# MASTER THESIS

Letters and Foreign Languages
English Language
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Submitted and Defended by:

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## The Role of Using Educational Songs in Primary Schools to Enrich Pupils' English Vocabulary

**The Case of Third-Year Primary School Pupils at Mila, Algeria**

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of

the Requirements for the Degree of Master in Sciences of the Language

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# Declaration

I, **BELFERDI SALIHA**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed Kheider University of Biskra.

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# Dedication

I give my gratitude to the most graceful and most Compassionate ALLAH the almighty

who has provided me with uncounted blessing to finish this work.

I dedicate this work to: my father's soul, my source of success (May Allah Bless him).

To my family, for their beautiful encouragement, and unending support they provided me

with.

To all who stay with me in the worst and the best moments.

Finally, a big thank you goes to everyone, for believing in me and supporting me with this

project and everything I have ever done in life.

To man of long shadow who has never let me down.

**Thank You**

# Acknowledgements

# Abstract

Learning a new vocabulary items is a big challenge for pupils. The teachers may provide their pupils with a satisfactory stock of vocabularies but the problem is that teachers do not provide it with an effective techniques and strategies. The present study investigates the effect of using educational songs in teaching vocabulary to third primary pupils. More precisely, the study investigates the impact of educational songs on pupil's vocabulary learning in Mila city primary schools. It aims at providing an overview of educational songs concepts and illustrates its use in the context of teaching vocabulary. Therefore, we hypothesize that the use of the educational songs would enhance the vocabulary acquisition among young pupils. To conduct the planned objectives of the present investigation we opted for a descriptive approach, which comprises two data tools; a teacher's questionnaire which targetes primary teachers (n=15) in different schools in Addition, a classroom observation supposes to be done in ben "Amer Mahfoud Primary School in Oued Al Athmania which targets primary pupils (n=30) but it was not completed due to the pupil's exams. The findings indicate that the use of English educational songs as a technique of teaching vocabulary is effective in helping pupils inquiring vocabulary. So the findings reveals that the use of educational songs can yield a better understanding of the concept being learned by shifting focus from theory towards practice inside the classroom.

**Key words:** English vocabulary, primary school pupils, educational songs.

# List of Abbreviation and Acronyms

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

**EFL**: English as a Foreign Language

**TFL**: Teaching Foreign Language

**L2:** Second Language

**ELT**: English Language Teaching

**PS:** Primary School

**RH:** Research Hypothesis

**E.g.**: Example

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# General Introduction

## Introduction

Teaching English in the whole world has become very important Algeria, after the ministry changed the educational reform, started teaching English to pupils from the primary level school. Teaching English as a foreign language (EFL) has to deal with the teaching of the vocabulary. Focusing on vocabulary is very essential since the goal is to make pupils able to use English effectively. The process of learning is sometimes less achieved than expected because of some difficulties. Teachers should be creative in order to help pupils develop acquiring vocabulary by using authentic tools. One of these tools is educational songs. This research work aims to investigate the influence of English song for pupils. It investigates the impact of educational songs on pupil's vocabulary acquisition.

## 1. Statement of the Problem

Vocabulary has proved to be a complex skill in learning and teaching due to the obstacles that pupils face in remembering and memorizing the words, which demotivates them in order to a better developing vocabulary many strategies and techniques has been developed to help pupils to better developing vocabulary .one of these techniques using educational songs .therefore, this study investigates the effect of educational songs on the pupils vocabulary acquisition. Find time to implement, or they cannot choose the appropriate game that fits the pupils different levels, and the vocabulary they intend to teach.

## 2. Research Questions

The study tries to answer the following research questions:

**RQ1**: What is the attitude towards the use of educational songs strategy to enhance pupil's acquisition of vocabulary?

**RQ2:** How can educational songs be effective in motivating pupils' mastery of English vocabulary?

**RQ3:** Are educational songs an effective strategy that motivates pupils to master vocabulary?

## 3. Research Hypothesis

The following hypothesis based on the previous questions

**RH:** Educational songs will be effective method to enrich pupils' English vocabulary.

## 4. Research Aims

The study aims to investigate the impact of educational songs on pupils' motivation to master vocabulary as well as investigates the impact of educational songs. The Study also aims to determine the factors that make educational songs effective in Improving pupils' mastery of vocabulary and to determine teachers' attitudes towards using educational songs to enhance 3$^{rd}$ year pupil's vocabulary acquisition

## 5. Significance of the Study

The significance of this study resides in that it offers insights about the practice of educational songs in the Algerian context. Hopefully, this study will help improve the teaching methods and programs by integrating educational songs in the curriculum of English language teaching. Furthermore, the findings of this study contribute to the benefits of EFL teachers in attracting their attention to the use of this strategy in creating motivation. It also may help them overcome the obstacles that they may encounter while teaching vocabulary through introducing them to the practice of educational songs in schools. For pupils, the study may help them overcome the difficulties that they face while learning vocabulary and improving their level of English language. Furthermore, it may help increase pupils' motivation and engagement through authentic learning context.

Finally, the results obtained from this research could also contribute as a reference to next possible researches and further studies.

## 6. Methodology

In order to conduct this research, two different tools are used a questionnaire and a classroom observation. a questionnaire was given to fifteen teachers of different teachers of primary schools and a classroom observation. The second tool conducted in this research was an observation. It was devoted to 30 pupils in Ben "Amer Mahfoud in Oued al Athmania Mila .it was devoted to two sessions were for observing both teacher and pupils behaviors during the use of the song.

## 7. Population and Sampling

The population of this study targets teachers of English language in Global Academy of Languages in Mila. The researcher took the population (15teachers)as a sample .and 30 pupils were observed during two session.

## 8. Structure of the Dissertation

The overall frame work of this dissertation is divided into three chapters. The first chapters dealt with the theoretical back ground of the study variables; vocabulary and educational songs. The third chapter is devoted to the practical part of the study.

- Chapter one is a review of literature on vocabulary. It starts by identifying vocabulary in general then moves to talk about the vocabulary teaching; vocabulary teaching techniques and strategies. Additionally, the chapter discusses vocabulary difference in early vocabulary development, the vocabulary acquisition. Finally; the chapter discusses the importance of vocabulary teaching.

- Chapter two is a review of literature on educational songs strategy. It begins with identifying educational songs; then, it tackles educational songs' step in choosing

the appropriate songs. Finally, the chapter talks about the importance of educational songs which explained how educational songs functions. Finally, it mentions educational songs benefits in relation to vocabulary teaching process.

- Chapter three is devoted to the fieldwork. It tackles the methodology underlying this study including the approach, the design, the population and the data collection. Then? it provides the description and analysis of both questionnaire sand classroom observation. Following, it provides the discussion and summary of the main results, with a final synthesis of the main findings of the research. Finally, based on the findings the researcher mentions some recommendations.

# Chapter One: Teaching Vocabulary to Primary School Pupils

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## Introduction

One of the first problems a foreign language pupils encounter is how to commit a massive amount of foreign words to memory. Mastering an independent vocabulary needs a high level of motivation on the pupil's part. It is a dynamic process that involves multiple variables and the practice of different skills. The sort of strategies used by the teachers depends on the specific pupil; however, inside the classroom, teachers can explicitly model their strategies, remind pupils about them, and practice them to motivate the pupils' for a vocabulary-building. This classroom practice gives pupils the chance to take learning into their own hands.

Recent years have not seen a wealth of interest in teaching strategies designed to increase pupils' vocabulary acquisition and development. In fact foreign language pupils are the most to acknowledge the importance of vocabulary because they find themselves looking for the suitable words. so ,the teacher need to be aware of the vocabulary-teaching challenges encountered by different pupils. The most important is not only the large number of words, it is also word families, and multiple-word units needed to learn and use., what seems necessary for vocabulary learning is the employment of motivational and effective learning strategies to make interaction.

Although some teachers may think that vocabulary learning is easy but learning new vocabulary items has always been challenging for the pupils because pupils who do not have sufficient vocabularies or word continue to struggle throughout their educational careers, which leads to a cycle of frustration and continued failure. So, in order to achieve language mastery a good learning process must be realized from the teacher by an effective teaching process that should be aware about to teach primary school the basic words to use.

## 1.1 Vocabulary vs. Lexis

Vocabulary is a set of words that are owned by a person or other entity in a particular language there are several definition of vocabulary according to experts. Alqahtani stated that: "vocabulary is the total number of words needed to communicate ideas and express the speaker 'meaning"(2015,p.25).A person's vocabulary is defined as the set of all words understood by that person or all words that are likely to be used by that person to build new sentences. McKeown and Curtis stated that "vocabulary is knowledge of the meaning of words" (2014, p. 2).

According to Alizadeh (2016) vocabulary is more complex than existing definition (p. 22). The wealth of a person's vocabulary is generally considered to be a reflection his intelligence or level of education". For this reason, many standardized exams, such as the SAT, provide question that test vocabulary. The addition of one's vocabulary is generally considered important part, both in the process of learning a language or developing one's ability in a language that has been mastered. Pupils are often taught new words as part of certain subjects and many pupils consider vocabulary formation as an interesting and educational activity. Vocabulary mastery is the ability that exists within a person to be able to explore and understand a word contained in English and is the basis of the language that is known that can give the right meaning. Mastery of vocabulary is very necessary at this time because then we can easily master English .It helps us to achieve our target in learning English.

## 1.2    Teaching Vocabulary

In the light of providing opportunities for pupils to be first exposed to the new words and their meanings and to be secondly placed in conditions under which they try to

retrieve, recall, and use the target vocabulary items across different settings and contexts, the process of vocabulary development will occur according to Dornyei (2011) vocabulary development has a multi-faceted nature which includes the knowledge of not only word meanings, but also pronunciation, spelling, grammatical properties, connotations, morphological options, as well as semantic associates of the words.

Being scaffolded and assisted, English pupils can develop their vocabulary learning successfully. In other words, what pupils really need during the process of vocabulary development is to be directed and guided by their teachers to manage study time to optimize the learning both inside and outside the classroom. So what are the main characteristic of a good teaching process .but before that, that we must know what is vocabulary, its kinds, its role and also its importance.

### 1.2.1 Strategies for teaching vocabulary

A pupil's vocabulary knowledge and skills determine his or her proficiency in comprehension and language use. Therefore, whether we are teaching writing, reading or supporting our Pupil's to communicate more effectively their ideas, vocabulary should be part of our daily instruction. But, what strategies should the teacher use for better vocabulary teaching? The average high school Pupil is estimated to have a vocabulary of 50,000 words and learn about 3,500 new words each year (Graves and Watts-Taffe, 2002).

To build that amount of vocabulary, we should not just focus on using dictionaries as the sole source for word information and asking pupils to fill in word definitions. But, we should also involve them in developing their own vocabulary. This is through actively engaging them in word exploration and stimulating their interest in knowing more words. In fact, research evidence indicates that vocabulary development is more successful when pupils are fully engaged in activities that require them to attend carefully to the new words

and even to use them in productive tasks (Hulstijn and Laufer, 2001). So, to develop your pupils' vocabulary skills, I have set a list of engaging strategies for teaching vocabulary.

### 1.2.1.1 Word wall

To help your pupils get more engaged in vocabulary development, you need to nurture word consciousness. This means raising pupils' awareness of, and interest in all sorts of words and their meanings. A Word Wall can help you achieve this. The words are displayed in large visible letters on a wall, bulletin board, or other display surfaces in a classroom. So, set this wall and encourage your pupils 'to walk the wall' and hang their favourite words, new or unknown, on it. Then, invite their classmates to add sticky notes with pictures or graphics, synonyms, antonyms, or related words. Then, Pupil partners walk along the wall to quiz each other on the words (Graves and Watts-Taffe, 2008).

Use the Word Wall one or more times a week. You will help your pupils make connections between new and known words. Since this is an ongoing activity during the whole year, you can keep observational notes of those pupils who are posting, responding to their words and those who are not adding words to the wall. This will help you better understand what your pupils need to expand their vocabulary.

### 1.2.1.2 Vocabulary notebooks

Ask your pupils to maintain vocabulary notebooks throughout the year where they write the meaning of the new words. You can introduce a new word each week and work together with pupils to explore its meaning. Then, ask them to sketch a picture to illustrate the word and present their drawings to the class at the end of the week. Another way to use vocabulary notebooks: pupil's create a chart. The first column indicates the word, where it was found, and the sample sentence in which it appeared. The other columns depend on your pupil's' needs. You can include a column for meaning (where pupils define the word

or add a synonym), for word parts and related word forms (where they identify the parts and list any other words related to it), a picture, other occurrences (if they have seen or heard this word before, they describe where) and for practice or how they used this word (Lubliner, 2005).

### 1.2.1.3 Semantic mapping

These are maps or webs of word that can help visually display the meaning-based connections between a word or phrase and a set of related words or concepts. Teach your pupils how to use semantic mapping. Pick a word you intend to explain, draw a map or web on the board (or on Zoom whiteboard and put this word in the center of the map. Then, ask Pupil's to add related words or phrases similar in meaning to the new word).

### 1.2.1.4 Word cards

Word cards can help pupils review frequently learned words and so improve retention. On one side of the card, Pupil's write the target word and its part of speech (whether it is a verb, noun, adjective, etc.). On the top half of the other side, they write the word's definition (in English and/ or a translation). According to Brumfrt Christopher (1995) they also write an example and a description of its pronunciation.

The bottom half of the card can be used for additional notes once they start using the word. Ask pupils to add more information about the word each time they practice or observe it (sentences, collocations, etc.). Yet, advise them not to add too much information in order to facilitate more reviewing the cards. Devote regularly class time for pupils to bring their word cards to class. Involve them in activities such as describing the new words, quizzing one another, categorizing them according to subject or part of speech. Also, show your Pupil's how to store and organize those cards. This is, for

instance, by putting them into a box with the categories they select or ordering them in terms of difficulty (Schmitt, 2005).

### 1.2.1.5 Sketching the words

For many pupil's, it is easier to remember a word's meaning by making a quick sketch that connects the word to something personally meaningful to the pupil's. The pupil's applies each target word to a new, familiar context. The pupil's does not have to spend a lot of time making a great drawing. The important thing is that the sketch makes sense and helps the pupil's connect with the meaning of the word.

### 1.2.1.6 Analyzing word parts

The ability to analyze word parts also helps when Pupil's faced with unknown vocabulary. According to Griffdale (1992), if Pupil's know the meanings of root words and affixes, they are more likely to understand a word containing these word parts. Explicit instruction in word parts includes teaching meanings of word parts and disassembling and reassembling words to derive meaning.

### 1.2.2 Techniques in teaching vocabulary

Teaching vocabulary is not an easy thing to do; furthermore teaching vocabulary for young pupils is different from adults. Harmer (1991) says that teaching vocabulary is more than just presenting and describing new words. According to Brown Douglas (2000) to introduce new vocabulary, teachers need a various ways or techniques to assist the Pupil have to acquire vocabulary effectively. In other word, particular techniques are needed to direct Pupil's to expand their vocabulary. Teaching techniques emphasize the ways the teacher delivers the lesson to the Pupils.

Techniques are the ways and means adopted by a teacher to direct the Pupil activities to achieve the objective which means techniques are the tool of the teacher. Similar with Gerlach, Brown (2001) defines techniques as any of wide variety exercises, activities, or tasks used in the language classroom that were consistent with a method and therefore were harmony with an approach as well. A number of authors have described vocabulary teaching techniques. The techniques proposed by the authors involved a great deal of vocabulary teaching and learning. The vocabulary teaching techniques are divided into three parts, they are:

### 1.2.2.1 Techniques of presentation

In this first stage it is indicated clearly its function in introducing the new words and also its meaning. The techniques of presenting vocabulary which can be applied in school class areas follows:

### 1.2.2.1.1 Visual techniques

This technique includes the use of realia (real objects), pictures, drawings and flashcards. They can function to help pupils in remembering vocabulary better, because our memory for objects and pictures is very reliable (Gairns and Redman, 1986) and visual technique can act as cues for remembering words.

- *Using the real objects:* It is associated with the use of things or real objects to teach vocabulary regarding to the contexts. For example, the teacher brings some of real objects like foods when he teach the Pupil's vocabulary of foods.

- *Using pictures:* Pictures can be used to develop Pupil's' understanding of a particular concept or word. There are some good picture dictionaries available at a bookstore. Teacher should make use of such dictionaries. For

instance, using a picture of an "apple", words related to the apple, such as the color, the shape, size, water, big, small etc. can be taught. Zebrowska (1975) rightly says, "Pupils remember better the material that has been presented by means of visual aids". Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent.

- *Using drawings:* It is an easy and quick technique of introducing vocabulary to the pupils. For Pupil's, drawing can be a fun medium to explain vocabulary. It is not necessary that teacher must be an expert in drawing pictures accurately. He can draw rough sketches to make an idea clear. Basic sketches will often work well. You can even have Pupil's do their own drawings, which further reinforces their understanding of the vocabulary. Drawings can be used to explain the meaning of things, actions, qualities, and relations.

- *Using flashcards:* In your language learning journey, all learning tools should be welcome. The more you diversify your language learning methods, the more fun and engaging the learning will be. One of the learning tools that are great for improving your vocabulary is flashcards. Flashcards are small note cards used for testing your knowledge and memorizing new words. They are perfect for drilling vocabulary terms. Using flashcards is a quick and effective method. It is another way to convey the word form and its meaning through cards within pictures or words which is made by the teacher. Using flashcards is more fun and entertaining than typical vocabulary revision.

### 1.2.2.1.2 Verbal techniques

Verbal technique includes synonym, antonym, definition and example. Visual and Verbal technique can make teaching and learning more interesting and Pupil's will understand the meaning of the vocabulary easier. To define a word means to show or explain the meaning. Presented by meaning definition, Pupil's may be more cognitively engaged because they do mental work a little harder to understand a word meaning (Thornbury, 2002). Allen (1983) suggests that teachers need to show the meaning in simple English by using words that fit the pupils' current level. It is a quick and easy way to present the meaning of words. Thus, it can save time of the teaching and learning process. The use of mother tongue is helpful for both teachers and the pupils in acquiring the meaning of words.

### 1.2.2.2 Techniques of practice

This technique involves classroom review of the previously introduced vocabulary as well as homework. This kind of practice, as implied by Thornburry (2002), who underlines the belief that practice makes perfect. The techniques are including:

a. **Vocabulary games:** This technique has shown the advantages in learning vocabulary in various ways. First, games are fun for the pupils and help them in retaining the words easily. Second, games usually involve friendly competition and they keep pupils interested and enjoyed.

b. **Repetition drill:** Pupils repeat what the teacher utters as quickly as possible and the teachers are not allowed to do mistakes because the teacher is a model or example for the pupils.

## 1.3    Vocabulary Acquisition

Acquiring vocabulary means that the individual acquires everything he hears reads, so acquiring a new word from second or foreign language is a challenge. Using educational songs in the classroom could be more than fun, and also it changes the atmosphere, and helps the pupils in learning and acquiring new words .the creative teacher is the one who always looks for new helpful tools that could motivate pupils. Songs can be considered as one of the most important sources to acquire new words, and help pupils to improve their vocabulary.

It considered as an advantages for pupils since it is an enjoyable experience so that they can repeat the word of the song, their confidence level will be raised and their vocabulary will be improved. Furthermore songs are an authentic tool in learning vocabulary, Murphy quoted that "anything you can do with a text you can do with a song (1992, p. 3).means the individual can learn English using songs .according to Mecir, "songs are highly memorable.in spite of drilling and memorizing language structures that pupils may forget as soon as soon as they leave the classroom, songs usually  stick in their heads and they may recall even in their free time" (2009, p. 13). Educational songs can also motivate the pupils by giving them the pleasure to learn without boredom.

## 1.4    The Importance of Teaching Vocabulary

Vocabulary learning not only refers to mastering a certain number of words or phrases, but also includes the ability to use vocabulary correctly. Therefore, correct vocabulary learning strategies are very important to pupils. There are also some other books or issues on vocabulary learning, especially vocabulary memorizing. Vocabulary is the key of language learning. Each language pupil should try to find one or some proper ways that suit for him to enlarge their vocabulary and improve their English learning.

Every kind of vocabulary learning method is very useful and valuable. Language pupil should also know these methods' advantages and disadvantages and make full use of them according to their own situation and the different tasks. They have to choose different strategies. Vocabulary learning is a long-term task, correct vocabulary learning strategies enable pupil's to learn vocabulary effectively independently of their teachers, and vocabulary is constantly changing and expanding, and correct vocabulary learning strategies can enable pupils to learn vocabulary effectively at any time. What's more, if the vocabulary is limited, the pupil's scope of thought will be narrow and they will face many difficulties. Therefore, they must know that they will not succeed if you do not work hard.

The most important thing that everyone should remember is that study hard is the base of success. Regardless of which strategies the teacher uses to use in teaching vocabulary. As long as it is helpful to the learning of vocabulary, and improving pupil's English level, that is a good way. English vocabulary learning strategy is helpful to improve the efficiency of vocabulary learning, but not all strategies are adapted to each individual. Teachers should choose teaching strategies according to different situations of pupils in order to train pupils to choose effective learning strategies independently, and meet Pupil's' learning needs according to their different levels and needs, and start with the weak links, focus on them, and drive the improvement of other abilities.

## 1.5    The Role of Vocabulary for English Learning among Pupils

Vocabulary has received a special concern in language teaching, especially teaching English as a foreign language. It can also be regarded as the most frequently important component for language pupils since English language need sufficient vocabulary knowledge. Thornbury (2002, p. 14) also defines vocabulary as a collection all of words in a particular language and has a form in an expression that is associated with meaning.

Vocabulary is a total number of words of language and the words used to express an idea or a thought (Hornby, 1992, p. 46).

Further, vocabulary is the basic of language and there is no language without vocabulary. Before mastering the four language skills; listening, speaking, reading and writing, pupils have to learn the English components such as vocabulary, structure, and pronunciation. So, vocabulary knowledge is an essential factor in language learning. Pulps who have less vocabulary will find difficulties in learning a language and hard to develop the other languages. By having an enough vocabulary of foreign language, it will be easy for them to master the language skills (Burton, 1982). As mentioned earlier that vocabulary is the basic element of language and important to learn, it makes vocabulary need to be taught at school starting from primary level .some previous researches also said that teaching vocabulary for young pupils is important in order to succeed in learning the English language learning.

Vocabulary for beginners will be useful as their foundation to learn English as a foreign language. Besides, young pupils will be able to use enough vocabs to use in the language pupils will face the vocabulary when they learn. It means that if a pupils does not have enough vocabulary knowledge, he will not be able to develop his English language .The explanation shows that vocabulary learning is important for young pupils in order to know and understand the vocabularies in foreign language. It is also expected that pupils can connect to word into a simple sentence. Further, vocabulary learning can make the Pupil interact with the teacher in the classroom. Then, vocabulary learning will be useful for the young pupils in building their language.

## Conclusion

This overview provides a deep insight into vocabulary teaching and that vocabulary is not only a certain number words but also includes the ability to use vocabulary correctly. Therefore, correct vocabulary teaching vocabulary is very important and introduced in teaching vocabulary. This chapter provides an overview about teaching vocabulary and its strategies and techniques .then it shed the light on the importance of vocabulary teaching. Finally the chapter was provided with different roles of vocabulary English among young learners

# Chapter Two: Educational Songsin Teaching English Vocabulary

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**Introduction**

Acquiring new words from a second or foreign language is a challenge. Using educational songs in the classroom could be a useful technique in teaching vocabulary. This chapter is an attempt to present the theoretical background of educational songs. This chapter tackles first the definition of educational songs. Then it examines the steps followed to select the appropriate songs. After that, the researcher introduces educational songs in teaching vocabulary. Moreover, deals with the importance of using songs in teaching English vocabulary. Finally, the researcher investigates the benefits and advantages of educational songs.

## 2.1 Definition of Educational of Songs

Educational songs is the process, an act or an art made by a speaker to perform a presentation (speech) in front of audience, in order to entertain, influence or inform them and this will be an individual directly speaking to a live audience in a deliberate manner. Educational song is usually grasp of a single person as the formal individual face to face talking to a group of listeners, educational songs is to motivate the listener or the audience to turn out into a better use the language with so many vocabulary.

Songs are a singing work of art and can be accompanied by or go without instrumental accompaniments (Almutairi and Shukri, 2016). The song may also be referred to as a relatively short musical composition with words or lyrics for the human voice (Kayyis, 2015). Songs, however, vary from the scientific and formal text as they contain rhymes and a style of expression. Songs captivate and immerse pupils in a culturally rich resource, and since they are less daunting, they can be used as part of classroom activity.

In addition, by using songs as part of the classroom practice, language learning can be facilitated by improving the language skills of pupils listening, speaking, reading, and

writing, as well as pronunciation, rhythm, grammar and vocabulary (Razak and Yunus, 2016). According to Middleton (2002) and Kusnierek (2016), there are two meanings of singing. Middleton (2002) described a song as a brief musical arrangement comprising words or lyrics from the voice that human beings produce. The music and tuning help the song's words to make it more fun to listen to them, Kusnierek (2016), however, clarified that a song is more than a mixture of lyrics and tunes. It also provides or creates meaning within it. Song lyrics contain details that a singer uses about the language.

The data is connected to the message the singer wants to send. The nature of the lyrics and music used in the album affects the listener's interpretation of the song's meaning. Songs had a substantial influence on the language achievement of pupils in their listening, reading, vocabulary and grammar. According to Engh (2013) the use of songs leads to young pupils' language learning. Songs are considered practical because, besides being entertaining, they are rich in vocabulary. They are based on a common theme or subject that also provides meaning for the learning of vocabulary.

Songs can simply be used as powerful pedagogical tools to encourage vocabulary, grammar, and phrase structure and increase motivation when teaching young pupils English (Çevikbas et al., 2018). Vocabulary and pronunciation are the abilities that are assumed to be primarily encouraged by the abovementioned means, without removing and diminishing their positive influence on other facets of the entire language. In addition, the use of music, lyrics and poetry gives teenagers a tentative benefit relative to younger pupils in terms of learning basic skills/sub-skills (grammar and vocabulary), as revealed by Kanonidou and Papachristou (2018).

## 2.2 Steps in Selecting Appropriate Educational Songs in Teaching

The teacher should always be careful in selecting the appropriate songs that suits with the lessons, these songs must be clear and loud. The vocabularies that are mentioned in the songs should be in the level of the pupils and the song should not contain a slang words or violence language and should suit with the content of curriculum. The songs should show the authenticity of language. The content of songs should present a certain topic and should have a certain goal in teaching and developing certain skills or improving grammar or vocabulary.

## 2.3 Introducing Educational Songs in Teaching Vocabulary

Acquiring vocabulary means that the individual acquires everything he hears, reads, communicate with, etc… Acquiring new words from a second or foreign language is a challenge. Using songs according to fisher (2001) in the classroom could be more than fun, and also it change the atmosphere, and helps the pupils in learning and acquiring new words. The creative teacher is the one who always look for new helpful tools that could motivate his pupils to learn. Songs can be considered as one of the most important sources to acquire new words, and help pupil's to improve their language skill. It considered as an advantageous for pupils since it is an enjoyable experience for them so that they can repeat the words of the song from time to time, their confidence level will raise and their pronunciation will improved.

Furthermore, songs are an authentic tool in learning second or foreign languages. Murphey (1992, p. 3) as quoted in Kuattiningsih (2008, p. 26) "Anything you can do with a text you can do with a song" i.e. the individual can learn English using songs. In addition, songs can be used as tool to teach vocabulary. Moreover, according to Mečíř, (2009, p. 13) stated that: "songs are highly memorable. In spite of drilling and memorizing language

structures that Pupil's may forget as soon as they leave the classroom, songs usually stick in their heads and they may recall even in their free time". As well as, it can motivate pupils and give them the pleasure to learn with no boredom.

## 2.4 The Importance of Using Songs in Teaching Vocabulary

Educational songs stimulate the mind, and it encourages creativity by involving the senses in the learning process, it saves time, as pupils can recognize an object immediately, thus lengthy explanations are no longer necessary. According to Aguirre (2016) songs are a motivational tool in teaching vocabulary because it fosters creative and active learning and promotes motivation. It will help to create an atmosphere that is conducive to learning.

Pupils connect their classroom activities with the real world. Bringing rhythmic songs into classrooms has created the opportunities for Pupil's to be active pupils and allowed Instructors to be facilitators. Because of this, lessons become more interactive and Pupil's become more independent Educational songs not only enhance the capability of learning vocabulary but also speeds-up the learning process and strengthens the memorized vocabulary effectively.

## 2.5 Benefits of Educational Songs

The presentation of the song in ELT provides a pleasant environment for the pupils. Teaching vocabulary by combining words and rhythmic sounds gives the Pupil's a soothing atmosphere. Shakerian et al. (2016) discovered that increasing the motivation of Pupil's to learn can be achieved by creating a multistimulant environment. By using song, this multi-stimulant environment can be established in the class because of its contexts in a pleasant way. In addition to that "It is difficult to clarify the notion of motivation since" different people are driven by different things.

Kids need to be inspired individually or within a group. The teacher encourages and prompts an interest in English by encouraging an individual child. Teachers prompt and also vary the dynamics of the community and encourage the production of social interaction within a group of pupils (Džanić and Pejić, 2016). According to Chou (2014) Techniques should be prepared in advance for each lesson in order to retain positive motivation (2014). It is important to build up the morale of young foreign language pupils gradually, ensuring that the goal systems are implemented in an easily achievable order.

Songs act as a great way to gain inspiration for this purpose. Kids can get the feeling of accomplishment at an individual level, but also as part of a group, by using songs. They should not feel encouraged and inspired to engage in the activity at any time, as well as have a sense of pleasure in singing with the rest of the community (Džanić and Pejić, 2016). In both their native language (L1) and foreign language (L2), young pupils' process knowledge differently from adult pupils because the former identify words from an early age, related to specific artifacts.

Young pupils, who do not even completely understand why or how to do something, tend to engage in an activity more actively, vigorously, and energetically than adult pupils. Young pupils tend to lose focus quicker and are less able to hold themselves engaged in demanding activities. Lems (2018) consider pupils are interested in motion and creativity is provided by songs.

One type of listening activity with a wide potential is songs. Music and songs are important parts of learning. Children enjoy music, and teachers use songs inherently in a fun way to teach them concepts and language. According to Shin (2017), some of the essential aspects of songs are that they are enjoyable and can keep pupils excited.

The most significant trait of songs, though, is repetition. They have language patterns, but they also improve listening ability, rhythm and pronunciation, and provide a fun atmosphere. Even if teachers were to play songs many times a day, most pupils' would still not get bored.

In fact, songs are very beneficial. There are so many facets of a language with the use of songs that can be delivered and recycled. Also, at every point of a lesson, they can be used and there are several ways to integrate them into a lesson. They are often used only as gap fillers and warm-ups, sometimes as the primary part of a lesson, but they are also there to create a nice environment (Džanić and Pejić, 2016). The use of songs for second language teaching should be noted.

There is s a lot of time pupils spend listening to them. Particularly at pre-school and lower primary levels, teaching English using songs has been a common practice in schools (Kusnierek, 2016). Thus, Engh (2013) stated that many teachers instinctively feel that songs are helpful in teaching English, but because of the lack of a theoretical framework to support their effort, their effort is very limited. Engh (2013) concluded that, since several scientific pieces of evidence have proved their usefulness, the use of songs in language learning should be further examined.

The use of songs at the level, however, is advised with by rules and regulations, and the socio-cultural norms of that place (where the songs will be used). For instance, the use of songs featuring graphic content such as sex, drugs, and violence in classrooms is not acceptable for teachers. According to Moradi (2014), it is not permissible for educators to use songs that contradict the religious conviction or moral code of conduct maintained by the authority of the institution.

Recent studies have shown that songs are one of the sources of most successful acquisitions of child language, showing that lexical objects must be repeated several times before children internalize them. According to Davis (2017) Songs offer an excellent means of learning when it is repeating, improving, and expanding vocabulary and are appropriate for children. For example, a song like Head, Shoulders, Knees and Toes may be used effectively to incorporate or revise body parts for immediate use. That is, to feed, to smell, to listen, to see. For checking color names, the song I Can Sing a Rainbow could be really useful (Limbong, 2012).

## 2.6 Advantages for Learning Vocabulary through Educational Songs

First, they can provide large quantities of language input. Listening to music in FL was among the sources of FL input. Listening to music was the most common type of exposure out or inside the classroom. That listening to music in English was by far the most common source of exposure to the English language. Second, when these songs are repetitive, conversation-like, this characteristic gives songs the potential to be an effective source of input for vocabulary learning.

Third, individuals tend to listen to the same song multiple times in a study investigating repeated listening to a song; researchers found that after a single exposure pupils began to show some knowledge of the target vocabulary items. However, as the number of exposures to the song increased their depth of knowledge of the target vocabulary items increased as well, and they were able to use the target items more accurately in resigning the song. According to Paquette (2008) repeated songs and repeated songs while listening to a single song also indicated that as the number of exposures increased so did knowledge of vocabulary items. Thus, repeated listening to songs may potentially increase vocabulary learning.

Fourth, a lot of the same words are encountered in different songs. Studies have demonstrated that repeated encounters with the targeted vocabulary items can foster vocabulary acquisition furthermore, as the number of encounters with the target vocabulary items increase, pupils develop knowledge of different dimensions of the vocabulary items the large amount of time spent listening to songs (Kuppens, 2013; Levey, Levey, & Fligar, 2011) and the frequent encounters with words within/between songs suggest that songs have the potential to provide the repeated encounters that are needed for vocabulary learning to take place.

Fifth, songs can also assist memory in language acquisition. Brain imaging studies have suggested that music and melodic patterns are processed in the same area of the brain as language. Thus, the rhythmical arrangement of language in songs can lead to deeper processing and better retention of words.

Sixth, it has been demonstrated that the use of songs in foreign language classrooms tends to decrease anxiety levels in high anxiety classrooms (Doleon, 2016). Foreign language classroom anxiety (FLCA) can cause frustration, skipping, and acting out, which can hinder the language learning process (Horwitz, Horwitz, & Cope, 1986). Thus, if songs are found to be a valuable source of language input, they might also be considered an effective teaching tool that provides a tranquil learning environment fostering second/foreign language learning.

Although there's a wealth of information suggesting the potential advantages of songs as a vehicle for vocabulary learning, there is only one experimental study that has been conducted in this area. Medina (1993), investigated learning gains from listening to a song and compared it to a spoken version of the story. The results indicated that pupils could acquire a similar amount of vocabulary knowledge through listening to the song and

the spoken rendition of the story. This study provided evidence that songs may potentially contribute to L2 vocabulary learning.

However, the study was limited to listening to a children's story book song that was chosen due to its simplicity and comprehensibility for young pupils. Thus, it is unclear whether songs that are typically found on the radio, and are perhaps the most likely type of songs listened to by L2 pupils, can contribute to vocabulary learning. Furthermore, Medina's (1993) study investigated the extent to which the form-meaning connection of target words was learned.

However, vocabulary knowledge is multi-dimensional and there are several different types of lexical knowledge that can be gained (Nation, 2011; Richards, 1976; Schmitt, 1994). For example, orthography, syntax, grammatical function, collocations, and form-meaning connection are all different aspects of vocabulary knowledge, and each one can be isolated and measured separately to more accurately evaluate the extent of learning (Webb, 2005, 2007).

Consequently, it would be useful to examine which other aspects of lexical knowledge may be learned through listening to songs. According to Chunk (1999) knowledge of the spoken forms of individual words and sequences are also likely to be learned through listening to songs. Through the song, pupil will also learn vocabulary easier because song, indirectly, will attract them to find the meaning of difficult words .songs are also effective in making the Pupil's remember the words easily and feel more motivated in the class because they learn in an interesting way.

## 2.7 Influence of Educational Songs on EFL Vocabulary Improvement

The vocabulary retention of young pupils is positively influenced by songs. Whatever environment is used, aural or aural/visual, the findings show that songs are acceptable for various types of learning, promote positive learning experiences, and develop pupil awareness. Songs support inspiration and help Pupil's grow a passion for language learning. In this way, motivated Pupils are innovative, inventive, and ready to learn. In addition, teachers had favorable impressions of songs used in vocabulary training for young pupils.

The results also give teachers insightful views of the efficacy of implementing songs in promoting the vocabulary of young pupils and serve as a helpful guide for teachers and practitioners by recommending how to use songs to promote the vocabulary of young pupils. Zamin et al. (2020) investigated how the use of songs in English language classrooms could help tertiary pupils increase their repertoire of verb vocabulary and found that the use of songs could increase vocabulary acquisition repetition among English language pupils.

The use of songs will provide a fun way to pick up new phrases. Pupils are also very interested in improving their vocabulary load by using songs with lyrics as a new learning style, according to Zeroual and Bechoua (2018) results, which in turn will strengthen two essential skills in the classroom, listening and reading. Also, study results from Çevikbas et al. (2018) revealed that songs help young pupils develop their vocabulary and their teachers often view them as powerful pedagogical resources to encourage vocabulary while teaching young pupils English.

The research on pupils in primary schools was conducted by Rahmawati (2010), Kusnierek (2016) and Maneshi (2017). The key focus of Rahmawati (2010) was on the

acquisition of nouns using children's songs, while both Kusnierek (2016) and Maneshi (2017) concentrated on vocabulary acquisition. Their research used popular songs in the mass media that are readily accessible. These are also in keeping with the Critical Time Hypothesis of Lenneberg (Friedmann and Rusou, 2015). Learning starts, according to them, at the maturation of one's brain. They also added that when one's brain loses its plasticity, learning ceases Perez Nino considers the role of songs as a productive method and strongly recommended that teachers carefully choose songs that they intend to use in class.

Current songs are common among young people, but they should not be shown to Pupil's if they contain explicit content. However, this led to feelings of dissatisfaction among the pupil's and their teachers when teachers do not use contemporary songs. The emotions of frustration are due to different tastes of music (Kusnierek, 2016). Therefore, in terms of song collection, educators can speak with their peers and pupils. Such an initiative could lead to open classroom discussions where pupils could practice what they have learned. Segal (2014) further indicated that it could result in disturbing the teaching flow if teachers are not well trained or well-versed in the song lyrics they select. To stop this from happening, until using it as a classroom activity, teachers can take some time to plan and study the song and its lyrics.

## Conclusion

Songs has a tangible effect on the soul and human sensations, as it moves a person from one state to another, makes it clearer and more capable of listening and understanding. It is a social and educational means of a high level, and it has a tangible role in the learning teaching process for the teachers and the Pupil's. Furthermore, the

music and educational songs will make the whole process of teaching-learning enjoyable and far away from the traditional and boring methods.

Educational song is necessary at elementary level for a better motivation and memorization of the target language items virtual songs is the best alternative in case there are some difficulties in teaching subjects that cannot be covered with songs laptop, projector are important in elementary foreign language education. Both songs and virtual songs should be recommended in teaching (curriculum).

# Chapter Three

# Fieldwork and Data Analysis

## Table of Contents

**Introduction**

The current chapter is devoted to the fieldwork. It is made of two parts. In the first part the researcher will discuss the research methodology underlying this study including the choice of the method, the population and sample, the data collection instruments and the data analysis procedures. In the second part, the researcher will describe the questionnaires in terms of purpose and administration. Then she will provide an analysis of the questionnaires. Finally, the researcher will present the discussion of the findings and the summary of the main results from" questionnaire for the teachers" questionnaire, in an attempt to validate the research hypothesis.

## 3.1 Research Design

The methodology of the study is a framework that involves the design and approach of research in addition to the procedures that the researcher is going to carry. The nature of the study requires using the qualitative approach because the study is an investigation of l" teachers" attitudes towards the use of educational songs strategy in enhancing pupils' mastery of vocabulary. The study is describing the effect(s)of educational songs on pupils' mastery of vocabulary and motivation, based on teachers opinions.

## 3.2 Population and Sampling

The population of this study includes teachers of a primary school that is called "Global Academy of languages" located in Mila. The reason behind selecting these schools is that they the nearest schools and we conducted an online questionnaire due to the difficulties to reach the majority of the teacher. This argument is based on a preliminary questionnaire conducted to 15 teachers.

To begin with, the case involves third year level pupils who enrolled in this school for this year (2023/ 2024) and who started on October and were expected to finish their study on June. .. The case also involves all teachers who teach A2 level pupils in Global academy of languages. Their number is estimated by 15 teachers. They are 10 female and 5 males , they were more likely to provide us with clear views on educational songs strategy and its effect on pupils" mastery of vocabulary.

## 3.3 Data Collection

From the research approach, the data collection instrument that the researcher used is a semi structured questionnaire for the teachers and another of the "Global Academy of languages". The data collection tool was selected because it was the most suitable tool for the research study for the reason that it provides direct and detailed data about the respondents" behavioral, cognitive and affective attitudes.

### 3.3.1 Teacher's questionnaire

A questionnaire is a data collection instrument, which contains questions or statements about the research study directed to participants to answer. It is usually presented in a form of a booklet. In social sciences, questionnaires are the most common used instrument in collecting participants" attitudes and opinions about a research topic. There are three common types of questionnaires (structured, unstructured and semi structured questionnaire) each depends on the type of questions it contains (closed ended, open-ended and a mix of both)

### 3.3.1.1 Description of teachers' questionnaire

The teachers" questionnaire was a semi structured questionnaire, which consists of three sections general information, and teachers" attitudes towards using educational songs

to enhance pupils' vocabulary. The questionnaire contains 21 questions both close ended and open ended in order to obtain direct and detailed data on teachers" attitudes towards enhancing vocabulary using educational songs strategy.

**Section one:** it is about general information .The first section of the questionnaire include the three main questions , at first , the teacher asked about the gender , furthermore , we asked about the academic level, finally we asked the teachers about the experience

**Section two:** it is about teaching strategies and techniques; the second section contains the six main questions about the teaching strategies and techniques. First participants were asked generally the main questions about the motivational aspects in order to add to the curriculum

**Section three**: it is about the use of educational songs, if the participants use the songs or not, if yes, how often do they use it , and how do you use this method and what's the reaction of the pupils .

### 3.3.1.2 Administration of teachers' questionnaire

The teachers' questionnaire was administered online via face book, to eight English language teachers who taught in Global academy of languages. The researcher gave the sample 20 min to answer the questionnaire. The teachers' questionnaire was administered online via face book, to eight English language teachers who taught in Global academy of languages. All eight teachers answered the questionnaire within 20 min.

### 3.3.1.3 Analysis of teacher's questionnaire

After a thorough reading and arrangement of the data from the questionnaire, the researcher will conduct the data analysis manually using statistics through counts and

percentages; in addition to the use of description in some open ended questions. Then, using Excel the researcher will present the results in the form of tables and figure

**Section One: General Information**

**Q1: specify your gender:**

| valid | Frequence | Percentage |
|:---:|:---:|:---:|
| male | 5 | 33,3 |
| female | 10 | 66,7 |
| **Total** | **15** | **100,0** |

**Table 3.1:** Specify your gender**.**
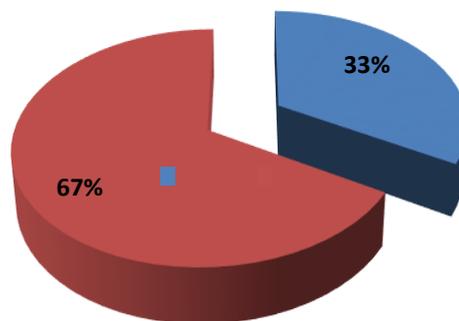


**Figure 3.1:** Specify your gender.

The survey results indicate that approximately 66.7% of the respondents identified as female, while 33.3% identified as male. This gender distribution suggests that the majority of participants were female.

Regarding the survey in English about the use of educational songs for vocabulary acquisition, it would be valuable to explore the perspectives and practices of educators in incorporating songs into vocabulary instruction. The survey can provide insights into the

prevalence and effectiveness of using educational songs, as well as any gender-related differences in attitudes or approaches.

By gathering data from educators who have utilized educational songs, the survey can shed light on the perceived benefits, challenges, and overall effectiveness of this teaching strategy. Understanding the experiences and opinions of educators can contribute to the development of evidence-based practices for utilizing educational songs in vocabulary acquisition.

**Q2: Please specify your academic degree**

| V | Frequence | Percentage |
|---|---|---|
| License | 9 | 60,0 |
| Master/magister | 6 | 40,0 |
| Total | 15 | 100,0 |

**Table 3.2:** Academic degree
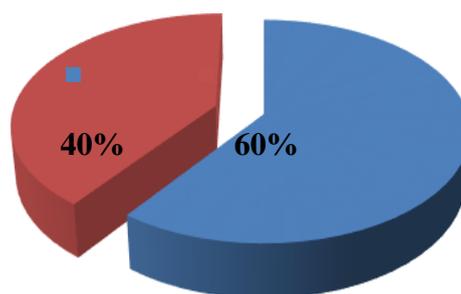


**Figure 3.2:** Specify your academic degree.

Based on the data provided, approximately 60.0% of respondents hold a Bachelor's degree, while 40.0% has a Master's or Magister degree. This distribution suggests that the majority of respondents have a Bachelor's degree, indicating a significant representation of educators with undergraduate qualifications. The presence of Master's or Magister degree

holders also highlights the participation of educators with advanced academic training and expertise.

Examining the perspectives and practices of educators across different academic degrees can provide valuable insights into the use of educational songs for vocabulary acquisition. It allows for a diverse range of experiences and knowledge levels to be considered, contributing to a comprehensive understanding of the effectiveness and potential challenges associated with incorporating songs into vocabulary instruction.

**Q3: How long have you been teaching English how many years have you been in the global academy?**

| Valid | Frequence | Percentage |
|-------|-----------|------------|
| From 0 to 6 years | 15 | 100,0 |

**Table 3.3:** Many years have you been in the global academy.
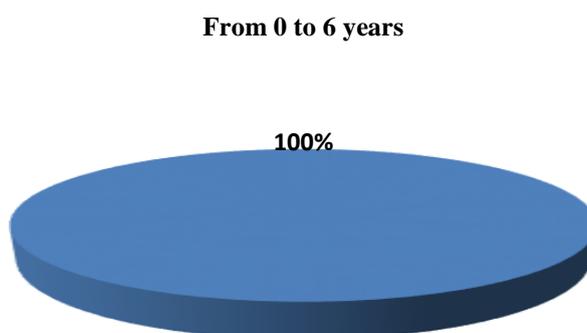
**From 0 to 6 years**



**Figure3.3:** Many years have you been in the global academy.

The data indicates that individuals in the age range of 0 to 6 years have a 100% liking for learning the English language. This finding suggests a high level of interest and enthusiasm for learning English among young pupils. Early exposure and positive

experiences with the language during this formative period can contribute to a solid foundation for future language development and proficiency.

Understanding the preferences and attitudes of young pupils towards English language acquisition can inform teaching approaches and curriculum design tailored to their needs and interests. It is important to nurture and sustain this enthusiasm as they progress in their language learning journey.

**Section Two: Teacher's Strategies in Teaching Vocabulary**

| Questions | | Yes | No |
|---|---|---|---|
| **Q 1 /Do you find teaching vocabulary difficult?** | R | 10 | 5 |
| | % | 66,7% | 33,3% |
| **Q 2 / Do you focus on developing vocabulary teaching vocabulary?** | R | 7 | 8 |
| | % | 46,7% | 53,3% |
| **Q 3 / Do your pupils interact with your vocabulary lesson?** | R | 11 | 4 |
| | % | 73,3% | 26,7% |
| **Q 4 / DO you think your vocabulary teaching     strategies     is motivational?** | R | 10 | 5 |
| | % | 66,7% | 33,3% |
| **Q 5 / do you use word wall?** | R | 7 | 8 |
| | % | 46,7% | 53,3% |
| **Q 6 / Do you use objects when teaching vocabulary?** | R | 13 | 2 |
| | % | 86,7% | 13,3% |

| | | | |
|---|---|---|---|
| **Q 7 / Do you use repetition when teaching a word?** | **R** | **10** | **5** |
| | **%** | **66,7%** | **33,3%** |
| **Q 8 / Do you use audio visual techniques?** | **R** | **10** | **5** |
| | **%** | **66,7%** | **33,3%** |
| **Q 9 / Do you use word cards?** | **R** | **7** | **8** |
| | **%** | **46,7%** | **53,3%** |

**Table 3.4**: Teacher's Strategies in Teaching Vocabulary

**Q1: Do you find teaching vocabulary difficult? Result: 10 individuals find it difficult, and**

5 individuals do not find it difficult. Comment: The majority (66.7%) find teaching vocabulary difficult, while the remaining percentage (33.3%) do not find it difficult.

**Q2: Do you focus on developing vocabulary teaching?**

Result: 7 individuals focus on it, and 8 individuals do not focus on it. Comment: The majority (53.3%) focus on developing vocabulary teaching, while the remaining percentages (46.7%) do not focus on it.

**Q3: Do your pupils interact with your vocabulary lesson?**

Result: 11 pupils interact with it, and 4 pupils do not interact with it. Comment: The majority (73.3%) of pupils interact with the vocabulary lesson, while the remaining percentages (26.7%) do not interact.

**Q4:** Do you think your vocabulary teaching strategies are motivational?

Result: 10 individuals think they are motivational, and 5 individuals do not think they are motivational. Comment: The majority (66.7%) think their vocabulary teaching

strategies are motivational, while the remaining percentages (33.3%) do not think they are motivational.

**Q5:** Do you use a word wall?

Result: 7 individuals use it, and 8 individuals do not use it. Comment: The majority (53.3%) use a word wall, while the remaining percentages (46.7%) do not use it.

**Q6:** Do you use objects when teaching vocabulary?

Result: 13 individuals use objects, and 2 individuals do not use objects. Comment: The majority (86.7%) use objects when teaching vocabulary, while the remaining percentages (13.3%) do not use objects.

**Q7:** Do you use repetition when teaching a word?

Result: 10 individuals use repetition, and 5 individuals do not use repetition. Comment: The majority (66.7%) use repetition when teaching a word, while the remaining percentages (33.3%) do not use repetition.

**Q8:** Do you use audiovisual techniques?

Result: 10 individuals use audiovisual techniques, and 5 individuals do not use them. Comment: The majority (66.7%) use audiovisual techniques, while the remaining percentage (33.3%) do not use them.

**Q9:** Do you use word cards?

Result: 7 individuals use word cards, and 8 individuals do not use them. Comment: The majority (53.3%) use word cards, while the remaining percentage (46.7%) does not use them.

**Section Three: Using Educational Songs in Teaching Vocabulary**

| Questions | | Yes | No |
|---|---|---|---|
| Q 1 / Do you use songs in teaching vocabulary? | R | 6 | 9 |
| | % | 40 | 60 |
| Q 2 / Do you think using songs in vocabulary teaching is interesting? | R | 11 | 4 |
| | % | 73,3% | 26,7% |
| Q 3 / Does the curriculum contains educational songs or you choose the appropriate ones? | R | 6 | 9 |
| | % | 40 | 60 |
| Q 4 / Do you pupils interact with the songs used in the lesson? | R | 8 | 7 |
| | % | 53,3% | 46,7% |
| Q 5 / Do you make sure all your pupils participate? | R | 10 | 5 |
| | % | 66,7% | 33,3% |
| Q 6 / Do you make your song attractive (gestures, movements)? | R | 7 | 8 |
| | % | 46,7% | 53,3% |
| Q 7 / Do you use pictures related to the song? | R | 7 | 8 |
| | % | 46,7% | 53,3% |
| | R | 7 | 8 |

| Q 8 /Do you find the same interaction when using the audiovisual techniques | % | 46,7% | 53,3% |
|---|---|---|---|
| Q 9 /Do you find educational songs effective in teaching vocabulary | R | 11 | 4 |
| | % | 73,3% | 26,7% |
| TOTAL | | 54,08% | 45,92% |

**Table 3.5:** Using Educational Songs in Teaching Vocabulary

The table presents the results of using educational songs in teaching vocabulary. The data indicates that approximately 54.08% of respondents reported using educational songs, while 45.92% did not. This suggests that a majority of educators are incorporating songs into their vocabulary teaching practices. It is worth considering the potential benefits of using educational songs, such as increased pupil engagement and improved retention of vocabulary. However, it is also important to acknowledge the significant percentage of respondents who do not utilize songs in their teaching, indicating a diverse range of instructional approaches. Further exploration and research can shed light on the effectiveness and suitability of using educational songs in vocabulary instruction.
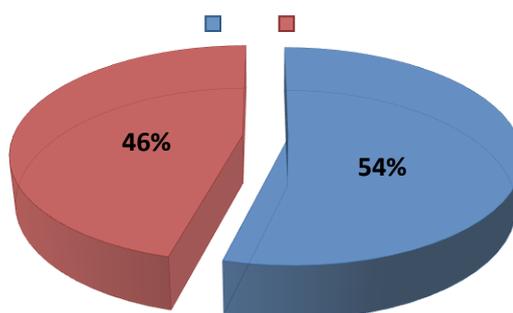


**Figure 3.4:** Using Educational Songs In Teaching Vocabulary**.**

**Q1:** Do you use songs in teaching vocabulary?

Result: 6 individuals use songs, and 9 individuals do not use songs. Comment: The majority (60%) do not use songs in teaching vocabulary, while a smaller percentage (40%) uses songs.

**Q2:** Do you think using songs in vocabulary teaching is interesting?

Result: 11 individuals find it interesting, and 4 individuals do not find it interesting. Comment: The majority (73.3%) find using songs in vocabulary teaching interesting, while a smaller percentage (26.7%) do not find it interesting.

**Q3:** Does the curriculum contain educational songs or do you choose the appropriate ones?

Result: 6 individuals have educational songs in the curriculum, and 9 individuals choose appropriate ones. Comment: The majority (60%) choose appropriate songs for teaching vocabulary, while a smaller percentage (40%) have educational songs in the curriculum.

**Q4:** Do your pupils interact with the songs used in the lesson?

Result: 8 pupils interact with the songs, and 7 pupils do not interact with them. Comment: The majority (53.3%) of pupils interact with the songs used in the lesson, while a slightly smaller percentage (46.7%) does not interact with them.

**Q5:** Do you make sure all your pupils participate?

Result: 10 individuals make sure all pupils participate, and 5 individuals do not. Comment: The majority (66.7%) make sure all pupils participate, while a smaller percentage (33.3%) does not.

**Q6:** Do you make your songs attractive (gestures, movements)?

Result: 7 individuals make their songs attractive, and 8 individuals do not. Comment: A slight majority (53.3%) makes their songs attractive with gestures and movements, while a smaller percentage (46.7%) do not.

**Q7:** Do you use pictures related to the song?

Result: 7 individuals use pictures, and 8 individuals do not. Comment: A slight majority (53.3%) use pictures related to the song, while a smaller percentage (46.7%) do not.

**Q8:** Do you find the same interaction when using audiovisual techniques?

Result: 7 individuals find the same interaction, and 8 individuals do not. Comment: A slight majority (53.3%) find the same level of interaction when using audiovisual techniques, while a smaller percentage (46.7%) do not.

**Q9:** Do you find educational songs effective in teaching vocabulary?

Result: 11 individuals find educational songs effective, and 4 individuals do not. Comment: The majority (73.3%) find educational songs effective in teaching vocabulary, while a smaller percentage (26.7%) do not.

### 3.3.1.4 Discussion and interpretation of the main results (findings)

From the analysis of the teachers" questionnaire, the findings revealed significant facts. In these results the researcher found interesting information. Some of the teachers are novice their answers revealed that they find teaching vocabulary in Global Academy of languages somehow difficult. They justified that they dealt with different personalities and competencies of English language. Furthermore, most of them stated that they taught for

less than 2 years (2-9 months). This indicates that they lack an experience in teaching, which justifies that they found teaching English in primary schools somehow difficult.

Teachers focus on pupils" motivation first then developing their vocabulary then competences this means that they focus on language use, which was reflected in pupils" answers as well. However, teachers seem to have different teaching styles because some of them rely on the schools materials and sticks to its" curriculum. However, others use different their own materials and integrate other things to teach in the curriculum. Furthermore, teachers had more than one difficulty, among them teaching pupils the language vocabulary, which is a common difficulty that most foreign language teachers face. Yet, this confirms that these teachers are lacking the experience of teaching. The majority of the teachers recognize the importance of vocabulary teaching and they focus on developing their pupils" vocabulary and increasing their motivation to learn it through the use of more than one strategy, among them is educational songs.

Moreover, the teachers recognize the importance of the educational songs strategy. However, they do not use it frequently, and this is because the planning of the educational songs. Moreover, one cannot deny that they face challenges that could make them decide to change the educational songs with other activity, postpone it or even cancel it and this is due to the lack of experience in the use of this strategy. All teachers make sure that their pupils are engaged in the educational songs this reflects that, as part of their role as teachers, is to motivate their pupils to use the language and develop their confidence to use words without fear.

Furthermore, another result, which reflects that teachers have different teaching styles in teaching vocabulary, is that some of them act with their pupil's songs the same way other activity. This could affect pupils' productivity songs and their reflection to make

meaning of the learning experience while other teachers give more freedom for their pupil's songs. This is good but, when it becomes excessive, pupils will not be able to focus on achieving the learning outcomes and the educational songs would be recreational more than educational. Therefore, teachers should raise their awareness on the implementation of the educational songs and they should realize their roles in the process so that the educational songs experience becomes successful.

Teachers stated that an educational song has benefits for English language learning. They justified that educational songs atmosphere provides motivation. Furthermore, they stated that educational songs developed their pupils' vocabulary because they noticed that their pupils developed a level of accuracy and fluency and that it helped them enrich their vocabulary. Which helps confirm the hypothesis in this questionnaire as well.

Teachers focus on enriching their pupils" vocabulary in through different interactive activities including educational songs. Furthermore, teachers believe that an educational song is effective in improving their pupils' vocabulary. In this context, teachers focused on the importance of educational songs learning in improving their pupils' memorization of words through the factor of learning via engaging all of them. They justified that it provided effective authentic contexts for language use. They added that pupils remember words" pronunciations better and that they use the words correctly in relation to the song through using them.

Teachers believe that educational songs strategy develops vocabulary more. This reflects that educational songs motivate pupils through its environment and the different activities. Teachers in their justifications stated that an educational song develops pupils' interaction, which is related to their motivation to learn and that educational songs develops pupils" memory and vocabulary.

### 3.3.1.5 Summary of the qualitative results

The main findings from the teachers" questionnaire can be summarized as follows: teachers confirmed perceive educational songs learning as a good method of learning English as a foreign language. Teachers noticed that their pupils developed their level of vocabulary and English language in general which indicates that they believe that educational songs enhances the mastery of vocabulary of primary level pupils in Global academy of languages which confirms the hypothesis. Moreover, teachers believe that this strategy was effective in motivating pupils to master vocabulary through the interactive activities and the educational songs which encourage the pupil to learn English language.

Educational songs was effective in improving pupils" mastery of vocabulary through helping them overcome the difficulty of remembering the words through the principle of learning via bringing real objects and make a visual movement and sometimes using audio – visual . In this context, teachers stated that educational songs environment urged the pupils to memorize new words easily. Therefore, Teachers perceive educational songs as an effective method for learning vocabulary. They believe that the educational songs environment and the direct experience not only contributed to improving their pupils' mastery of vocabulary, but also in improving the fluency and accuracy.

## Conclusion

This chapter dealt with the practical part of the study. It discussed the methodology of the study by presenting the choice of the method, the population and sample, the data collection methods and the data analysis procedure. The chapter presented the analysis of the questionnaires. Following, it provided a discussion and interpretation of the data and presented a summary of the main results. a classroom observation has been proposed to be

a tool to collect data but it was not completed. The researcher started to deal with it through two sessions that was not sufficient to collect the needed data analysis was discussed in this chapter.

# General Conclusion

## General Conclusion

This research has been conducted to investigate whether or not the use of educational songs can enhance pupil's mastery of vocabulary. The study was carried out in at ben "Amer Mahfoud school .different tools were used in order to confirm or reject the hypothesis that educational songs can be a motivating tool to improve vocabulary acquisition. The analysis was taken by only one group of participants .third yearn primary school using two tools a questionnaire and classroom observation which was not completed due to the period of exams

The research consists of three main chapters, the first two chapters represent the literature review of the study variables, and the third chapter is the fieldwork. In the first chapter the researcher discussed the main elements related to vocabulary in terms of its 'mastery and how to rich it by the effective ways of teaching methods .in the second chapter, the researcher dealt with an overview of educational songs, while in the third chapter, the researcher presented the fieldwork in which she discussed the methodology and the data collection method and analysis. The researcher used a semi-structured questionnaire administered to teachers .then, she analyzed, discussed summered the data from the questionnaire to valid the hypothesis.

In order to achieve the study aims, the researcher carried a descriptive study in which she used a semi structured questionnaire for teachers. This questionnaire as administered via copies to primary teachers of the global academy of languages to their teacher's .the questionnaire aimed to investigate teacher's attitudes towards enhancing pupil's mastery of vocabulary through the use of dedicational songs. The analysis of the data was conducted manually, the researcher presented a thorough description, and discussed and interpreted the main results of the main results questionnaires, those results provided the answers to the research questions and helped validate the research hypothesis

that states: if a pupil of third year primary school in Mila are taught using the educational songs strategy, theory would better improve their vocabulary.

Finally, the researcher confirmed the hypothesis and found that educational songs strategy is effective to teach vocabulary and enrich their vocabulary amount .furthermore, the researcher found that the educational songs settings in addition to the songs contributed  to make songs effective for both motivating   and enhancing pupils learn vocabulary .moreover, educational songs were effective in improving pupils mastery of vocabulary through the real context of language use that offers learning via funny tools, which helped solve the problem of vocabulary retention.

## Limitations of the Study

The researcher encountered some difficulties while conducting this research: The researcher planned for an observation, but she could not carry it. Second, the researcher could not reach more than 15 teachers and decided to take them as the whole population.

❖ Despite the difficulties, the researcher managed to collect data that helped answer

   the research questions and validate the hypothesis.

## Pedagogical Recommendations

❖ This study is an attempt to highlight the importance and effectiveness of educational songs Strategy in solving some issues rising in the mastery of vocabulary. Furthermore, through this study, it can be said that educational songs offers numerous benefits for the pupils" development of vocabulary size. Nevertheless, there searcher provides the following recommendations to help raise awareness the value of educational songs in enhancing the mastery of vocabulary:

**For teachers**

- ❖ We required to Teachers to train themselves in terms practicing educational songs

- ❖ We asked teachers must be aware of the objectives the educational songs will provide andthat is related to the educational songs practice.

- ❖ We asked Teacher to be aware of the activities that serve the objective of educational songs.

- ❖ We requested teachers to be aware of their roles in educational songs.

- ❖ Teachers are required to focus more on enhancing their pupil's vocabulary through songs learning.

- ❖ We required teachers who do not use educational songs should consider integrating in their classrooms.

**For syllabus/course designers**

- ❖ Syllabus and course designers should integrate educational songs in the different levels of education because it contributes to increasing pupils' engagement and
- ▪ motivation.

- ❖ The educational songs sessions should be more regular.

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# Appendices

# Appendix One: Teachers' Questionnaire

Dear teacher,

You are kindly requested to answer this questionnaire which is an attempt to collect data for the accomplishment of a Master dissertation entitled "teachers' attitudes towards learning vocabulary through educational songs strategy". We would be so grateful if you could sincerely provide us with precise, clear, and complete responses. Please tick (√) your answer(s) in the corresponding box(es) and write full statements whenever necessary. Be sure that your answers will remain anonymous and will only be used for research purposes. Thank you for your collaboration.

## SECTION ONE: GENERAL INFORMATION

**Q 1 / Specify your gender:**

- ☐ Male

- ☐ Female

**Q 2 / PLEASE specify your academic degreeLicense**

- ☐ Master /Magister

- ☐ Doctorate

**Others, please specify**

……………………………………………………………………………………………

……………………………………………………………………………………………

**Q 3 / How long have you been teaching English how many years have youbeen in the global academy?**

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……………………………………………………………………………………………

## Section Two: Teacher's Strategies in Teaching Vocabulary

| Questions | Yes | No |
|---|---|---|
| Q 1 /Do you find teaching vocabulary difficult? | | |
| Q 2 / Do you focus on developing vocabulary teaching vocabulary? | | |
| Q 3 / Do your pupils interact with your vocabulary lesson? | | |
| Q 4 / Do you think your vocabulary teaching strategies is motivational? | | |
| Q 5 / Do you use word wall? | | |
| Q 6 / Do you objects when teaching vocabulary? | | |
| Q 7 / Do you use repetition when teaching a word? | | |
| Q 8 / Do you use audio visual techniques? | | |
| Q 9 / Do you use word cards? | | |

## SECTION THREE: Using Educational Songs in Teaching Vocabulary

| Questions | Yes | No |
|---|---|---|
| Q 1 / Do you use songs in teaching vocabulary? | | |
| Q 2 / Do you think using songs in vocabulary teaching is interesting? | | |
| Q 3 / Does the curriculum contains educational songs or you choose the appropriate ones? | | |
| Q 4 / Do you pupils interact with the songs used in the lesson? | | |
| Q 5 / do you make sure all your pupils participate? | | |
| Q 6 / Do you make your song attractive (gestures, movements)? | | |
| Q 7 / Do you use pictures related to the song? | | |
| Q 8 /Do you find the same interaction when using the audio-visualtechniques? | | |
| Q 9 /Do you find educational songs effective in teaching vocabulary? | | |

# الملخص

تهدف هذه الدراسة لاستكشاف تأثير استخدام الاناشيد التعليمية في اكتساب المفردات لدى المتعلمين الصغار و خاصة تلاميذ اطور الابتدائي على مستوى ولاية ميلة. بتعبير ادق يبحث عن تأثير الأغاني التعليمية على مهارات تعلم المفردات الانجليزية. تهدف هذه الدراسة الى تقديم نظرة عامة عن الأغاني. الاغاني التعليمية على وجه التحديد. مفهوم الاناشيد التعليمية وتوضيح طريقة تقديمه وتوضيح طريقة تطبيقه في سياق تدريس المفردات. ولقد افترضنا استخدام الاغاني التعليمية كوسيلة لتعليم المفردات في اللغة الانجليزية يعزز اكتساب المفردات بطريقة فعالة . ولتحقيق الهدف من هذا البحث اعتمد الباحث المنهج الوصفي والذي اشتمل على اداتين لجمع البيانات متمثلة في استبيان خمسة عشر معلما من خلال عدة مؤسسات الطور وقد كشفت النتائج على ان المعلمين يدعمون استعمال الاناشيد كأداة فعالة لتطوير تعليم المفردات لدى التلاميذ.

الكلمات المفتاحية :الاناشيد التعليمية تعليم المفردات