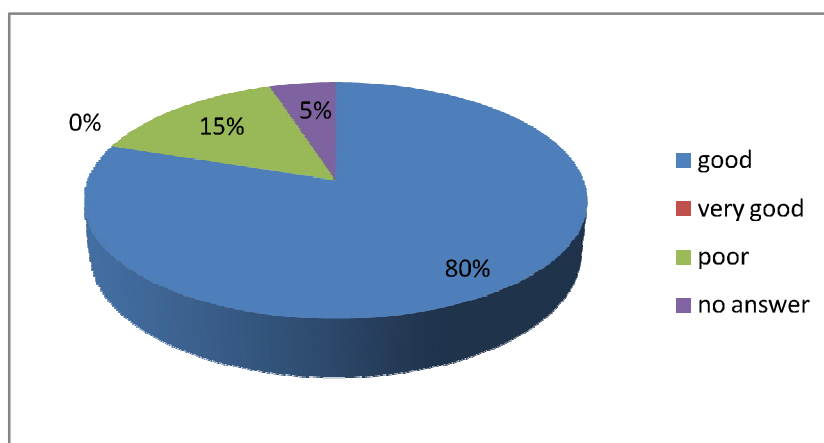


Figure 06 : Students' Level of English.

From the above results, we can see that the level of students in English is as follow: 32 students declared that their level of English is 'good', and this is the highest percentage. Only just six students see their level 'poor', but none has a 'very good' level in English. And two students did not answer the question. So, more than a half of the sample has a good level in English which means that students like to learn English; hence, they are trying to improve their level, so they need just to learn English with the way they like in order to learn it better.

Item Five: Students' like of Oral Expression Courses.

Answer	Yes	No
N	39	01
%	98	2

Table 5: Students' like of Oral Expression Courses.

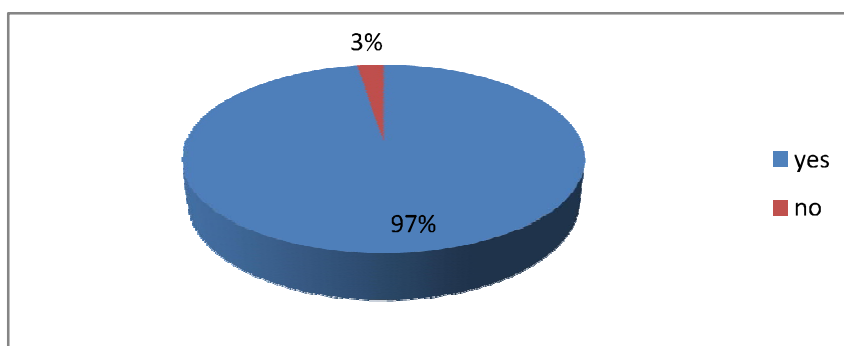


Figure 07: Students' like of Oral Expression Courses.

The students' responses indicate that 98% of our sample is interested in oral expression courses because they develop their speaking and listening skills and make them use the language more than in any other module. They give them also the opportunity to share ideas with each other and express their points of view and exchange information. Moreover, some students said that oral expression can help them enrich their vocabulary; others said that it is an enjoyable module.

Item six: The improvement of oral expression on students' level.

Answer	Yes	No
N	40	00
%	100	00

Table 06: The improvement of oral expression on students' level.

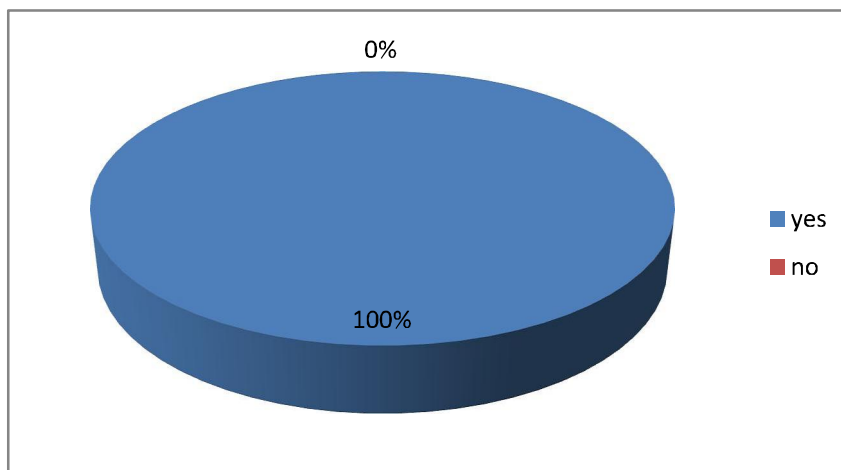


Figure 08: the improvement of oral expression on students' level.

As it is apparent in the table, our entire sample answered that the oral expression module helps them improve their level in English. They argued that the oral expression module improves their level because it is the module in which they use freely the language and this gives them the opportunity to speak and express themselves. Furthermore, it allows them to correct their mistakes and to learn new vocabulary, but also gives us the opportunity to improve their pronunciation through speaking and listening to others.

Item Seven: Students' like of their teacher method.

Answer	Yes	No
N	33	7
%	83	17

Table 07: students' like of their teacher method.

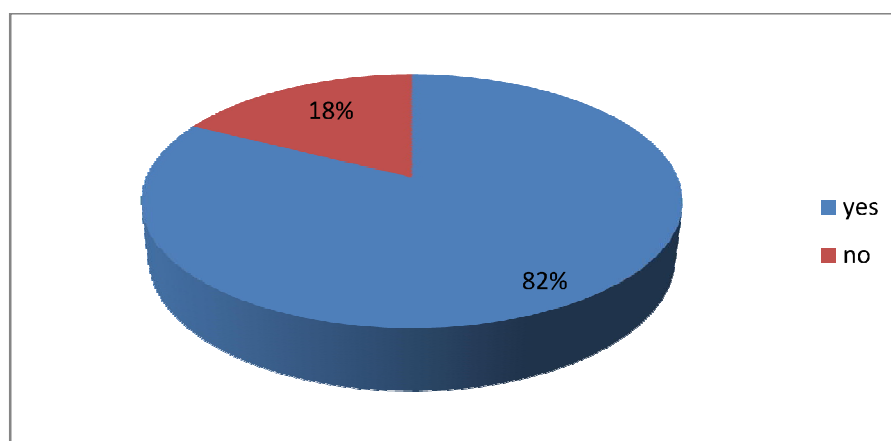


Figure 09: students' like of their teacher method.

As it is shown above, 33 students declared that they like their actual teacher's method they because they like him/her and also because the teacher teaches them with different technological materials. 83% of the sample declared that they do not like their teacher's method, they justified their answers by saying that he/she uses simple activities which get them bored and because he/she does not use technological materials or listening tapes about native speakers. This means that all students like to learn the language by using back-up materials and also by listening sometimes to native speakers in order to learn from them pronunciation, intonation, stress, ...etc.

Item Eight: students' preferred activities

Answer	N	%
All	6	15
Role play + songs	8	20
Story + song	16	40
Free discussion	2	5
Songs + listening to conversation	6	15
Listening to conversation	2	5

Table 08: Students' Preferred Activities.

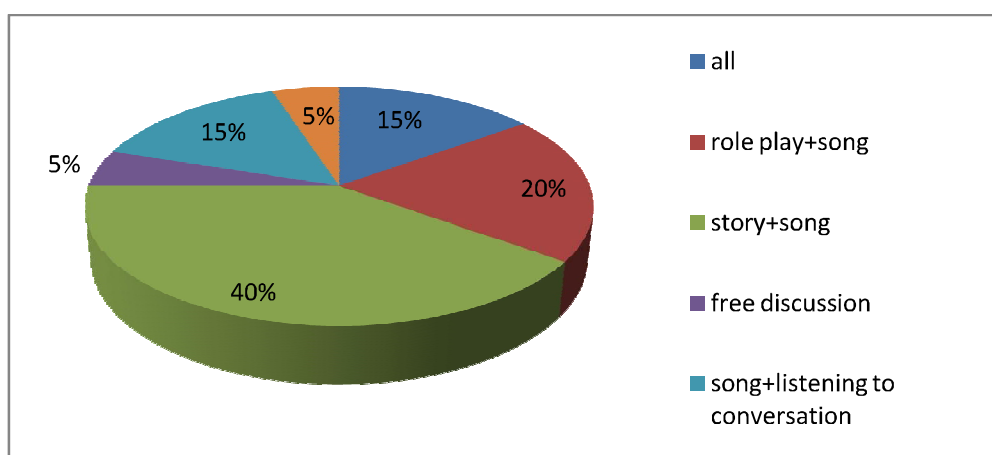


Figure 10: Students' Preferred activities.

Concerning the results mentioned in the above table, the highest percentage for story telling + songs represent 40% of answers, then 20% for role play + songs. This means that a big number of students prefer these kinds of activities because they may enjoy acting and

listening to stories and songs. Songs + listening to conversations represent 15%, then 5% for free discussion and 5% also for listening to conversations. So, from these percentages, we can notice that most students (38) put the activity of using songs in their choices because they prefer to learn English language with songs in the classroom.

Item Nine: Students’ Listening of English Songs.

Answer	Yes	No
N	37	3
%	93	7

Table 09: Students’ Listening to English Songs.

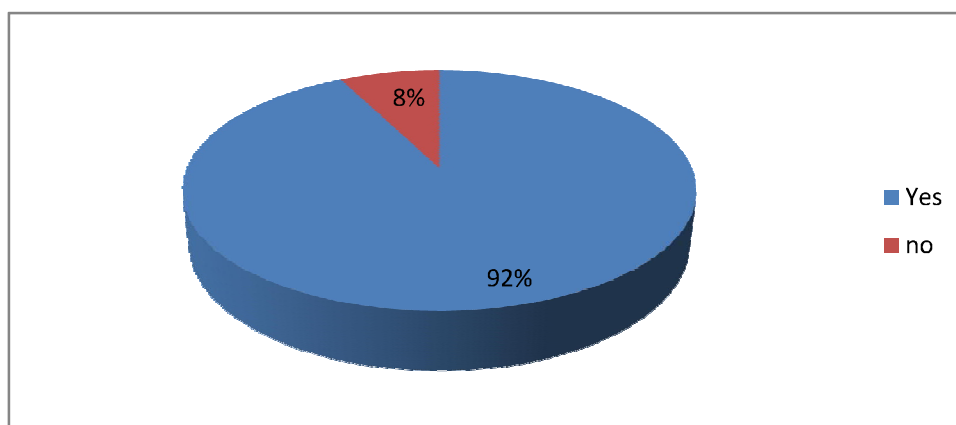


Figure 11: Students’ Listening to English Songs.

We can see from the results above that 93% of students like to listen to English songs, except three of them. This means that they are interested in songs and prefer to use them as a tool to learn the language.

Item Ten: Teachers’ Use of Songs.

Answer	Yes	No
N	35	5
%	87	13

Table 10: Teachers’ Use of Songs

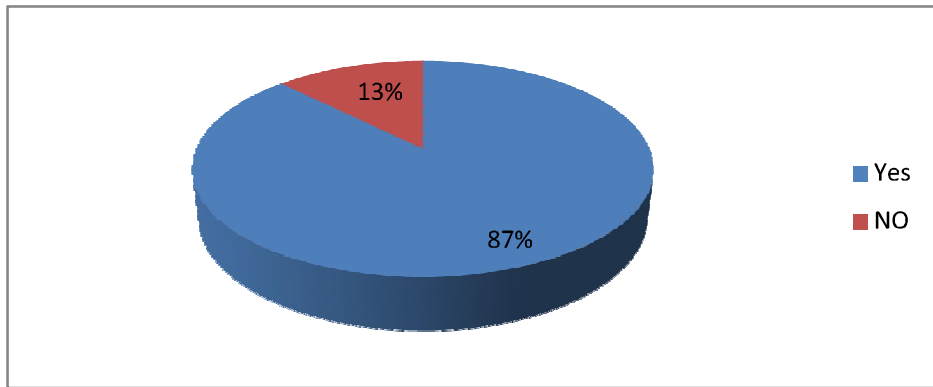


Figure 12: Teacher's Use of Songs.

The results show that 87% of teachers of oral expression use songs in teaching English which means that they think they are a useful way in teaching English as a foreign language in the classroom.

Item eleven: Students Feeling Towards Using Songs.

Answer	N	%
Motivated	32	89
Not Motivated	03	08
Bored	00	00
Do not use	05	03

Table 11: Students Feeling Towards Using Songs.

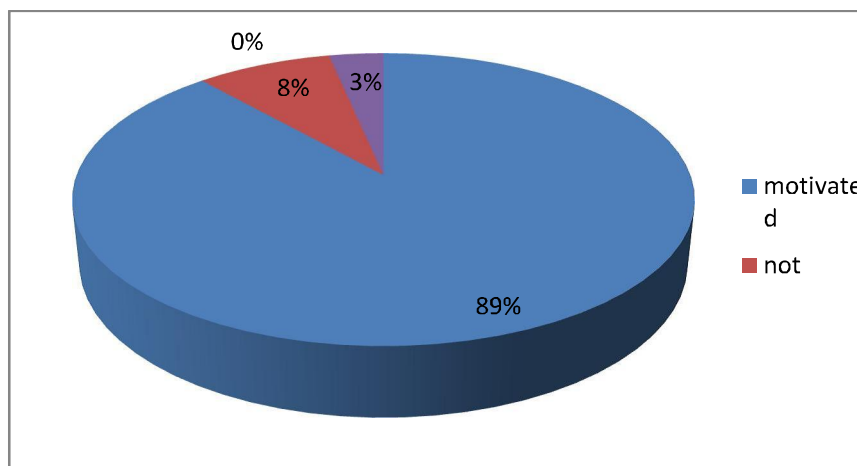


Figure 13: Students Feeling Towards Using Songs.

We can see that the highest percentage (88 %) of students feel motivated when learning with songs. Only 8% do not feel motivated, and from their answers we understand that it is because they do not understand the songs' lyrics and find them difficult to understand.

Item Twelve: The Impact of Songs.

Answer	N	%
All	22	56
Vocabulary + pronunciation	11	28
Relaxation + motivation	05	13
motivation	02	03

Table 12: The Impact of Songs

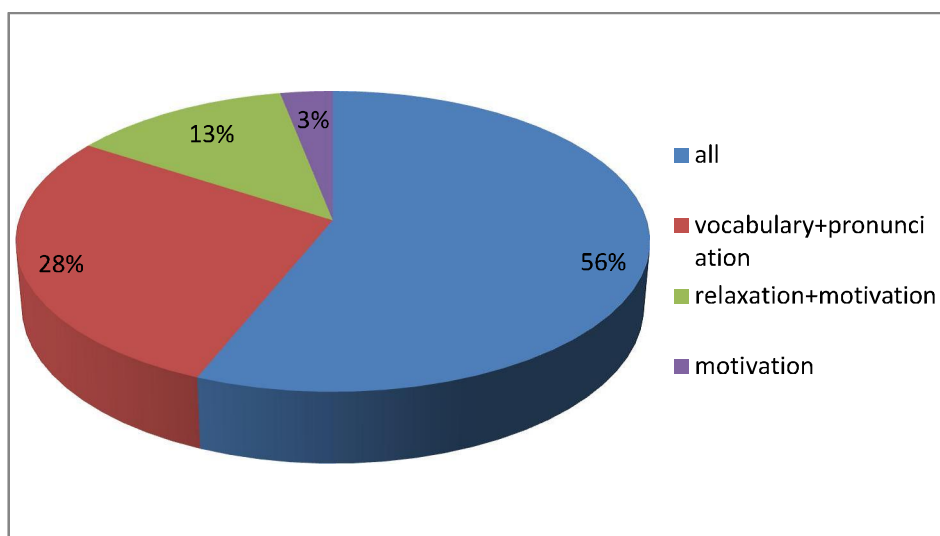


Figure 14: The Impact of Songs.

When we analyze the above results, we find that 56% of our sample thinks that listening to English songs help them acquire vocabulary, develop pronunciation, relax, and feel confident and motivated. Then, 28% say that songs are effective for acquiring vocabulary + pronunciation, and 13% for relaxation+ motivation. The last portion, representing (3%), see songs good for motivation. So, students use songs in English as a useful tool to learn the language in general.

Item thirteen: Skills That Can be Improved With Songs.

Answer	N	%
Listening + Speaking.	23	59
Speaking.	08	20
Listening.	07	18
All.	02	03

Table 13: Skills That Can be Improved With Songs.

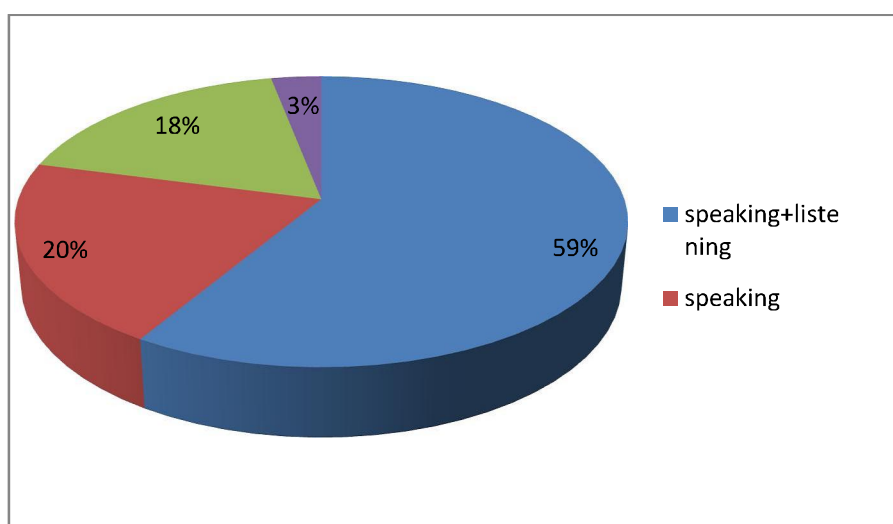


Figure 15: Skills That Can be Improved With Songs.

As it is apparent from the table above, about half of students (59%) think that speaking and listening are the skills that can be improved from listening to English songs, and 20% of students have chosen only speaking, and 18% have chosen only listening skill. This means that listening and speaking are the skills which can be improved from listening to English songs according to the students' answers.

Item Fourteen: Students' Ability to Speak English

Answer	N	%
Very good	02	05
average	34	85
bad	04	10

Table 14: Students' Ability to Speak English

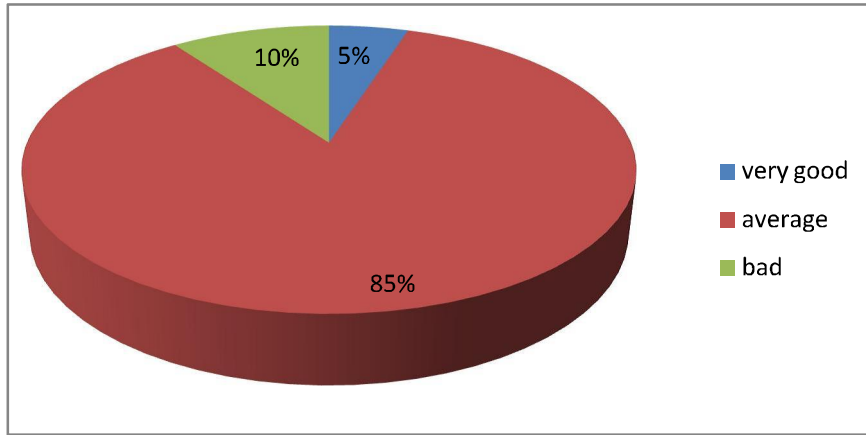


Figure 16: Students' Speaking Ability

A big number of students (34) have an average level in speaking English and 4 students have a bad level, and finally just 2 have a very good level in speaking English which means that they are not beginners but they just need to enrich more their vocabulary.

Item Fifteen: Students' Opinion About Speaking English

Answer	Difficult task	Easy task
N	08	32
%	20	80

Table 15: Students' Opinion About Speaking English

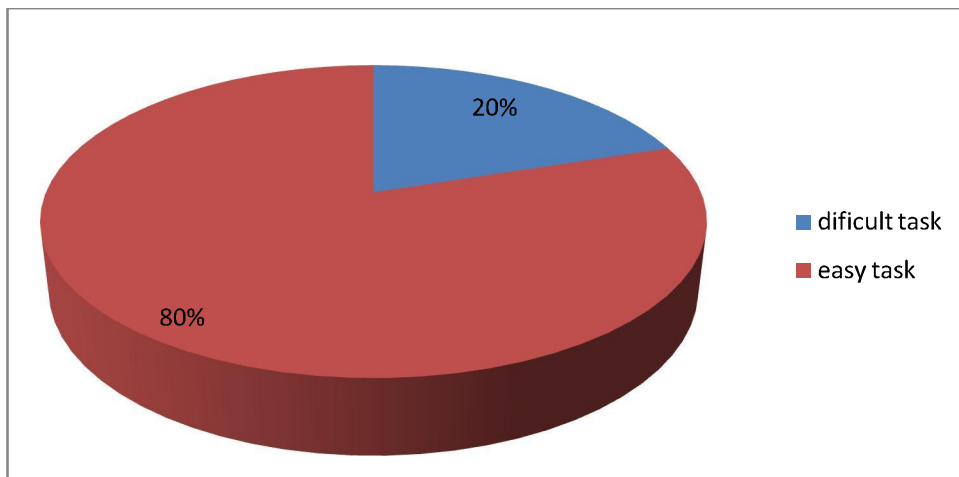


Figure 17: Students' Opinion About Speaking English

From the students' replies to this question, 80% does not face problems with speaking and they find it an easy task, but 20% of students think that it is a difficult one and they may face difficulties in speaking English.

Item Sixteen: Students' Opinion about the Saying "a Good Listener is a Good Speaker".

Answer	Yes	No
N	36	04
%	92	8

Table 16: Students' Opinion about The Saying "a Good Listener is a Good Speaker"

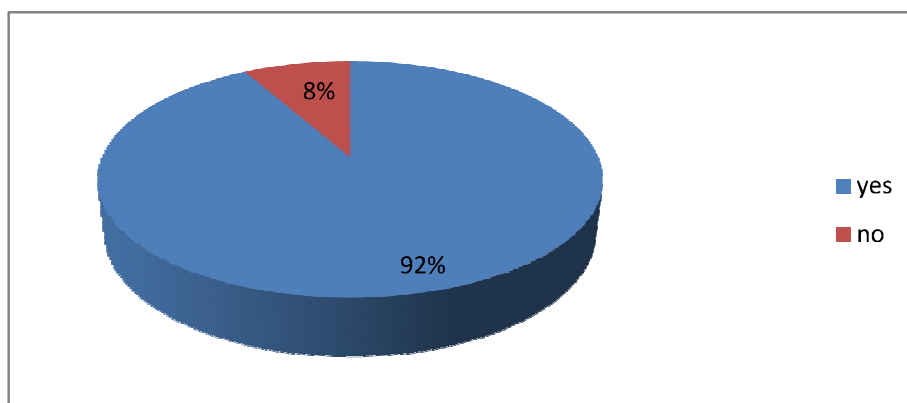


Figure 18: Students' Opinion about the Saying "a Good Listener is a Good Speaker"

As it is noticeable that 92 % of students agree with the saying "a good listener is a good speaker", but the rest do not.

Item Seventeen : Students' Beliefs about Songs as a Useful Way to Develop Speaking and Listening Skill.

Answer	Yes	No
N	36	04
%	90	10

Table 17: Students' Beliefs about Songs as a Useful Way to Develop Speaking and Listening Skill.

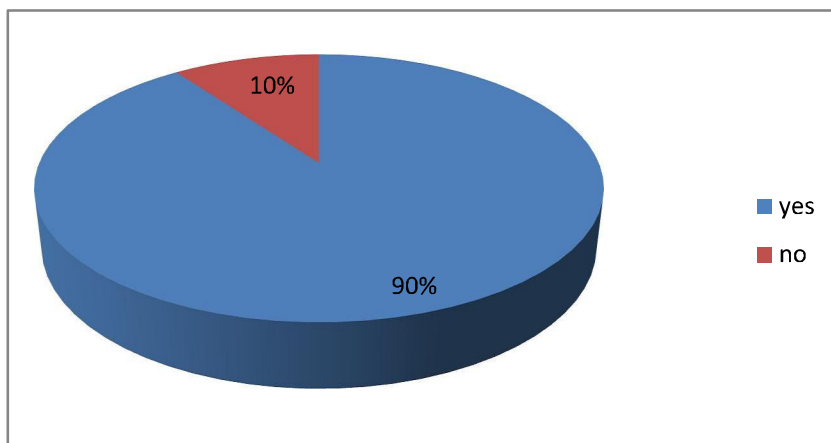


Figure 19: Students' Beliefs about Songs as a Useful Way to Develop Speaking and Listening Skill.

According to the graph above, it is clear that the percentage of the students who think that using songs is a useful way to develop speaking and listening skill is the highest one which represents 90%. However, 10 % are skeptical about their usefulness in improving both listening and speaking.

Item Eighteen: Students' Ability to Understand the Lyrics of a Song in English

Answer	High	Low
N	11	29
%	27	73

Table 18: Students' Ability to Understand the Lyrics of a Song in English

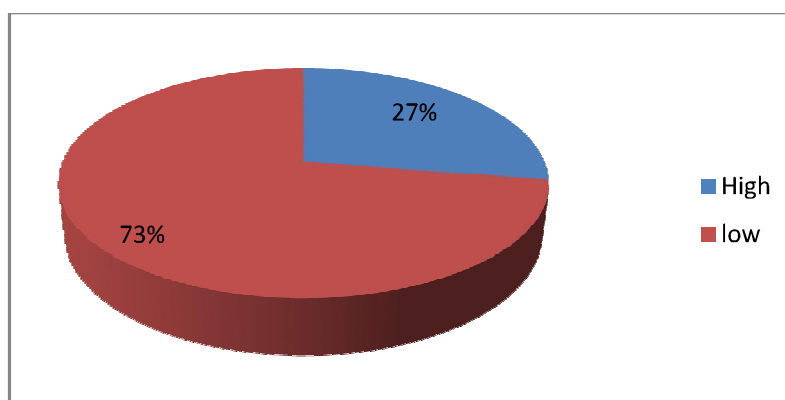


Figure 20: Students' Ability to Understand the Lyrics of a Song in English

We remark from the table above that 73% of students' ability to understand the lyrics of a song is low, and 27% have a high ability to understand the lyrics. This means that the

majority of students face problems to understand the song; this may be because they listen to fast or difficult songs.

Item Nineteen: Students’ Opinions About Listening and Speaking Skill as The Most Important Skills

Answer	Yes	No
N	32	8
%	80	20

Table 19: Students’ Opinions about Listening and Speaking Skill as The Most Important Skills

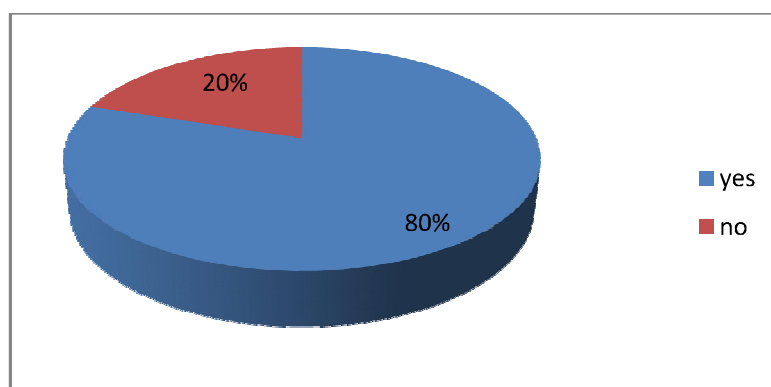


Figure 21: Students’ Opinions about Listening and Speaking Skill as The Most Important Skills

We can notice from this table that 80% of students believe that listening and speaking are the most important skills that they have to develop because they are the skills they need in any conversation and that each skills completes the other.

1.3.2. Teacher’s Interview

a. Aim of the Interview

We have designed an interview for teachers of oral expression module in Mohamed Kheider University. Its aim is to collect additional information about the impact of using songs in the classroom and its effect on their students’ skills development, especially listening and speaking.

b. Description of the Interview

The interview consists of eight open-ended questions designed to get more insights and information about:

- The period of their experience in teaching English.
- The period of their experience in teaching the oral expression.
- The different activities they present in the oral expression course.
- If they use songs in teaching.
- What can students learn from listening to English songs.
- How do students find the session of oral expression with songs.
- The way they use songs in the classroom.
- The impact of using songs on students' listening and speaking skill.

c. Analysis of the Interview

Question One : How long have you been teaching English ?

- **Teacher one:** 8 years.
- **Teacher two:** 15 year.
- **Teacher three:** 17 year.
- **Teacher four:** 11 year.
- **Teacher five:** 3 years.
- **Teacher six:** five years.

From the teachers' answers, we see that their experience in teaching English is between 3 and 17 year. It means that most of them have a long and important experience in teaching English.

Question Two: How long have you been teaching oral expression?

- **Teacher one:** 4 years.
- **Teacher two:** 8 years.
- **Teacher three:** 4 years.
- **Teacher four:** 7 years.
- **Teacher five:** 3 years.
- **Teacher six:** 2 years.

From the teachers' replies, we deduce that the scope of teachers' experience in teaching the oral expression module is between 3 to 8 years. This means that we have different experiences and we will deal with different points of view and perspectives about the subject under investigation.

Question three: What are the different oral activities which you give in oral expression courses?

- **Teacher one:** Role play, free discussion, listening to conversations, stories, texts, songs, games and performing monologues.
- **Teacher two:** role play, songs, stories, retelling jokes, debates and describing pictures.
- **Teacher three:** role play, singing, diary writing, oxymoron and phonemic awareness activities.
- **Teacher four:** role play, songs, free discussion and listening to conversation.
- **Teacher five:** free discussion, listening sessions, prepared talk, oral presentation and role play
- **Teacher six:** role play, games (different kinds), grammar activities and songs.

The six teachers use different activities and different ways of presenting their course because each one finds the most appropriate way which fits his/her students in order to help them acquire more vocabulary, grammatical rules and pronunciation. In the other hand, however, we see that teachers use some similar activities like using songs which means that teachers of oral expression see that using songs in the classroom are an effective device.

Question four: Do you use songs in the course of oral expression? If yes, for which purpose?

Teacher one: yes. The first purpose is to motivate students to speak and to make them have some fun, it is also to break from 'routine activities' when students have to discuss an imposed topic, for example. Second, is to make them close to the foreign culture. Third, is to enrich their vocabulary, discover new words, be familiar with idioms and go beyond the superficial. Finally, to make students familiar with native speakers by making them discover/ check the pronunciation of words, stress, intonation, accent,...etc

Teacher two: yes. This teacher's purpose is to enrich students' vocabulary, and as a topic for class debate.

Teacher three: yes. His/ her purpose is developing students', vocabulary and idiomatic expression language as well as improving their relaxation.

Teacher four: yes. He/she stated as purpose improving students' vocabulary, pronunciation, enjoyment and relaxation.

Teacher four: no.

Teacher six: sometimes. Pointing as a purpose, listening to native speakers.

As we expected, the majority of teachers use songs in the classroom, and according to their answers we see that their purpose is to make students learn vocabulary and pronunciation. Moreover, teachers see it is an effective way to make students have a fun and enjoy the lesson.

Question five: What can students learn from listening to English songs in the classroom?

- **Teacher one:** new vocabulary, correct pronunciation and word spelling, discover new expression, phrasal verbs, idioms and making rhythms, rhymes and poetry.
- **Teacher two:** all the aspects of language.
- **Teacher three:** lexis, vocabulary and idiomatic expression.
- **Teacher four:** pronunciation and vocabulary.
- **Teacher five: does not use songs.**
- **Teacher six:** see how native speakers speak and how do they use the language.

The majority of teachers declared that listening to English songs helps their students improve their vocabulary and pronunciation as well as their culture, way of thinking and all the aspects of language.

Question six: How do students find the session of teaching with songs?

- **Teacher one:** very motivated, funny, interesting. In fact, the association of lyrics and music relaxes greatly students and make them see learning the topic differently.

- **Teacher two:** interesting, but we can find one or two students who are against.
- **Teacher three:** interesting and relaxing.
- **Teacher four:** motivated. It attracts their attention.
- **Teacher five:** motivated.
- **Teacher six:** nice and amusing.

From the teacher's replies, we find that students see that learning English language with songs as a motivated way and they are more interested and more relaxed because it attracts their attention. So, it helps them store the information and memorize them with an easy and enjoyable way.

Question seven: How do you use songs in the classroom? (way and method)

Teacher one: many methods can be used. Students fill in the blanks while listening to the song (at least twice). Then, answers are corrected orally or on the board for correct spelling. After that, the meaning of the song is discussed; students have to read between lines and discover the hidden meaning. Finally, the song is listened again with the video clip showed at the same time. Another method concerns students having to write the lyrics by themselves (no gap filling); this is generally the case with slow songs for students to have enough time to understand then write. The teacher asks for words/ phrases/ sentences heard by students, then gives them the original lyrics (prepared in policopies) for students to check their answers. Meaning is discussed, students may sing it together (if they want, generally they do). It is a good way to overcome their shyness.

Teacher two: fill in the gaps followed by class debate, writing the main ideas and discussing together the main ideas and meaning of the topic, plus comprehension questions.

Teacher three: first, introduce the themes, then explain it; after that, hand out the lyrics and ask students to read them silently. The song is then played (at least 3 times). Difficult words are explained at the end. Another method consists of distributing the hand out (lyrics of the song) then asking students to fill in the blanks while listening to the song (at least 3 times), then checking their answers and discussing the topic of the song. At the end, all students sing together.

Teacher four: the first method is to distribute the lyrics while listening to the song (at least 3 times), then to explain the theme of the lyrics and the difficult words in it. At the end, the song is sung by students all together. A second method is to fill in the gaps while listening to the song and to explain the difficult words and the theme in general and. At the end, students sing the song all together.

Teacher 5: does not use the songs.

Teacher 6: I use many methods in teaching with songs, sometimes fill in the gaps, give the general idea of the song and explain the difficult words, and the most important step is to sing the song together because I see that it is an effective way to improve their pronunciation (by imitating the singer) and also to make them feel self-confident and to overcome their shyness.

From the teacher's replies, we can see that teachers of oral expression almost use the same activities like filling the gaps, explaining the topic and singing the song at the end. It means that they see it is an effective way to engage students.

Question eight: In your opinion, along your experience in teaching oral expression, do you think that songs can improve students' listening and speaking skill?

Teacher one: yes, at a great level, simply because it is very motivating and exciting, students love pleasure to learn, they unconscious have them (listening and speaking skill improved), view words are learnt easier while having fun to learn the lyrics for them to sing the song outside the university.

Teacher two: yes, of course songs can improve listening and speaking skill, but teachers should rely on other tools.

Teacher three: yes, it is an effective way to improve students' listening and speaking skill because it is the opportunity or the tool which gives them the opportunity to listen then to speak.

Teacher four: yes, songs improve students' listening and speaking skill because they listen to native speakers then learn how to speak like them.

Teacher five: yes, it can improve, but it depends to their skills and their attitudes towards the language.

Teacher six: I do not have enough experience in teaching English, but I think that singing or using songs is a very effective way to improve students' listening and speaking skill, first because they listen in as enjoyable way which makes them concentrate more especially if the singer is a native speaker. Second, it improves speaking because when they sing the song after listening to it, it helps students to improve their speaking skill (learning new vocabulary and pronunciation).

From the teachers' answers, we notice that all of them see using songs enables students to improve their listening and speaking skills because it is an enjoyable and motivated way. So, they can concentrate to the lyrics and learn new words and try to improve their pronunciation through listening to the song many times.

1.3.3. Classroom Observation

a. Aim and Description of the Classroom Observation

The aim of the classroom observation is to observe the teacher how he/she uses songs in the classroom and at the same time to see the reaction of students. Moreover, we used it to see if songs can be a useful way to engage students in learning English and developing their speaking and listening skills. So, our classroom observation has been conducted on Mars 2013, with classes of oral expression courses in University of Mohammed Kheider in Biskra. We have attended six (06) sessions; three (03) sessions with the use of songs, and three (03) without the use of songs. We have insisted to attend sessions in which the teacher uses songs as well as sessions without the use of songs in order to make a comparison between the two methods of teaching in the university. Moreover, the observation that we have undertaken was overt and indirect; we have not used any recordings or filming devices. In addition, we have not depended on a structured observation form, but we have relied on some specific criteria and on our personal observation through examining the students' reactions, interactions and responses during listening to the song in the classroom. So, our observations were as follow:

Without using songs:

- **1st session:** It was free discussion about "overspending habit". The teacher was asking some questions about its reasons, consequences, and solutions to overcome this bad habit. The session was at 01:10 p.m. and only 16 students were present.

- **2nd session:** it was about idioms and proverbs. The teacher divided them into two groups then she distributed pieces of papers to the first group. Each piece contained a proverb or an idiom about health and health problems. The second group got papers with these proverbs and idioms' meanings. The whole class discussed the topic. The session was at 01:10 and 21 students were present.
- **3rd session:** it was an oral presentation. Two students presented their works; the first one was about Tines game. He showed us its plan and he explained the rules of the game, and the second presentation was about using Internet and how to make money online. The student explained the steps that we have to follow in order to do that. The session was at 11:20 and 19 students were present.

With using songs:

- **1st session:** it was at 09:40, and 30 students were present. The title of the song was "Another Day in Paradise" by Phill Collins. First, the students listened to the song (twice) and tried to write the lyrics, and then they tried to discover the topic of the song. After listening to the students' suggestions and answers, the teacher distributed the papers (lyrics) for students to check their trials. A final listening was done for students to practise pronunciation. Difficult words have explained and discussed. The teacher explained the story of the song; it was about a homeless woman who asked a passing-by rich man for help. The class moved to talk about the homeless people in America and about the right of the women in the developed countries.
- **2nd session:** it was at 09:40 a.m., and 28 students were present. The song was "Someone Like You" by Adel. The teacher chose this song because it is a famous one and all students like it. The purpose was to practice irregular verbs in the past, i.e. to teach students these verbs indirectly. The method was as follows: students listened once to the song to discover the topic and to understand the overall meaning, and then the teacher distributed the lyrics in which students had to fill in the blanks as they listened to the song twice. Answers were given and corrected whether by spelling them loudly or by sometimes writing on the board. The teacher, after that, asked some comprehension questions in order to make students discuss the topic and understand the song. It was about woman who was convinced that her lover was still in love with her after he left her few years before.

- **3rd session:** it was at 11:20 a.m., and 25 students were present. The song was “We are the World” by Michael Jackson with plenty of other famous singers. All the class liked the song. But we had found one student who was against that. They first listened to the song then had to fill in the gaps. After that, they discussed the topic, and all sung it together at the end.

b. Analysis of the Classroom Observation

While attending the sessions, we observed many things concerning both teachers and students. First, talking about the sessions done without the use of songs, we attended three. One was a free discussion session; another was a game, and a third one was an oral presentation. The following points have been observed:

- Concerning the session of free discussion, we have observed that just three or four students were leading the discussion and answering the teacher’s questions, the others kept silent may be because they were shy or they were not interested on the topic. The teacher was always trying to create a friendly atmosphere by using humor, and encouraging students to interact and give their opinion even with mistakes.
- Concerning the session game about using idioms and proverbs around health problems, all students participated. In a way, they were obliged to because every student had to read his/paper paper and try to analyze what was written in. The teacher corrected students’ answers and explained what have not been understood.
- The last session concerned oral presentations. Three students presented their works orally. It was good for them to overcome their shyness and to test their improvisation skill. Much new information were provided but no interaction was observed between the teacher and the student or between students themselves, except in few times when the teacher asked the student who presented his/her work some questions in order to make the others understand more.

In brief, the sessions were very simple and cannot improve all the aspects of the language all together like vocabulary, pronunciation, grammar,...etc. And at the same time it was not enjoyable at all (according to the students facial expressions, reactions and replies).

On the other hand, we attended three 03 other sessions with the use of songs in the oral expression module with two different classes of second year. The use of songs was

different and varied in each session. In these three sessions, we had observed the following:

- Concerning the first session with the song “Another Day in Paradise”, the teacher has chosen this it because it is a slow song and easily understandable. It deals with a interesting and engaging topic which was about homeless people asking for help but no one dare to do anything because they’re too concerned with their ‘materialist world’. We have observed that through this song all students were able to talk about this subject and all tried to give his/her viewpoint. Students were quite at ease to discuss such a topic, and many of them provided new information about different things like developed countries’ cultures, policies,...etc. Students seemed to be really motivated and willing to interact with the teacher and with their classmates.
- Concerning the second session with the song of “Someone Like You”, the teacher chose it because she was sure that everyone like, so they would surely enjoy it. It means that this will motivate them because they will learn with a song they like. Moreover, the song is full of verbs for students to practice the past tense because the teacher has remarked that most of them have difficulties to conjugate some irregular verbs in the past. So, students could learn in an enjoyable way. We have noticed that all students were participating and interacting spontaneously even without the teacher had to ask them any question.
- The third and last session using songs was with Michael Jackson’s “We are the World”. All students were interested because they all know the singer. Furthermore, the topic was engaging; it is an appeal for human beings all around the world to help each other in adversity and work as one. Also, the students were really excited with the video clip because it showed many artists they like.

To conclude, we can say that using songs in oral expression courses:

- Can be a tool to teach students grammatical rules like verb tenses, plurals, patterns,...
- Can assist the teacher in explaining the lesson or introducing new terms/vocabulary in a very enjoyable way.
- It may engage and relax students and attract their attention to learn.

Conclusion

The analysis of the students' questionnaire, the teachers' interview and the classroom observation allowed us to make a summary about students' needs and interests according to their answers, opinions, and attitudes towards the use of songs as a teaching aid. And according to both students' questionnaire and classroom observation, the results relieved that students appreciate learning with songs; they consider them very interesting and more encouraging since they want to learn with new strategies that break them from monotony and that go with their life style especially with the development of technology. In addition, students stated that they feel more comfortable when learning with songs; these motivate them to participate and express themselves. Songs facilitate as well learners' understanding of the topic which increases their self-confidence to participate and to speak publicly. Through learning with songs, students are simulated to speak; they generally learn from listening to songs new vocabulary and improve their pronunciation (through imitating native speakers' pronunciation); thus, their listening and speaking skills are improved. Besides, they can learn from the song foreign cultures and its native speakers' beliefs and attitudes.

The second analysis concerned the teachers' interview. Many of oral expression teachers in Mohhamed Kheider University include songs in their teaching and consider them as a valuable tool that assists them improving their learners' skills. Teacher, in fact, do not choose songs randomly but according to students' needs, abilities, levels and attitudes. Teachers declared that through their experience in teaching English with songs, these latter help them to refresh the classroom atmosphere into more energetic and motivating because this different technique creates a comfortable environment which stimulates and engages students to learn successfully.

At the end, songs can be seen as a perfect material that motivates students to learn English and enhances their speaking and listening skills. Indeed, students confessed to be tired and fed up with their teacher' classical teaching materials and techniques.

General Conclusion

General Conclusion

In our study, we attempted to confirm our hypothesis “teacher’s use of songs in oral expression courses would improve students’ achievement in learning the English language.” Our research mainly examined the teacher’s use of songs in the oral expression course and the students’ attitudes towards the use of songs as a teaching strategy in teaching English as a foreign language. We investigate their positive impact on students’ vocabulary and pronunciation and on all the aspects of language, as well as in improving their listening and speaking skills.

In the theoretical study, we had tackled two variables; using songs and their impact on learners’ listening and speaking. Firstly, we highlighted the different methods of teaching English as a foreign language, then we mentioned the different language teaching materials like images, videos, Internet, computers, songs,...etc. The last point was about the impact of songs on learners’ motivation, vocabulary, pronunciation, grammar, culture and enjoyment. Secondly, we investigated the impact of using songs in the classroom on students’ listening and speaking skills. Moreover, we described the four language skills and we focused on listening and speaking and the impact of using songs on them.

To examine those theoretical beliefs, we have used three types of data gathering tools: Students’ questionnaire, teachers’ interview and the classroom observation in the University of Mohammed Kheider in Biskra. We obtained the following results:

- Students are motivated and enthusiastic to learn with songs as a new method because they go with the advancement of the digital age.
- Songs can increase learners’ motivation since they allow them to have a direct contact with authentic utterances presented by native speakers.
- Learners can learn how to practice native speakers’ pronunciation, intonation and accent through listening to songs in English.
- Students’ attitudes towards the use songs are all positive. Indeed, students find songs very interesting and enjoyable, and they always feel bored toward their teacher’ old-fashioned teaching methods.
- Students can learn from listening to songs new vocabulary, discover grammatical rules and constructions, common expressions, proverbs and idioms that they cannot learn it in an ‘ordinary’ session. And when students learn all these, they will

feel more confident to speak fluently and without shyness or anxiety. As a result, songs improve students' achievement in learning the English language and enable them to improve their listening and speaking skills.

Furthermore, we can state that the teacher plays a big role in the process of teaching, so he/she must be careful and take into consideration certain criteria like students' level, needs, abilities, interests and attitudes in order to make them more active for successful achievement. The teacher has also to be careful when selecting activities with songs as well as when managing of group work to create a dynamic classroom environment and to make students interact with each other in order to use and practise the language effectively.

The coming points are some suggestions and recommendations that we hope will be helpful and useful to raise teachers' awareness about the importance of songs as a valuable tool in oral expression courses:

- Songs affect positively the classroom environment. Students feel active, motivated and self-confident when they participate.
- Students learn new vocabulary and expressions by listening to the song and with the help and explanation of the teacher.
- The songs' lyrics help students to develop their writing skill because it is a good way to learn how to write the words which they are listening to.
- Songs teach students how to pronounce words by listening to native speakers and trying to imitate them.
- Learners can improve their listening skill by learning English with songs in the classroom because listening to the song several times helps them improve their abilities of correct understanding.
- Learners develop their speaking skill through singing the song and also by discussing the topic of the song with their teacher and the classmates.

Finally, it was clear that almost all students appreciate learning with songs; they really seem to have enjoyed it and felt relaxed and motivated since the song fits their interest and goes with their life style. Based on our theoretical and field work, we can confirm our hypothesis and say that teachers' use of songs in oral expression courses improve students' achievement in learning the English language and speaking and listening more specifically.

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APPENDECES

Students' Questionnaire:

I will be grateful if you help me to answer these questions whose aim is together information about; the use of songs in teaching English and its impact on learners listening and speaking skills.

Section one: General Information

1 Gender: Male Female

2 Age:

3 Your choice to study English was: Personal Imposed

4 Your level of English: Very good Good Poor

Section two: The use of songs

1 Do you like the oral expression module?

Yes No

Justify your answer

.....

.....

.....

2 Does the oral expression improve your level of English?

Yes No

Explain

.....

.....

.....

....

3 Do you like your actual teacher's method in teaching oral expression?

Yes No

If no, why?

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

4 What is your preferred activity in the oral expression?

Free discussion Story telling
Role plays Listening to conversations
Through songs

Others

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

5 Do you like listening to English songs?

Yes No

6 Does your teacher use songs in the classroom?

Yes No

7 If yes, how do you feel?

Motivated Not affected Bored

Justify your answer

.....
.....

8 Learning with songs helps you acquire

New vocabulary Self-confidence
Better pronunciation Motivation
Relaxation All

Other(s).....
...
.....
.....

9 What skill can be improved by learning with songs?

Speaking listening
Reading Writing
All

Justify.....
.....
.....

Section three: improving listening and speaking

1 Your ability to speak English is

Very good Average Bad

2 In your opinion speaking English is

A difficult task An easy task

3 Do you agree with the following “ A good listener is a good speaker ”

Yes No

4 Do you like English songs as a useful way to develop your speaking and listening skills?

Yes No

5 Your ability to understand the lyrics when you listen to English songs is

High Low

6 Do you think that listening and speaking are the most important language skills that we have develop?

Yes

No

Thank you for your cooperation

Teacher's Interview

I will be very grateful if you help me to answer the questions whose aim is to gather information about the use of songs in teaching English as a foreign language, and its impact on learners' listening and speaking skill.

1- How long have you been teaching English?

.....

2- How long have you been teaching oral expression in the university?

.....

3- What are the different oral activities which you give in oral expression courses?

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

4- Do you use songs in the course of oral expression?

.....

If yes, for which purpose?

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

5- What can students learn from listening to English songs in the classroom?

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

6- How do students find the session of teaching with songs?

.....
.....

Listening Activity: listen to the conversation then fill in the blanks:

Man:, the basketball game is about to.....and could you bring some
.....and a bowl of.....? And.....uh...a.....from the.....

Women: Anything else?

Man: nope, that's all for now. Hey, hon, you know, they're.....a company
....., and I'm thinking about.....what do you think?

Woman: Humph.

Man: "Humph" what do you mean "Humph" I was thein high school.

Woman: Yeah,ago. look, I just don't want you having a
.....running up and down the court.

Man: so, what are you suggesting? Should I justthe idea? I'm not that out of
shape.

Woman: Well... youat least have abefore you begin. I mean, it HAS
been at least five years sinceat all.

Man: Well, okay, but....

Woman: and you needyourand cut back on the fatty, like ice
cream. And you should try eating more.....and

Man: yeah, you're probably right.

Woman: and you shoulda little weight training toyour
.....or perhaps try Toyour cardiovascular system. Oh,
and you need to go to instead ofhalf the night.

Man: hey, you're starting to sound like my.....

Woman: no I just Love You, and I want you to be around for a long, long time.

Post listening Activities:

1- What does the man want to do?

- A play basketball with friends from work.
- Try out for the company baseball team.
- Get in shape and compete in a cycling.

2- What is the women's main concern?

- She is worried her husband will spend too much time away from home.
- She is afraid her husband will become a fitness freak.
- She is concerned about her husband's health.

3- What is the women's first suggestion to her husband?

- He should see a doctor.
- Her husband should start with a light workout.
- Her husband needs to visit a fitness trainer.

4- What does the woman advice about the man's diet?

- He should consume less salt.
- He should eat less fatty food.
- He should add more protein products to his diet.

5- Why does the man's wife recommended cycling?

- It is good for improving muscles tone.
- It helps strengthen the heart.
- It helps develop mental toughness.

Another Day in Paradise:

Phil Collins

She calls out to the man on the street
“Sir, can you help me?
It’s cold and I have nowhere to sleep,
Is there somewhere you can tell me?

He walks on, doesn’t look back
He pretends he can’t hear her.
Starts to whistle as he crosses the street
Seems embarrassed to be there

Oh, think twice, it’s another day for you
You and me in a Paradise
Oh think twice, it’s just another day for you,
You and me in paradise

She calls out to the man on the street
He can see she’s been crying.
She’s got blister on the soles of her feet
She can’t walk but she’s trying

Oh, think twice...

Oh Lord, is there nothing more anybody can do
Oh Lord, there must be something you can say

You can tell from the lines on her face
You can see that she’s been there
Probably been moved on from every place
Cos she didn’t fit in there

Oh think twice.....

Michel Jackson.

We are the World

[Chorus]

We are the world, we are the children
We are the ones who make a brighter day
So lets start giving
There's a choice we're making
We're saving our own lives
Its true we'll make a better day
Just you and me

Send them your heart so they'll know that someone cares
And their lives will be stronger and free
As God has shown us by turning stones to bread
So we all must lend a helping hand

[Chorus]

When you're down and out, there seems no hope at all
But if you just believe there's no way we can fall
Let us realize that a change can only come
When we stand together as one

Adele

Someone like you

I heard that you're..... down
That you found a and you're married now
I heard that your dreams came true
.....gave you things I didn't give to you
Old friend, why are you so shy?
Ain't like you toor hide from the light
I hate to turn up out of the blue,
..... But I couldn't stay away,
I couldn't fight it I had hoped you'd see my face
and thatThat for me, it isn't over

Never mind, I'll find someone like you
I wish nothing but the best for you,
Too, I begged,
I remember you said Sometimes it lasts in love,
but sometimes it hurts Sometimes it lasts in love,
but sometimes it hurts instead

You know how the time flies
Only yesterday was the time of
We were born and raised in a summer haze

..... by the surprise of our glory days
I hate to turn up out of the blue,
But I couldn't stay away, I couldn't fight it
I had hoped you'd see my face and that you'd be reminded
That for me,
Never mind, I'll find someone like you
I wish nothing but the best for you,
too Don't forget me,....., I remember you said
Sometimes it lasts in love, but sometimes it hurts instead, yeah

Nothing compares,or cares
Regrets and mistakes, they're memories made
Who would have known how this would taste?

Never mind, I'll find someone like you
I wish nothing but the best for you
Don't forget me, I begged,said
Sometimeslove, but sometimes it hurts instead

Never mind, I'll find someone like you
I wish nothing but the best for you
, too Don't forget me, I begged, I remember you said
Sometimes it lasts in love, but sometimes it hurts instead Sometimes it lasts in love,
but sometimes it.....

Résumé

Cette recherche est menée afin d'évaluer l'impact de l'utilisation des chansons dans le module d'expression orale sur le vocabulaire, la prononciation, la grammaire et la motivation des apprenants, et de son importance sur le développement de leur écoute et l'expression orale. Mettre l'hypothèse que l'usage de l'enseignant de chansons dans les cours d'expression orale permettrait d'améliorer le rendement des élèves dans l'apprentissage de la langue anglaise. Nous avons essayé de vérifier l'efficacité de l'intégration des chansons comme un dispositif de facilitation et utile dans l'amélioration apprentissage de l'anglais comme une langue étrangère. Une étude descriptive a été réalisée; de recueillir des informations, nous avons utilisé trois outils de collecte: un questionnaire adressé aux deuxième année LMD étudiants de l'Université Mohammed Kheider à Biskra, une interview réalisée avec les enseignants de l'expression orale dans la même université, et enfin, une observation en classe fait avec deux différentes classes de deuxième année pour recueillir de plus amples informations sur le sujet à l'étude. Les résultats obtenus ont été analysés et interprétés. Ils ont révélé des attitudes négatives envers leurs enseignants des élèves à l'ancienne »des techniques pour être ennuyeux, inutile et inefficace, mais ils ont montré une attitude positive envers l'utilisation de chansons en tenant compte de cet outil très motivant, ludique et efficace pour développer leur écoute et l'expression orale. Quelques recommandations pédagogiques sont proposés pour augmenter la prise de conscience sur le plus grand bénéfice de l'aide à motiver les élèves et les enseignants d'améliorer leur niveau d'anglais en général et leur capacité d'écoute et de parole, plus particulièrement. Nous espérons que cette recherche pourrait donner une description précise de l'utilisation réelle des chansons dans l'enseignement à l'université de Biskra par les enseignants de l'expression orale, et sera utile pour les enseignants en raison de son importance et de l'efficacité dans l'amélioration du niveau des élèves en anglais et en développement leurs compétences linguistiques.

ملخص

يدرس هذا البحث أهمية استخدام الأغاني في وحدة التعبير الشفوي عن المفردات المتعلمين، والنطق والنحو والتحفيز، وأهميته في تطوير مهارات الاستماع والتحدث. وضع فرضية أن استخدام المعلم من الأغاني في الدورات التعبير الشفهي من شأنها تحسين تحصيل الطلبة في تعلم اللغة الإنجليزية. حاولنا التحقق من فعالية دمج الأغاني كجهاز التيسير ومفيدة في تعزيز تعلم اللغة الإنجليزية كلغة أجنبية. وقد أجريت دراسة وصفية؛ لجمع المعلومات، واستعملنا ثلاث أدوات جمع: استبيان موجه إلى، طلاب السنة الثانية ل م د في جامعة محمد خيضر في بسكرة مقابلة أجريت مع معلمي التعبير الشفوي في الجامعة نفسها وأخيرا، والملاحظة الصفية القيام به مع اثنين من فئات مختلفة من السنة الثانية لجمع مزيد من المعلومات حول هذا الموضوع قيد التحقيق. وقد تم تحليل النتائج التي تم الحصول عليها وتفسيرها. وكشفت 'الموقف السلبي تجاه معلمهم' الطلاب 'الطراز القديم' التقنيات لكونها مملّة، وعديمة الجدوى وغير فعالة، إلا أنها أظهرت موقفا إيجابيا نحو استخدام الأغاني النظر في هذه الأداة المحفزة للغاية، مسلية وفعالة في تطوير الاستماع لهم ومهارات التحدث. واقترح بعض التوصيات التربوية لرفع وعي حول فائدة كبيرة من استخدام لتحفيز الطلاب المعلمين وتعزيز مستواهم في اللغة الإنجليزية بشكل عام والاستماع ومهارات التحدث، وأكثر بشكل خاص. نحن نأمل ان يكون هذا البحث من شأنه أن يعطي وصفا دقيقا من الاستخدام الفعلي من الأغاني في التدريس في جامعة بسكرة من قبل المعلمين من التعبير الشفوي، وسوف يكون من المفيد للمعلمين لما لها من أهمية وكفاءة في تحسين مستوى الطلاب في اللغة الإنجليزية وتطوير مهاراتهم اللغوية