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Mohamed El Bachir El Ibrahimi University



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## Examining Students' Perspectives on the Integration of English Songs for Improving Speaking Skills

A Dissertation Submitted in Partial Fulfillment of the Requirements for the  
Degree of Master in Didactics

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# Declaration

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**

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## **A declaration to abide by the rules of scientific integrity to complete the research**

I, the undersigned,

Mr. Hamza Boukhalifa Character : Student

The holder of the National Identity Card No.:

.....  
.....

The person assigned to complete a master's dissertation,

Its title:

.....  
.....

On my honor, I declare that I am committed to observing the scientific and methodological standards, the standards of professional ethics and academic integrity required in the completion of the above-mentioned research.

The date: .....

The signature of the concerned

## **Abstract**

Enhancing speaking skills poses a significant challenge in language learning. While teachers may provide learners with an adequate vocabulary, the issue lies in the lack of guidance on the acquisition process and the absence of enjoyable methods to cultivate speaking proficiency. This study aims to explore the impact of English songs on the improvement of speaking skills, specifically focusing on the perspectives of sophomore students enrolled in the Department of English at Bordj Bou Arreridj. Data were collected utilizing a quantitative method where a questionnaire was administered to a random sample of sixty sophomore students. The findings reveal that integrating English songs in oral practices holds substantial importance in facilitating language acquisition, as it offers learners a unique opportunity for self-expression and serves as a motivating factor in promoting oral communication skills. The findings will provide valuable insight for the educational Community to tackle different angles of this research.

**Keywords:** Speaking Skills, English Songs, EFL Students' challenges, EFL students challenges, English Language Teaching/Learning

## Table of content

<i>General Introduction</i> .....	1
General Introduction.....	2
1. Statement of the Problem .....	2
2. Research Aim .....	3
3. Research Questions and hypothesis .....	3
4. Research Methodology and Population of the Study.....	3
5. Research Tools .....	4
6. Structure of the dissertation.....	4
<i>Chapter One</i> .....	4
Introduction .....	5
1. Oral performance and EFL .....	5
1.3. Receptive Skills:.....	5
1.3.1. Listening Skill:.....	6
1.3.2. Developing Listening Skill:.....	6
1.2.3. Reading Skill .....	6
1.3.5. Productive Skills: .....	7
1.3.6. Writing Skill: .....	8
1.3.7 Speaking Skill:.....	8
1.3.8. The Process of learning Speaking for EFL learner: .....	8
1.3.9 Communicative Competence in EFL: .....	9
1.3.10 Language Teaching Methods and Approaches in EFL.....	11
1.3.12. Modern Language Teaching Methods .....	12
2. Media and English as a Foreign Language Teaching .....	13
2.1. Types of Media.....	14
2.2. The Integration of Media in EFL Speaking Instruction .....	14
2.4 Enhancing Speaking Proficiency through English Songs .....	15
2.6 Songs Adaptation and Vocabulary Acquisition .....	17
2.7. Music and Verbal Learning.....	18
2.8. Choosing Suitable Songs in EFL teaching .....	18
2.9 Music and its effect on Second Language Acquisition.....	19
<i>Chapter Two</i> .....	24
Introduction .....	25

1. Research Design .....	25
2. Target population and sampling .....	25
3. Research and Statistical Tools.....	26
4. The Students Questionnaire .....	26
1.1 Description of the Students Questionnaire .....	26
4.2. Findings and Analysis of the Students Questionnaire .....	27
4.3. Overall Discussion: .....	39
Conclusion.....	42
<i>General Conclusion</i> .....	72
<i>References</i> .....	72
Appendices.....	71
ملخص الدراسة .....	75
Résumé .....	75

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## *Dedication*

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## **List of Tables**

### **List of Tables**

Table 2.1 Enjoyment of The of the Oral Expression Module.

Table 2.2 The Frequency of Speaking English In The Classroom.

Table 2.3 Preferred English Songs Genres.

Table 2.4 Timing Spent Listening to English Songs

Table 2.5 Reason of Listening to English Songs.

Table 2.6 Type of Learners.

Table 2.7 English Speaking Level.

Table 2.8 The Frequency of Imitating the Singer when Listening to Them

Table 2.9 The Number of Expressions Learned from Listening to English Songs.

Table 2.10 English Songs and their Aid in Language Learning, especially in Improving Their Speaking Skill.

Table 2.11 English Songs and Their Aid in Overcoming Fear of Speaking in Public

Table 2.12 Listening to English Songs as a means of Motivation to Learn English

Table 2.13 The Belief in English Songs and their Effect in Improving Students' Speaking Skill.

Table 2.14 Materials Used by Teachers in Teaching English

Table 2.15 English Songs in Speaking Classes.

Table 2.16 Participating in class when Incorporating English Songs.

Table 2.17 The Belief that English Songs may Aid in Improving Students' Speaking



Skill.

Table 2.18 The Belief that English Songs are Helpful in Classroom.

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**ICT:** Information and Communication Technology

**LMS:** Learning Management System

**TTT:** teacher talk time

**STT:** student talk time

**CLT:** Communicative Language Teaching

**CBI:** Content-Based Instruction

**TPR:** Total Physical Response

**CALL:** Computer-Assisted Language Learning

**TBLT:** Task-Based Language Teaching

# *General Introduction*

## **General Introduction**

### **1. Statement of the Problem**

Language serves as a means of communication, leading English teachers to prioritize the development of students' communicative abilities. In the context of education in Algeria, English holds a significant role and is considered an important subject for students.

Additionally, speaking proficiency is crucial for students to practice their language skills, express ideas effectively, and improve their spelling. However, it has been observed that many students face difficulties in speaking, primarily due to limited practice and motivation to use English in daily conversations.

Students often rely on limited supporting media and follow monotonous learning processes. Memorizing vocabulary without practical application is common, hindering their progress in communication. Moreover, mastering speaking skills is a challenging task for students as it requires simultaneous consideration of ideas, language, grammar, vocabulary, and pronunciation.

To address these challenges and enhance students' speaking abilities, it is important to employ effective techniques that stimulate their motivation and interest. One such approach is the integration of English songs as a valuable medium. English songs are said to provide an engaging and enjoyable way for students to develop their speaking skills, where students can benefit from exciting and fun learning experiences. English songs may also create a dynamic learning environment, helping students perceive improvements in their speaking skills. Overall, integrating English songs as a method for improving speaking skills can help in addressing the limitations observed in traditional teaching approaches. Additionally, through the implementation of engaging and enjoyable learning experiences, teachers possess the potential to facilitate students' progress in spoken English while simultaneously fostering their motivation and interest in language learning.

## **2. Research Aim**

The present research aims to investigate the perspectives of Sophomore students at the Department of English, Bordj Bou Arreridj, regarding the integration of English songs in their classes as a means to improve their speaking skill.

## **3. Research Questions and hypothesis**

In pursuit of addressing the research problem and achieving the aforementioned aim, the current study primarily endeavours to provide answers to the following inquiries:

To what extent do Sophomore Students at the Department of English, Bordj Bou Arreridj University relate English songs to their speaking skill?

What are the Students' perspectives towards the use of English songs to improve their speaking skills?

How do students perceive the incorporation of English songs in their speaking classrooms?

To answer the research question, we formulated the following hypothesis:

Students perceive the incorporation of English songs as a positive and effective method for improving their speaking skills.”

## **4. Research Methodology and Population of the Study**

Being aware of the multitude, the diversity and the objectives four research. We need to select a method that helps in collecting data, analyzing it, interpreting it, and making recommendations. We conduct our study using the quantitative approach. This latter permits us to make generalizations about our sample and to confirm or reject the hypothesis. To carry on with this study a population and sample must be chosen. All the participants in this study are random second-year students of the English language at the University of Mohamed El Bachir El Ibrahimi., Since there are 180 students and the population of the research is known, a random sample of 60 students was taken from the total number of sophomores. The sampling of sophomore students were carried out using probability sampling namely, random sampling.

## **5. Research Tools**

For the research instrument, a questionnaire was designed for first-year students at the Department of English at the University of Mohamed El Bachir El Ibrahimi. The questionnaire was prepared to collect the views/opinions of learners about implementing English Songs in their classes.

## **6. Structure of the dissertation**

The present dissertation consists of two chapters. The first chapter consists of two sections the first section tackles the existing literature about the oral performance and EFL, while the subsequent section focuses on the utilization of media in English as a Foreign Language Teaching and Learning. The study design, findings and summary of what has been tackled in addition to recommendations of the study are mentioned in the last chapter.

# *Chapter One*

## **Introduction**

The purpose of this chapter is to gain an understanding and background knowledge about Oral performance in general and the integration of English songs in speaking classes in particular. Having said that, this chapter discusses the evolution and implementation of English songs as a means to develop speaking skills.

### **1. Oral performance and EFL**

Oral proficiency includes having the ability to speak and use language correctly and effectively, which is an important part of language learning. It encompasses not only linguistic but also social and pragmatic aspects of language use. A proficient speaker possesses a variety of characteristics including; knowledge, bilingualism, competence, fluency, and strong communication skills. Furthermore, mastery of numerous aspects such as grammar, vocabulary, fluency, pronunciation, and interactional abilities is required for oral competency. These characteristics, as indicated by Genesee (2006), have an important influence on improving learners' oral performance.

Iwashita (2010), states that Oral proficiency is an individual's capacity to effectively speak and utilize language, as well as successfully communicating with others, conveying ideas and thoughts, and engaging in discussions. As a result, a skilled speaker can successfully communicate and transmits the intended message.

#### **1.2. Language skills**

Language proficiency highlights an EFL learners' ability to use language effectively in conversation. The four primary areas of language abilities are listening, speaking, reading, and writing. Since language is considered as one of the major means of communication in both personal and professional situations, these abilities are essential in daily life. Language abilities are also essential for aiding learning, allowing people to communicate their thoughts, feelings, and opinions, and fostering interpersonal relationships. Language proficiency is a crucial component of human development, and its acquisition is a difficult and continual process that happens over the course of a person's life, according to Mayer and Moreno (2003).

#### **1.3. Receptive Skills:**

Listening and reading are what receptive language skills revolve around, which are also known as passive skills. These abilities do not need learners to produce language; rather, they

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must absorb and comprehend language from a variety of sources. Receptive skills are essential for gaining language competency because they serve as the foundation for communication and understanding. Furthermore, these abilities allow learners to have access to a wide range of information and knowledge in both personal and professional situations. According to Harmer (2015), developing receptive skills is critical in language acquisition, and teachers should include a variety of exercises that improve students' capacity to receive and process language.

### **1.3.1. Listening Skill:**

Listening is described by researchers as the process through which a learner/student extracts meaning from spoken language and cognitively comprehends it. According to Lundsteen (1971), hearing, which is a physical process, should be separated from listening, which is a mental effort. Listening is a difficult activity that involves the listener to successfully attention to, absorb, and interpret the spoken language. It is an important part of communication and is used in a variety of circumstances, including personal, social, and professional settings. Furthermore, listening may be used with other language abilities like speaking, reading, and writing to improve language competency.

### **1.3.2. Developing Listening Skill:**

According to Researchers/Scholars, the process of increasing listening skills is critical for language acquisition as well as general language competency (Field, 2008; Richards & Schmidt, 2010). To improve EFL students' listening skills, instructors may employ a variety of tactics, including selecting appropriate audio recordings, implementing pre-listening exercises, and encouraging active listening through note-taking and summary (Ur, 2012). These tactics have been shown to increase learners' comprehension and interpretation of spoken language, allowing them to participate successfully in communicative contexts. Field (2008); Lundsteen (1971); Richards and Schmidt (2010); Ur (2012)

### **1.2.3. Reading Skill**

Reading is considered as an important component of receptive language abilities. According to Rumelhart (1986), reading is a process that allows people to derive meaning from written material. It is a difficult cognitive task in which the reader must decode and comprehend



written text. Reading skills development is critical for language learners since it helps them acquire vocabulary, grammatical structures, and improves their overall language ability.

### **1.3.4. Developing Reading Skill**

Throughout history, developing reading skill has been the center of attention for many researchers. They have suggested that enhancing reading skill requires instructors to use various strategies, such as pre-reading activities, predicting, skimming, and scanning (Grabe & Stoller, 2011; Hedge, 2000). These strategies can help learners understand the text more effectively, improve their vocabulary and reading comprehension, and enable them to engage in critical thinking.

In addition to developing receptive language skills, language learners should also focus on developing their productive language skills, such as speaking. Developing speaking skills is essential for effective communication, and it requires learners to develop their fluency, accuracy, and communicative competence (Harmer, 2015; Richards & Rodgers, 2001). Language instructors can use various approaches, such as communicative language teaching, task-based language teaching, and content-based language teaching, to promote speaking skills (Brown, 2007; Richards & Rodgers, 2001). These approaches provide learners with opportunities to practice speaking in real-life situations, interact with others, and enhance their communicative abilities.

### **1.3.5. Productive Skills:**

When speaking about learning a second or a foreign language, one must not only focus on receptive skills but also on productive skills which are also known as "active skills," these skills consist of speaking and writing, where the learner is required to generate language to express their ideas and thoughts effectively. Developing speaking skills is vital for learners as it enables them to communicate confidently and proficiently with others. Brown (2007) argues that speaking is an essential skill as it plays a significant role in daily communication and interactions with others. Furthermore, Nunan (1991) emphasizes the importance of developing speaking skills as it allows learners to convey their message appropriately and engage in meaningful conversations. Developing speaking skills also involves learning pronunciation, grammar, and vocabulary to enhance learners' communication abilities (Celce-Murcia, Brinton & Goodwin, 2010). Therefore, it is crucial to provide learners with opportunities to practice and improve their speaking skills continually.

**1.3.6. Writing Skill:**

Writing is a productive language skill that involves expressing thoughts, ideas, feelings, and facts in a written form (Widarinsih, 2015). It is an essential skill for effective communication, especially in academic and professional settings. In the process of learning a second language, developing writing skills is crucial for learners to produce written texts that are grammatically correct, coherent, and cohesive. According to Gholami and Karami (2011), writing can also help learners to develop their critical thinking skills. Moreover, writing can enhance learners' vocabulary and language proficiency as they learn to use new words and expressions in context (Raimes, 1983). Therefore, it is crucial to provide learners with effective writing instruction and feedback to support their development in this skill.

**1.3.7 Speaking Skill:**

Speaking is one of the fundamental skills of language learning, which allows the learner to express their ideas and communicate with others orally. According to Hymes (1972), speaking proficiency is more than just grammatical competence, but rather includes the ability to use language effectively in social contexts. This skill requires not only the knowledge of vocabulary and grammar but also the mastery of pronunciation, intonation, and stress patterns (Brown, 2007). Additionally, interactional skills such as turn-taking, repairing, and negotiating meaning are essential for successful communication in spoken language (Gass & Mackey, 2015). Therefore, developing speaking skills in EFL learners requires a holistic approach that focuses on both linguistic and social aspects of language use.

**1.3.8. The Process of learning Speaking for EFL learner:**

Learning a new language can be a challenging task for many students, especially when it comes to English, which is not a native language in Algeria. Unlike their mother tongue, Arabic, learning English requires a different set of skills, including grammar, pronunciation, sound systems, and language form and structure. Teaching speaking to EFL learners in Algeria can be particularly challenging, as they may lack opportunities to practice the language outside of the classroom. Therefore, EFL teachers must think about various strategies, methods, and materials to help their learners practice speaking in the target language freely and confidently.

Teaching speaking to young learners in particular can be more complicated, as they are natural language acquirers and are often self-motivated to acquire vocabulary without conscious

learning. However, the use of different and authentic activities during teaching can be an effective way to attract learners' attention, allowing them to enjoy the activities and become more active and confident speakers.

According to Harmer (1998), some key principles can be followed when teaching speaking to EFL learners. First, giving students topics and tasks for free discussions can encourage them to speak more openly. Second, role-play tasks can be used to allow learners to rehearse real-life situations in the safety of the classroom. Third, the language used by learners during speaking tasks can provide valuable feedback for both the teacher and the students, helping to identify language problems and areas for improvement. Fourth, it is essential for teachers to motivate and encourage learners, as boredom can quickly kill motivation.

Additionally, speaking activities such as role-play, games, and singing can provide learners with self-confidence and satisfaction, and with sensitive teacher guidance, can encourage them to speak more. It is also important for teachers to choose appropriate speaking activities that can motivate learners and provide useful feedback. Nunan (2003) suggests that teachers should provide learners with opportunities to practice both accuracy and fluency. Accuracy refers to speaking and writing without making any grammatical, vocabulary, or pronunciation errors, while fluency refers to the smoothness of flow with which sounds, syllables, words, and phrases are joined when speaking. Therefore, teachers should give learners opportunities to talk and divide them into small groups, minimizing teacher talk time (TTT) and maximizing student talk time (STT). A good teacher knows how to teach speaking using various activities that encourage their students to speak freely and confidently, without being afraid to join in speaking activities. In a nutshell, teaching speaking to EFL learners in Algeria requires creativity, sensitivity, and patience. By following key principles and using appropriate activities, materials, and strategies, EFL teachers can help learners overcome their difficulties and develop the confidence and skills necessary to speak English fluently and accurately.

### **1.3.9 Communicative Competence in EFL:**

Communicative competence encompasses an individual's ability to not only understand the linguistic aspects of a language, such as grammar, pronunciation, and vocabulary but also to effectively utilize this knowledge within their sociocultural context. Hymes (1971), as cited by Castellanos, highlights that communicative competence is a comprehensive term that encompasses both language knowledge and language usage skills. The development of

communicative competence is influenced by social experiences, needs, motivations, and actions. This perspective emphasizes that communicative competence extends beyond the mere acquisition of language structures and emphasizes the importance of effective communication within everyday contexts and diverse communicative situations.

According to Castellanos, communicative competence is a multifaceted concept that involves not only language-related attitudes, values, and motivations but also an understanding of the characteristics and uses of language as well as other communication systems. The true essence of human languages can only be grasped within their natural environments of use, where conversations, communicative interactions, and daily verbal exchanges take place within society. To demonstrate communicative competence, individuals must be able to express coherent and contextually appropriate verbal messages that align with the specific situation at hand.

Moreover, communicative competence goes beyond the formal aspects of language learning and emphasizes the ability to effectively communicate using language in real-life settings. It encompasses not only linguistic knowledge but also cultural awareness, communicative strategies, and the ability to adapt language use to different contexts. Developing communicative competence requires a holistic approach that considers the social, cultural, and pragmatic dimensions of language use.

Several researchers have highlighted that communicative competence is a comprehensive concept that draws upon various disciplines, including psycholinguistics and sociolinguistics, to understand its development. Romeú (2005) defines communicative competence as a psychological configuration that integrates the ability to interact in diverse sociocultural contexts with different aims and purposes. This perspective considers the cognitive processes of individuals and their acquisition and representation of discourse within sociocultural spaces. Additionally, communicative competence encompasses previously acquired knowledge and the cultural aspects that individuals bring into their interactions, such as values, needs, emotions, and motivations, resulting in a feedback process within the culture.

The social context plays a crucial role in communicative competence, as individuals use language within specific social settings. Bermúdez and Gonzales (2011) emphasize the interrelated nature of the components of communicative competence, highlighting that it is subject to context, relationships with others, roles, and social position. This interconnected view is necessary for a comprehensive analysis of communicative competence.

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Furthermore, communicative competence extends beyond linguistic competence and influences the communicative registers and socio-cultural formations of a community. Castellanos distinguishes between primary systems, which encompass everyday communication exchanges like phone calls, letters, and news broadcasts, and secondary systems, which involve more elaboration and complexity, requiring greater cognitive capacity in encoding and decoding texts. These secondary systems often occur in spheres of cultural elaboration.

In conclusion, it is important to note that communicative competence is not limited in its application, as it depends on conversational events and the development and implementation of various abilities. Additionally, the elements of communicative competence have a significant impact on second language learning, enabling students to acquire and use the language functionally and authentically in their daily contexts

### **1.3.10 Language Teaching Methods and Approaches in EFL**

Language teaching methods and approaches have developed through time to go hand in hand with language learners' needs and expectations. These strategies and approach are intended to support successful language learning and development as well as meet learners' needs and teaching objectives. Furthermore, researchers have always stressed focus on conventional and modern language teaching techniques and approaches to cover a variety of different EFL learners' needs by pinpointing their major features and consequences for language education. (Richards & Rodgers, 2014; Nunan, 2015).

### **1.3.11. Traditional Language Teaching Methods**

Traditional language teaching methods emerged during the early stages of formal language education. One of the prominent approaches is the Grammar-Translation Method, which focuses on the explicit teaching of grammatical rules and translation exercises. This method places significant emphasis on reading and writing skills, often neglecting oral proficiency development. For example, learners are given sentences to translate from the target language to their native language, and vice versa, to practice grammar and vocabulary (Richards & Rodgers, 2014).

Another traditional approach is the Audio-Lingual Method, which emphasizes the repetitive practice of language patterns through dialogues and drills. It aims to foster accurate pronunciation and mastery of language structures but often lacks communicative competence

development. In this method, learners listen to model dialogues and repeat them, focusing on mimicry and memorization rather than on understanding and meaningful communication (Richards & Rodgers, 2014).

### **1.3.12. Modern Language Teaching Methods**

With the emergence of communicative language teaching in the 1970s, a shift occurred towards more learner-centered and interactive approaches that prioritize authentic language use and meaningful communication. In addition to Communicative Language Teaching (CLT), which we discussed earlier, there are other modern approaches that incorporate innovative techniques to enhance language learning experiences.

One such approach is Content-Based Instruction (CBI), which integrates language instruction with subject content. CBI aims to develop language proficiency while simultaneously acquiring knowledge in a specific content area. For example, in an English as a Foreign Language (EFL) context, teachers may use songs as a vehicle to teach language skills and cultural aspects. By selecting songs related to the content being taught, learners engage with the language in a meaningful and enjoyable way, expanding their vocabulary, improving listening comprehension, and developing cultural awareness (Pavlovskaya, 2017).

Another approach worth mentioning in language learning is the Total Physical Response (TPR) method. TPR emphasizes the association of language input with physical actions, creating a kinesthetic and multisensory learning experience. Through the use of songs, learners can follow instructions, perform gestures, and engage in movements that correspond to the lyrics. This approach enhances vocabulary acquisition, listening comprehension, and overall language proficiency, particularly for young learners (Richards & Rodgers, 2014).

In recent years, the use of technology has opened up new possibilities for integrating songs into language teaching. Computer-Assisted Language Learning (CALL) and online platforms provide access to a wide range of songs and interactive resources that can be incorporated into EFL lessons. Teachers can leverage these tools to engage learners in activities such as listening comprehension exercises, gap-filling exercises, and karaoke-style sing-alongs. The interactive nature of these activities enhances motivation, pronunciation skills, and cultural understanding (Golonka et al., 2014).

Additionally, Task-Based Language Teaching (TBLT), as mentioned earlier, can also incorporate songs as a means of achieving communicative goals. Learners can be assigned tasks that involve listening to a song, analyzing its lyrics, discussing its meaning, or even creating their own songs. By engaging in these tasks, learners actively use language in a meaningful and creative manner, fostering fluency, accuracy, and confidence in their English speaking abilities (Willis & Willis, 2007).

These modern language teaching approaches that incorporate songs in EFL instruction recognize the power of music as a motivational tool and a means of enhancing language acquisition. By tapping into learners' emotional engagement with songs, language teachers can create dynamic and enjoyable learning environments that facilitate the development of language skills and cultural understanding.

Language teaching methods and approaches have experienced significant evolution over time, from traditional methods focusing on explicit grammar instruction and translation to modern approaches emphasizing communicative competence, task-based learning, and technology integration. The shift towards learner-centered instruction, authentic communication, and meaningful language use has reshaped language education practices. While traditional methods still have their merits in certain contexts, modern approaches have gained prominence due to their effectiveness in promoting communicative proficiency and learner engagement.

As language educators, it is crucial to be familiar with both traditional and modern language teaching methods and approaches to select and adapt instructional strategies that align with learners' needs, goals, and learning contexts. By combining the strengths of different methodologies and incorporating technological advancements, language teachers can create dynamic and effective learning environments that empower learners to develop their language skills and succeed in today's globalized world.

## **2. Media and English as a Foreign Language Teaching**

The term "media" encompasses various communication tools that play a significant role in the teaching and learning process. Many educators have discovered the effectiveness of utilizing media tools as a means of creating an enjoyable and engaging atmosphere in the classroom. Briggs, as quoted in Christamia (2014), defines media as "physical tools used to convey messages to learners, motivating them to learn and assisting teachers in delivering

instructional materials" (p. 20). Media tools not only capture the attention of students but also foster their interest in the target language, thereby encouraging active participation in speaking activities. They serve as powerful motivational resources that facilitate diverse learning approaches.

### **2.1. Types of Media**

Media can be classified into two categories: traditional media and new media. Traditional media includes resources such as course books, handouts, and journals, while new media refers to technological advancements and digital tools (Hutchison, 2013; Jenkins, 2006). Incorporating these various types of media into classroom sessions can significantly enhance learner interaction and participation, particularly during oral activities (Salmon, 2011). It is essential for teachers to continuously explore innovative approaches that can captivate students' attention and facilitate the learning process. By utilizing different forms of media, educators can create a dynamic and engaging learning environment (Bower, 2017).

### **2.2. The Integration of Media in EFL Speaking Instruction**

In the process of teaching and learning, media plays a crucial role as it serves both teachers and learners. In the context of teaching speaking, three types of media can greatly aid the teacher in achieving their instructional goals: visual, non-visual (audiovisual), and audio-visual media (Baidawi, 2016, pp. 57-58; Christamia, 2014, p. 36). Non-visual media, also known as audiovisual media, solely rely on sound without accompanying pictures or videos, such as radio broadcasts, audio recordings, cassettes, CDs, and records. Visual media, on the other hand, presents information that can be seen or read, encompassing items like pictures, graphics, diagrams, posters, cartoons, and books (Wright, 1976, as cited in Christamia, 2014, p. 36). The audio-visual media category combines both auditory and visual elements, enabling learners to simultaneously hear and see content, as exemplified by films and videos (Baidawi, 2016, pp. 57-58).

These media types are highly beneficial in teaching as they provide learners with real-life contexts and backgrounds. When utilizing media for teaching, it is essential for teachers to select appropriate resources that align with the lesson objectives, provide valuable information, and facilitate learners' comprehension of the content.

In the English as a Foreign Language (EFL) context, using media for teaching speaking skills can have numerous advantages. Media resources offer learners authentic language input,

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exposing them to natural speech patterns, intonation, and pronunciation variations. They provide a means to bridge the gap between classroom learning and real-world language use by offering learners exposure to genuine communicative situations (Ducate & Lomicka, 2015). Additionally, media materials can engage learners and spark their interest, making the learning process more enjoyable and motivating. The visual and audio elements of media can enhance learners' understanding of vocabulary, grammar structures, and cultural nuances, as they provide contextual cues and visual representations that aid comprehension (Pérez Torres & Amador Moreno, 2019).

By incorporating media into speaking activities, teachers can create dynamic and interactive learning environments. For instance, they can use video clips or audio recordings as prompts for discussions, role-plays, or debates, allowing learners to practice their speaking skills in meaningful and engaging ways. Visual aids, such as pictures or diagrams, can serve as stimuli for describing objects, narrating events, or expressing opinions. These media-driven activities encourage learners to use language actively, develop fluency, and build confidence in their oral communication.

In a nutshell, the integration of media in teaching speaking skills offers a range of benefits in the EFL context. Visual, non-visual, and audio-visual media provide authentic language input, facilitate comprehension, and create engaging learning experiences. Through carefully selected media resources, teachers can enhance the effectiveness of their instruction, promote active participation, and foster the development of learners' speaking abilities.

### **2.4 Enhancing Speaking Proficiency through English Songs**

In the field of English as a Foreign Language (EFL), the development of speaking proficiency is a fundamental goal for language learners. To facilitate effective language acquisition, teachers employ various strategies and resources that engage learners and promote their active participation in communicative activities. One such resource that has gained recognition for its potential in enhancing speaking proficiency is the use of English songs. This approach capitalizes on the inherent linguistic and cultural elements embedded in songs, making them valuable tools for language learning (Moradipour & Nafchi, 2019).

English songs provide learners with authentic and meaningful language input, exposing them to natural speech patterns, vocabulary usage, and pronunciation variations. Through exposure to song lyrics, learners can explore different language registers, idiomatic expressions, and poetic devices, which contribute to their overall language proficiency (Chandrasegaran & Esakkirajan, 2020). Moreover, songs offer a rich context for cultural exploration, as they often reflect cultural values, traditions, and societal themes, allowing learners to gain insights into the target language community (Türk, 2020).

Moreover, teachers might create dynamic and engaging learning environments that engage EFL learners and give chances for authentic language usage by including English songs in speaking exercises. Learners on the other hand would be encouraged to actively practice their speaking skills, build confidence in expressing themselves, and enhance their general communicative talents via interactive assignments such as lyric analysis, singing, role-playing, and conversations.

### **2.5. English Songs and their importance in Teaching Speaking**

Using songs in the classroom has proven to be a valuable tool for language learners, contributing to the acquisition of new vocabulary, grammar development, improved pronunciation, and enhanced linguistic skills across the four language domains: speaking, reading, writing, and listening (Bentayeb, 55). The use of songs in language instruction offers numerous advantages, as highlighted by Bentayeb:

- 1- **Enjoyment and Engagement:** Singing and listening to songs create an enjoyable and engaging learning experience.
- 2- **Confidence Boost:** Students' confidence levels increase as they actively participate in singing and interacting with songs.
- 3- **Novelty and Attention:** The use of songs as a teaching strategy captures learners' attention, making the learning process more engaging.
- 4- **Receptiveness and Focus:** Students become more receptive and attentive when songs are introduced as a language learning tool.
- 5- **Authentic Language:** Songs provide learners with authentic and natural language input, exposing them to real-world language use.

- 6- Memorization Aid: Songs often incorporate repetition, which aids learners in memorizing vocabulary and language structures.
- 7- Supra-segmental Elements: The rhythm, stress, and intonation present in songs contribute to the development of pronunciation skills.
- 8- Vocabulary Expansion: Songs offer opportunities to introduce new vocabulary items in a meaningful context.
- 9- Personalization and Interest: Songs can be selected based on learners' interests and needs, making the learning experience more relevant and engaging.
- 10- Motivation and Active Participation: The use of songs motivates students and encourages their active involvement in language learning.
- 11- Natural and Enjoyable Perception: Students perceive songs as natural and enjoyable, facilitating their positive engagement with the activities.
- 12- Increased Engagement: The melodic nature of music captures students' attention and increases their engagement in language learning tasks.
- 13- Versatility in Instruction: Songs and accompanying activities can be used to introduce new material or reinforce previously learned concepts.

The incorporation of songs in language instruction offers a range of benefits, promoting language acquisition, motivation, and engagement. By leveraging the power of music in the classroom, teachers can create an immersive and effective learning environment.

### **2.6 Songs Adaptation and Vocabulary Acquisition**

The integration of songs in the classroom has become a prevalent practice to enhance second language acquisition. Researchers in the field of second language learning have focused on the use of songs in various aspects of EFL instruction, particularly in vocabulary acquisition. They have made a distinction between vocabulary that is acquired incidentally and vocabulary that is acquired intentionally. In the early years of education, children primarily rely on oral language input to acquire their first language, even before they can read or receive explicit instruction. Additionally, even after children start attending school, they continue to acquire vocabulary from sources outside the classroom. Therefore, a significant portion of vocabulary is acquired incidentally through various means. (Nagy & Herman, 1987).

There is compelling evidence that vocabulary can be acquired incidentally through reading or listening to oral stories (Cohen, 1968). Krashen's "Input Hypothesis" provides an

explanation for this incidental vocabulary acquisition. According to this hypothesis, new vocabulary is acquired when its meaning is made clear to the learner. Comprehensible input, as described by Krashen, refers to linguistic input that is made understandable to the second language learner through extra-linguistic support, such as illustrations, actions, photos, and realia. The quantity of comprehensible input is believed to be directly proportional to the amount of vocabulary acquired. In the context of stories, familiar vocabulary and syntax provide meaning to less familiar vocabulary, and picture illustrations aid in clarifying the meaning of unfamiliar words (Krashen, 1989; Omaggio, 1979).

Songs, like oral stories, possess all the elements necessary for incidental vocabulary acquisition, with the distinction that songs convey their message through music rather than speech. Therefore, songs can serve as an additional avenue for facilitating the incidental acquisition of vocabulary in language learning contexts.

## **2.7. Music and Verbal Learning**

Research has shown that music can be beneficial for memorization, particularly when presented together with verbal information, and when the verbal information is meaningful. The use of music in language learning has been explored in the psychological literature, and it suggests that music can promote language acquisition when the target language item is highly meaningful. In fact, incorporating music in second language learning can be just as effective as other non-musical approaches. Therefore, songs should not be underestimated and can play a valuable role in the language learning curriculum. Educators may consider increasing the frequency of song use in language learning. (Schuster & Mouzon, 1982; Shepard & Ascher, 1973; Jalongo & Bromley, 1984).

It is important to note that the effectiveness of music in second language acquisition may depend on several factors, including the type of music, the complexity of the language being learned, and the learners' musical background. Additionally, while music can aid in language acquisition, it should not be relied on as the sole method of learning a second language.

## **2.8. Choosing Suitable Songs in EFL teaching**

The process of song selection in teaching requires careful consideration by the teacher to ensure that the chosen songs align with the lesson objectives and cater to the students' needs

(Smith, 2021). The following criteria should be taken into account when selecting appropriate songs:

**Clarity and Audibility:** The chosen songs should have clear and audible lyrics to facilitate comprehension and pronunciation practice (Johnson, 2018).

**Vocabulary Level:** The vocabulary used in the songs should be appropriate for the students' proficiency level to enhance their language acquisition (Brown, 2017).

**Avoidance of Slang and Violence:** Songs should refrain from including slang words or violent language to maintain a suitable and respectful learning environment (Thomas, 2019).

**Alignment with the Curriculum:** The selected songs should align with the content of the curriculum, ensuring that they reinforce the target language and educational objectives (Richards & Rodgers, 2014).

**Authentic Language:** Songs that showcase authentic language use, such as idiomatic expressions and natural language patterns, can provide learners with exposure to real-life communication (Thornbury, 2017).

**Relevant Topic:** The content of the songs should be relevant to the instructional topic or theme to enhance students' engagement and relevance of the learning experience (Wright, 2015).

**Teaching Goals:** The use of songs should serve a specific purpose in teaching, such as developing language skills, improving grammar or vocabulary, fostering listening comprehension, or promoting oral fluency (Hadfield, 2001).

By considering these criteria, teachers can select suitable songs that effectively contribute to the language learning process and align with their instructional goals.

### **2.9 Music and its effect on Second Language Acquisition**

Music is commonly employed by educators to facilitate the acquisition of a second language among learners. It has been noted to contribute to vocabulary and grammar acquisition, spelling improvement, and the development of essential linguistic skills such as reading, writing, speaking, and listening (Jolly, 1975). In addition to these language-related benefits, educators have identified various advantages associated with the use of music in second language learning.

One significant advantage is the enjoyment and pleasure that singing songs and listening to music brings to students. Engaging in musical experiences is highly enjoyable, leading students to eagerly participate and repeat songs. This repeated engagement with songs not only

enhances their confidence but also creates a relaxed learning environment that reduces inhibitions related to second language acquisition. Despite this relaxed atmosphere, students remain attentive and receptive, maximizing their learning potential (Jolly, 1975).

Songs also expose learners to authentic examples of the target language, providing real-life contexts for vocabulary, grammar, routines, and patterns. By experiencing these language elements in context, students gain a deeper understanding and appreciation of their usage. Furthermore, songs serve as powerful mnemonic devices, embedding new vocabulary and grammatical structures in both conscious and unconscious memory (Jolly, 1975).

The benefits of incorporating songs in the second language classroom extend beyond language acquisition. Songs effectively foster the development of listening and reading skills in an interactive and enjoyable manner. They stimulate enthusiasm for learning, as they evoke memories, images, and emotions within the learners. Furthermore, songs can serve as catalysts for spirited discussions and creative writing activities, encouraging students to express their thoughts and ideas (Jolly, 1975).

The appeal of songs lies in their authenticity and universal appeal. Many students are already familiar with international hits, making the learning experience more relatable and engaging. Additionally, songs are flexible and can accommodate various learning styles, proficiency levels, and student backgrounds, ensuring inclusivity in the classroom. They provide a wealth of activities, review exercises, and homework options, facilitating both in-class and independent learning experiences (Jolly, 1975).

Incorporating songs into second language instruction offers a multitude of benefits. It enhances language skills, promotes enjoyment and motivation, fosters creativity and discussion, and caters to diverse learner needs. Thus, songs serve as valuable tools for educators seeking to create dynamic and effective second language learning environments.

## **Conclusion**

This chapter provided a profound understanding of speaking skill and the incorporation of songs in teaching speaking. It encompasses the teaching of English language skills, with a significant focus on speaking and highlighting effective teaching strategies that might be employed. The subsequent section delves into the utilization of media in language instruction.

# *Chapter Two:*

**Examining the perspectives of Learners Regarding the Integration of English Songs in Speaking Classes**

**Introduction**

**1. Research Design**

**2. Target Population and Sampling**

**3. Research and Statistical Tools**

**4. The Students Questionnaire**

**4.1. Description of the Students Questionnaire**

**4.2. Findings and Analysis of the Students Questionnaire**

**4.3. Overall Discussion**

**Conclusion**



## **Introduction**

This chapter aims to examine the perspectives of learners regarding the integration of English songs into speaking classes as a means to enhance the speaking skill. The chapter is divided into three sections. The initial section elucidates the research methodology employed for this study. The second section encompasses an examination of the questionnaire findings, followed by a synthesis and interpretation of the results. The final section provides a comprehensive discussion of the overall findings.

### **1. Research Design**

According to Leavy "A well-designed research study is like a finely crafted instrument that harmonizes the art of inquiry with the science of investigation. It provides a systematic framework for collecting, analyzing, and interpreting data, enabling researchers to navigate the complexities of their subject matter and unlock the secrets hidden within." Having said that, the current research design encompasses the employed sampling techniques, the chosen data collection instrument, and the methodology employed for this study.

In order to fulfill the research's objectives, address the research problem, and attain the desired aim, a quantitative approach was employed alongside of a descriptive survey study as the chosen research design. "Surveys serve as invaluable research tools, allowing researchers to gather essential data to explore the perceptions, intentions, and characteristics of a selected population. Moreover, the choice of a descriptive design is motivated by its ability to provide a high level of representativeness and the ease with which participants' viewpoints can be obtained." (Polit & Beck, 2004, p. 50)

### **2. Target population and sampling**

According to Brown and Davis (2018, p. 43), "Population can be defined as the total group of individuals, objects, or events that possess certain characteristics or meet specific criteria within a particular study." Notwithstanding the aforementioned statement, the target population are Sophomore Students at The Department of English, Bordj Bou Arreridj University. In order to conduct this study a probability sampling, namely random sampling was chosen as a means of selecting our sample. Having said that, the sample consists of 60 random

sophomore students (Male – Female) of 150 available sophomore students at The Department of English, Bordj Bou Arreridj University.

The aim behind choosing Second year students is because of their experience with English Language modules and their average level in English Language.

### **3. Research and Statistical Tools**

"Questionnaires are a valuable tool in research as they allow for the collection of large amounts of data from a wide range of participants in a standardized manner" (Dillman, Smyth, & Christian, 2014, p. 7). With this being said, in this study, the researcher utilized a self-report approach by administering a questionnaire to Sophomore students of the English Language at the Department of English, University of Mohamed El Bachir El Ibrahimi-Bordj Bou Arreridj. Before the questionnaire distribution, participants were provided with information about the study objectives and received instructions on how to effectively complete the questionnaires. The aim behind choosing this tool is to ensure a comprehensive exploration of learners' perspectives while upholding credibility.

### **4. The Students Questionnaire**

This questionnaire was designed for Sophomore students at the Department of English at the University of Mohamed El Bachir El Ibrahimi - Bordj Bou Arreridj.

#### **1.1 Description of the Students Questionnaire**

The questionnaire administered to the students comprised three sections and encompassed a total of eighteen questions. Its primary objective was to investigate the students' perceptions regarding the incorporation of English songs as a means to enhance their speaking skills. Furthermore, the participants were instructed to select the appropriate option that best reflected their responses.

##### **Section 1: Exploring Students' Engagement with English Song (Question 1 to 6)**

This section aims to capture valuable insights into the student's level of enjoyment in the oral expression course, their frequency of English language use in the classroom, their preferred genres of English songs, the amount of time dedicated to listening to English songs daily, their reasons for listening to English songs, and their learning strategies. By examining these aspects,

we can gain a deeper understanding of the students' engagement with English songs and their potential impact on language learning processes.

**Section 2: English students' perspectives on using English songs to enhance their speaking skills. (Question 7 to 13)**

This section aims to provide valuable insights into the students' perspectives on their English-speaking level, frequency of English language usage during listening to English songs, acquisition of expressions from English songs, beliefs regarding the efficacy of English songs in language learning, and their perceived impact on speaking. These findings contribute to a comprehensive understanding of the role and effectiveness of English songs as a supplementary resource in language education.

**Section 3: Students' Perspectives on Using English Songs in the Classroom. Questions (14-18)**

This section seeks to gain a comprehensive understanding of students' perspectives on using English songs as educational resources. This includes their awareness of the materials used by their teachers, beliefs regarding the effectiveness of English songs in the classroom, recognition of the potential benefits in of speaking classes, and their willingness to engage in activities that incorporate English songs. These insights contribute to the ongoing discussion on the integration of innovative and engaging teaching methods, such as the use of English songs, to enhance language learning experiences and foster student engagement in the classroom.

**4.2. Findings and Analysis of the Students Questionnaire**

**Section 1: Exploring Student Engagement with English Song**

To what extent do they relate English songs to their learning process

**How do students perceive the incorporation of English songs in their classrooms**

<b>Question 1: How much do you enjoy the Oral Expression Module?</b>		
	<b>N</b>	<b>%</b>
<b>Much</b>	<b>39</b>	<b>65.2%</b>
<b>A little</b>	<b>11</b>	<b>18.2%</b>
<b>Not at all</b>	<b>10</b>	<b>16.6%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

**2.1. Enjoyment of The of the Oral Expression Module**

The findings from this item indicate that a significant proportion of students hold a strong fondness for the Oral Expression course. Specifically, 65.2% of participants express a considerable level of enjoyment. A smaller group, accounting for 18.2% of students, report moderate levels of enjoyment, while a minority representing 16.6% express no enjoyment at all. These outcomes can be interpreted as further evidence of students' motivation, interest in the course, and their determination to enhance their English speaking skills.

<b>Question 2: How often do you speak English in the classroom?</b>		
	<b>N</b>	<b>%</b>
<b>Usually</b>	<b>09</b>	<b>12.7%</b>
<b>Often</b>	<b>13</b>	<b>21.3%</b>
<b>Sometimes</b>	<b>18</b>	<b>30.6%</b>
<b>Rarely</b>	<b>20</b>	<b>35.4%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

### **2.2. The Frequency of Speaking English In The Classroom.**

The scores acquired in this item provide clear evidence that a considerable number of students openly admit to seldom participating in oral exchanges, accounting for 35.4% of the sample. Additionally, an estimated 30.6% of students indicate occasional participation. To further interpret these results, we can categorize students who selected "Usually" and "Often" as active participants, and those who selected "Sometimes" and "Rarely" as passive participants. Consequently, it can be affirmed that only one third of the sample actively engages in oral communication, while the remaining two thirds exhibit a more reserved approach. This shows that as researchers we need to put it into consideration while analysing other questions to link it with the other following up questions.

<b>Question 3: What English songs you play most?</b>		
	<b>N</b>	<b>%</b>
<b>Pop</b>	<b>31</b>	<b>51.6%</b>
<b>Rap</b>	<b>20</b>	<b>33.3%</b>
<b>R&amp;B</b>	<b>7</b>	<b>11.67%</b>
<b>Others</b>	<b>3</b>	<b>5%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

### **2.3. Preferred English Genres.**

According to the data in the table above, it can be said that Pop is the most frequently played genre among the participants, accounting for 51.6% of the responses. Rap follows as the second most popular genre, with 33.3% of participants indicating their preference for it. R&B ranks third, with 11.67% of participants selecting it as their preferred genre. The category labelled as "Others" encompasses the remaining genres not specified in the table, representing 5% of the responses.

This analysis offers insights into the participants' music preferences within the context of English songs. It highlights the dominant popularity of Pop and Rap genres, indicating the significance of these genres in the participants' selection of English songs. The findings can be valuable for understanding the students' musical inclinations and potentially leveraging these preferences in language learning activities.

<b>Question 4: How many hours do you spend listening to English Songs?</b>		
	<b>N</b>	<b>%</b>
<b>30 Minutes</b>	<b>32</b>	<b>53.3%</b>
<b>1 Hour</b>	<b>21</b>	<b>35%</b>
<b>2 Hours</b>	<b>5</b>	<b>8.3%</b>
<b>3 Hours or more</b>	<b>2</b>	<b>3.33%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

### **2.5. Timing Spent Listening to English Songs**

The findings demonstrate that a majority of participants, comprising 53.3%, allocate approximately half an hour per day to listen to English songs. A considerable proportion, 35%, dedicate one hour to this pursuit, while a smaller group of 8.3% invest two hours of their daily routine in music listening. Remarkably, a mere 3.3% of participants devote three hours or more to this activity on a daily basis. These results provide insights into the time distribution that individuals allocate for music listening, shedding light on the varying levels of engagement among the participants.

The data highlights that a significant number of participants devote a moderate amount of time, around 30 minutes to 1 hour, to engage with English songs. The findings suggest that participants recognize the value of incorporating English songs into their daily routines.

<b>Question 5: Why do you listen to English Songs?</b>		
	<b>N</b>	<b>%</b>
<b>For entertainment</b>	<b>23</b>	<b>38.3%</b>
<b>To learn New vocabulary</b>	<b>16</b>	<b>26.7%</b>
<b>To Improve my speaking Skill</b>	<b>18</b>	<b>30%</b>
<b>Others</b>	<b>3</b>	<b>5%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

### **2.6. Reason of Listening to English Songs.**

The table above indicate that the most prevalent motivation for listening to English songs among the participants is for entertainment purposes, with 38.3% of participants selecting this option. The second most common reason reported is to learn new vocabulary, with 26.7% of participants indicating this motivation. Additionally, a significant proportion of participants, comprising 30%, listen to English songs to improve their speaking skills. The category labeled as "Others" represents the remaining motivations accounting for 5% of responses.

This analysis provides insights into the participants' motivations for listening to English songs. The findings highlight the multifaceted purposes that drive individuals to engage with English songs, including entertainment, vocabulary acquisition, and speaking skill improvement. These results emphasize the potential educational and linguistic benefits of incorporating English songs into language learning activities, as they serve as an engaging and enjoyable resource for language acquisition in general and improving speaking skill in particular.

<b>Question 6: What type of learners are you?</b>		
	<b>N</b>	<b>%</b>
<b>Visual (Spatial)</b>	<b>20</b>	<b>33.3%</b>
<b>Aural (Audio-Musical)</b>	<b>28</b>	<b>46.7%</b>
<b>Physical (Kinesthetic)</b>	<b>6</b>	<b>10%</b>
<b>Others</b>	<b>6</b>	<b>10%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

### **2.7. Type of Learners.**

This question aims to find out the learning strategies used by most second year university students studying English. The participants were presented with different strategies to choose from. Some students prefer the physical means strategy, which means they understand and remember things better when they can touch or interact with physical objects. Visual learners, on the other hand, rely on visuals like images and charts to help them understand and solve problems. The aural strategy involves using sounds to learn and remember information.

Based on the data presented in the table, it can be observed that the most prevalent learning style among the participants is Aural (Audio-Musical), with 46.7% of participants identifying as such. The second most common learning style reported is Visual (Spatial), with 33.3% of participants indicating this preference. Additionally, a smaller proportion of participants, comprising 10%, identify as Physical (Kinesthetic) learners. The category labeled as "Others" represents participants who do not fit into the specific categories mentioned in the table, accounting for 10% of responses.

This analysis provides insights into the participants' preferred learning styles. The findings suggest a notable proportion of participants identify as Aural learners, indicating a preference for auditory and musical elements in the learning process. Visual learners also represent a substantial portion, emphasizing the significance of visual aids in facilitating comprehension and retention. Additionally, the presence of Physical and Other learners underscores the diversity of learning styles among the participants. These results highlight the importance of auditory elements in the learning process, which may help them in optimizing educational experiences and outcome.

**Section 2: English students' perspectives on using English songs to enhance their speaking skills.**

<b>Question 7: How do you rate your English-speaking level?</b>		
	<b>N</b>	<b>%</b>
<b>Poor</b>	<b>15</b>	<b>25%</b>
<b>Average</b>	<b>32</b>	<b>53.3%</b>
<b>Good</b>	<b>8</b>	<b>13.3%</b>
<b>Fluent</b>	<b>5</b>	<b>8.3%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

### **2.8. English Speaking Level**

The table above provides insights into the participants' self-perceived English-speaking proficiency levels, indicating that 25% of the participants rated their English-speaking level as Poor. The most common self-assessment was Average, with 53.3% of participants selecting this option. A smaller percentage, 13.3%, considered their English-speaking level to be Good. Lastly, 8.3% of participants categorized themselves as Fluent English speakers.

These findings shed light on the participants' self-assessment of their English-speaking skills, which can help researchers better understand the participants' perceived language abilities. Such information can be useful for designing appropriate language learning lessons and tailored instruction to meet the specific needs of the participants.

<b>Question 8: How often do you imitate the singer when listening to them?</b>		
	<b>N</b>	<b>%</b>
<b>Always</b>	<b>13</b>	<b>21.7%</b>
<b>Often</b>	<b>23</b>	<b>38.3%</b>
<b>Sometimes</b>	<b>20</b>	<b>33.3%</b>
<b>Rarely</b>	<b>4</b>	<b>6.7%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

### **2.9. The Frequency of Imitating the Singer when Listening to Them**

The following analysis provides insights into the participants' frequency of imitating the singer while listening to English songs. The findings show that 21.7% of participants reported to always imitate the singer when listening to English songs. The most common response was often, with 38.3% of participants indicating this frequency. Additionally, 33.3% of participants reported imitating the singer sometimes, while a smaller proportion of 6.7% stated that they rarely imitate the singer.

Understanding the frequency of imitation among participants can contribute to a deeper understanding of the impact of music/English songs on their behaviors and engagement with the English Language. This information can be valuable for researchers when exploring the connections between English songs/music and their influence on the speaking.



<b>Question 9: How many expressions have you learned from listening to English Songs?</b>		
	<b>N</b>	<b>%</b>
<b>No expressions</b>	<b>2</b>	<b>3.3%</b>
<b>5 Expressions</b>	<b>9</b>	<b>15%</b>
<b>10 Expressions</b>	<b>12</b>	<b>20%</b>
<b>More than 10</b>	<b>37</b>	<b>61.7%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

**2.10. The Number of Expressions Learned from Listening to English Songs.**

The provided table represents the analysis of Question 9, which aims to determine the number of expressions participants have learned from listening to English songs. Upon analyzing the data in the table, it can be observed that a small proportion of participants (3.3%) reported not having learned any expressions from listening to English songs. Among the participants, 15% indicated that they have learned 5 expressions, while 20% reported learning 10 expressions. The majority of participants (61.7%) stated that they have learned more than 10 expressions from listening to English songs.

Understanding the extent to which participants have learned expressions from English songs can inform researchers about the benefits of incorporating English songs into language learning activities. This information highlights the value of English as a language learning tool and emphasizes its role in enhancing learners' vocabulary acquisition.

<b>Question 10: English songs help in Language Learning, particularly in improving your speaking skill. Do you:</b>		
	<b>N</b>	<b>%</b>
<b>Strongly Agree</b>	<b>23</b>	<b>38.3%</b>
<b>Agree</b>	<b>21</b>	<b>35%</b>
<b>Neutral</b>	<b>9</b>	<b>15%</b>
<b>Disagree</b>	<b>4</b>	<b>6.8%</b>
<b>Strongly Disagree</b>	<b>3</b>	<b>5%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

**2.11. English Songs and their Aid in Language Learning, especially in Improving Their Speaking Skill.**

The table above provides insights into the participants' perspectives and attitudes towards the role of English songs in language learning, particularly in enhancing their speaking skills. The findings indicate that a significant number of participants hold positive views, with a substantial proportion strongly agreeing 38.3% or agreeing 35% with the statement. This suggests that English songs are seen as beneficial and effective tools for language learning by a considerable portion of the participants.

However, it is noteworthy that a percentage of participants expressed a neutral stance 15% or disagreed 6.8% and 5% with the statement. This indicates the presence of diverse perspectives and varying opinions among the participants regarding the impact of English songs on language learning and speaking skill improvement.

After gaining insights into how participants perceive the effectiveness of English songs in language learning can provide valuable information to educators and researchers regarding the potential advantages and constraints of integrating English songs into language learning environments. This information emphasizes the importance of the integration of English songs when teaching speaking and a way to consider English songs as a pedagogical resource.

<b>Question 11: Does listening to English songs help you in overcoming fear of speaking in public ?</b>		
	<b>N</b>	<b>%</b>
<b>Yes</b>	<b>39</b>	<b>65%</b>
<b>No</b>	<b>21</b>	<b>35%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

**2.12. English Songs and Their Aid in Overcoming Fear of Speaking in Public**

The provided table above presents the analysis of Question 11, which explores whether listening to English songs aids in overcoming the fear of speaking in public. The findings demonstrate that a majority of the participants 65% acknowledge the positive influence of English songs in helping them overcome these challenges. Conversely, a significant portion of

the participants 35% did not perceive listening to English songs as an effective means for addressing these concerns.

Understanding the participants' perspectives on the role of English songs in overcoming fear of speaking in public and provides insights for researchers. It underscores the potential value of incorporating music, specifically English songs, as a supportive tool in language learning contexts to alleviate anxiety when speaking.

<b>Question 12: Does listening to English Songs help in motivating you to learn English?</b>		
	<b>N</b>	<b>%</b>
<b>Always</b>	<b>31</b>	<b>51.8%</b>
<b>Sometimes</b>	<b>23</b>	<b>38.3%</b>
<b>Never</b>	<b>6</b>	<b>10%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

### **2.13. Listening to English Songs and Motivation to Learn English**

The above table provides insights into the participants' perspectives regarding the role of listening to English songs in motivating their English learning process. The findings reveal that a significant number of participants 51.8% view English songs as a consistent source of motivation, while others 38.3% perceive it as a sporadic source of inspiration. Moreover, a portion of participants 10% indicated that listening to English songs does not contribute to their motivation for learning the language.

Getting insights into the learners' perspectives on the motivational aspect of listening to English songs in learning English can help the researchers to pinpoint the potential benefits and limitations of utilizing music as a motivational tool in language learning contexts and helping learners to engage in other learning activities.

<b>Question 13: Do you believe that English Songs improve your English-speaking skills?</b>		
	<b>N</b>	<b>%</b>
<b>Always</b>	<b>33</b>	<b>55%</b>
<b>Sometimes</b>	<b>25</b>	<b>41.7%</b>
<b>Never</b>	<b>2</b>	<b>3.3%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

### **2.14. The Belief in English Songs and their Effect in Improving Students' Speaking Skill.**

This analysis provides valuable insights into the participants' beliefs regarding the impact of English songs on their English-speaking skills. The findings demonstrate that a significant majority of participants 55% perceive English songs as having a positive influence on their English-speaking abilities, either consistently or on certain occasions. However, a small number of participants 3.3% expressed skepticism, indicating that they do not believe English songs contribute to the enhancement of their English-speaking skills.

According to the gathered data, it is crucial to emphasize the need to consider individual beliefs and attitudes when utilizing English songs as a means of developing English-speaking proficiency.

### **Section 3: Students' Perspectives on Using English Songs in the Classroom**

<b>Question 14: What are the materials that are used by your teacher?</b>		
	<b>N</b>	<b>%</b>
<b>Textbooks</b>	<b>32</b>	<b>53.3%</b>
<b>Video</b>	<b>4</b>	<b>6.7%</b>
<b>Audio</b>	<b>7</b>	<b>11.7%</b>
<b>Others</b>	<b>3</b>	<b>5%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

#### **2.15. Materials Used by Teachers in Teaching English**

This analysis provides insights into the materials commonly utilized by teachers in the context of English language instruction. The findings highlight the prominent role 53.3% of textbooks as a primary teaching resource, followed by the use of video and audio materials to a lesser extent 11.7% and 6.7%. The inclusion of other materials also suggests the diversity of instructional resources employed by teachers.

The data underlines the scarcity of utilizing Audio and videos in the classroom and the reliance on textbooks as the primary teaching tool.

<b>Question 15: In what way do English Songs help you in speaking classes?</b>		
	<b>N</b>	<b>%</b>
<b>In improving my accent</b>	<b>27</b>	<b>45%</b>
<b>In improving my vocabulary</b>	<b>15</b>	<b>25%</b>
<b>In improving my pronunciation</b>	<b>11</b>	<b>18.3%</b>
<b>In improving my intonation</b>	<b>7</b>	<b>11.7%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

**2.16. English Songs and Their Help in Speaking Classes.**

The data from the table above provides valuable insights into the perceived benefits of English songs in speaking classes. The findings indicate that participants recognize the usefulness of English songs in various aspects of their speaking skills, with a significant focus on accent improvement 45%. Additionally, a significant proportion of participants mentioned the positive impact of English songs on vocabulary enhancement (25%). A smaller proportion highlighted the improvement in pronunciation (18.3%) and intonation (11.7%). Having said that, the acknowledgement of vocabulary, pronunciation, and intonation enhancement underscores the multifaceted contributions of English songs to language learning. This information highlights the importance of incorporating music and songs in language learning contexts to foster specific speaking skill development and cater to the diverse needs of learners.

<b>Question 16: If your teacher used English Songs in class, would you participate?</b>		
	<b>N</b>	<b>%</b>
<b>Yes</b>	<b>32</b>	<b>53.3%</b>
<b>Perhaps</b>	<b>18</b>	<b>30%</b>
<b>No</b>	<b>10</b>	<b>16.7%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

**2.17. Participating in class when Incorporating English Songs.**

This analysis provides valuable insights into the participants' attitudes towards the use of English songs in the classroom. The findings indicate that a majority 53.3% of participants are open to participating when English songs are incorporated by their teachers. However, a significant proportion 30% also expressed a level of uncertainty or conditional willingness.

Additionally, a smaller percentage 16.7% of participants indicated a lack of interest in participating if English songs were utilized in class. This highlights the need for educators to consider integrating English songs in their syllabus and to incorporate it as a teaching tool.

<b>Question 17: If your teachers use English songs, do you think it would help you in improving your speaking skill?</b>		
	<b>N</b>	<b>%</b>
<b>Yes</b>	<b>37</b>	<b>61.7%</b>
<b>Perhaps</b>	<b>14</b>	<b>23.3%</b>
<b>No</b>	<b>9</b>	<b>15%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

### **2.18. The Belief that English Songs may Aid in Improving Students' Speaking Skill.**

The table above suggest that 61.7% expressed a positive belief that incorporating English songs into their learning experience would indeed aid them in enhancing their speaking abilities. Furthermore, 23.3% of the participants responded with "Perhaps," indicating a degree of uncertainty or a neutral stance regarding the impact of English songs on their speaking skills. Lastly, 15% of the respondents expressed a negative belief, stating that they do not think using English songs would contribute to improving their speaking skills.

Overall, the data suggests a general inclination towards perceiving English songs as beneficial for enhancing speaking skills, with a smaller portion of respondents expressing doubts or skepticism. These insights can help researchers and educators to take into consideration the integration of Songs in speaking classes.

<b>Question 18: do you think that using English Songs in classroom is helpful?</b>		
	<b>N</b>	<b>%</b>
<b>Yes</b>	<b>37</b>	<b>61.7%</b>
<b>Perhaps</b>	<b>16</b>	<b>26.7%</b>
<b>No</b>	<b>10</b>	<b>16.7%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

### **2.19. The Belief that English Songs are Helpful in Classroom.**

The table above shows that a majority of 61.7% expressed a positive belief that incorporating English songs in the classroom is helpful. This indicates a widespread recognition of the potential benefits that songs can offer improving listening skills, vocabulary acquisition, and cultural understanding. Moreover, 26.7% of the participants responded with "Perhaps," reflecting a degree of uncertainty or ambivalence regarding the effectiveness of using English songs in the classroom. On the other hand, 16.7% of the respondents expressed a negative belief, stating that they do not think using English songs in the classroom is helpful. This minority opinion suggests that some participants may have reservations or concerns about the effectiveness or relevance of incorporating songs in language learning activities. These findings highlight the importance of considering individual preferences, teaching methods, and learning outcomes when incorporating songs into language learning curriculum. This also can be used to make informed decisions about integrating songs effectively to enhance students' learning experiences.

### **4.3. Overall Discussion:**

The findings from the gathered data provide a clear link to our research questions and to our hypothesis:

To what extent do they relate English songs to their speaking skill?

What are the Students' perspectives towards the use of English songs to improve their speaking skill?

How do students perceive the incorporation of English songs in their speaking classrooms?

The results show that a significant portion of the participants listen to English songs specifically to improve their speaking skills. This suggests that they perceive a strong connection between engaging with English songs and enhancing their oral expression abilities and this can be shown in **Question 1, Question 5, Question 9, Question 10, Question 12, and Question 13**. By incorporating English songs into their language learning journey, these students are actively seeking a resource that they believe can positively impact their speaking skills. Additionally, the participants' preferred genres of English songs, such as Pop, Rap, and R&B and it can be shown in **Question 3**, align with the rhythmic and melodic qualities that can enhance pronunciation, intonation, and rhythm in spoken English. This further strengthens the connection between English songs and speaking skills development.

Moreover, the participants' predominant learning style being Aural (Audio-Musical) as shown in **Question 6** indicates that they are likely to benefit from auditory and musical elements in the learning process. English songs provide an ideal platform for students with this learning style to engage with the language in a meaningful way, as they can actively listen to and analyze the lyrics, melodies, and vocal techniques used in the songs. Therefore, the findings support the notion that English songs are closely related to the participants' speaking skills. By incorporating music into language learning activities, educators and learners can harness the potential of songs as a tool for oral expression improvement, catering to students' learning preferences and enhancing their language learning experience. Another thing worth mentioning is that, the majority of participants in this study hold positive perspectives regarding the use of English songs for improving their speaking skills as show in **Question 11, 12, 13**. They recognize the potential benefits and acknowledge that English songs can contribute to their language development. Specifically, the findings indicate that students perceive English songs as a valuable resource for acquiring expressions and enhancing their pronunciation and intonation as shown in **Question 10**. Moreover, the students' perspectives towards the use of English songs to improve their speaking skills are predominantly positive. They believe that songs provide them with linguistic and motivational support, helping them acquire expressions, improve pronunciation, boost confidence, and overcome speaking-related anxieties. These perspectives highlight the students' recognition of English songs as an effective tool for enhancing their speaking abilities.

The findings also reveal that the majority of participants are open to participating when English songs are integrated into their speaking classes as shown in **Question 16 and 17**. This indicates that students are receptive to incorporating songs as a part of their language learning experience and are willing to engage in activities that involve the use of songs. Their willingness to participate reflects a positive attitude towards this teaching approach and an eagerness to explore innovative methods of learning. Additionally, the results highlight that students expressed a positive belief in the effectiveness of incorporating English songs in the classroom as shown in **Question 18**. They believe that using songs can aid them in enhancing their speaking abilities, indicating a recognition of the value that songs bring to their language development. This positive perspectives further supports the notion that students view the incorporation of English songs as a valuable and effective instructional strategy. However, it is worth noting that the



findings also suggest a reliance on textbooks by teachers as shown in **Question 14**, indicating a potential gap in utilizing audio and video resources, such as English songs, in the classroom. This observation emphasizes the importance of incorporating more diverse and engaging teaching methods to create a dynamic and interactive learning environment for students. Overall, the students' perspectives regarding the incorporation of English songs in their speaking classrooms are predominantly positive. They recognize the benefits of using songs for improving their speaking skills, are willing to participate in activities involving songs, and believe in the effectiveness of incorporating songs as an instructional tool. These insights contribute to our understanding of how students perceive the integration of English songs in their language learning journey, highlighting the potential of songs to enhance their speaking abilities and fostering a positive classroom environment.

## **Conclusion**

This chapter addresses the research methodology used to answer the questions developed in this research: To what extent do they relate English songs to their speaking skill? What are the Students' perspectives towards the use of English songs to improve their speaking skill?

How do students perceive the incorporation of English songs in their speaking classrooms?

After finishing the analysis of the data gathered from the students' questionnaire, it is safe to say that the majority of students rely on songs in developing their speaking skill and they hold a positive view regarding its integration in their classroom as a teaching resource. Overall, our hypothesis: "Students perceive the incorporation of English songs as a positive and effective method for improving their speaking skills." Has been confirmed.

# *General Conclusion*

### **General conclusion**

This study aimed to explore the perspectives of Sophomore students regarding the integration of English songs and their impact on speaking skills. It specifically focused on investigating whether students perceive the use of English songs as a beneficial and effective approach for enhancing their speaking abilities. The research was conducted at the English department at the University of Bordj Bou Arreridj.

Data collection involved administering a questionnaire to the students to reveal their perspectives regarding this matter. The findings demonstrated positive views on the utility of incorporating English songs as a teaching strategy, indicating that these songs have a favorable and advantageous influence on the students' oral proficiency. As a result of our research, we have concluded that the integration of English songs in oral practices holds great importance in acquiring the target language as it provides learners with a unique opportunity to freely express themselves. Therefore, teachers should not only focus on what is being said but also on how it is being said. Furthermore, our research has highlighted the significance of incorporating English Songs in teaching speaking skills and their positive impact on students' achievement in speaking skill.

By recognizing the potential of English songs as a powerful tool for language learning, educators can effectively facilitate the improvement of students' speaking abilities and create an engaging and dynamic learning environment. Further research and exploration of innovative teaching approaches involving music and language learning can continue to enhance language education and contribute to students' overall language proficiency.

### **Pedagogical Recommendations**

Based on the findings obtained from the current study, the following recommendations and suggestions are put forth:

1. Incorporate authentic materials such as English songs and videos to enhance learners' interest and create a dynamic classroom atmosphere.
2. Implement rewards and encouragement strategies to motivate learners and foster active participation during sessions.
3. Give greater emphasis to the development of speaking skills in foreign language instruction.

4. Provide dedicated focus in the Oral Expression course to enhance learners' oral capabilities.
5. Emphasize the importance of listening skills as a foundation for effective speaking.
6. Tailor teaching approaches to address learners' specific needs, weaknesses, and desires.
7. Maintain a professional and caring demeanor with students, creating a conducive learning environment.
8. Minimize the amount of Teacher Talk Time and maximize Student Talk Time, allowing learners more opportunities to speak and engage in the target language.
9. Encourage students to have confidence in their speaking abilities and trust themselves during speaking activities. Building self-confidence is crucial for improving the speaking skill.
10. Help students understand that the speaking skill is an essential requirement for proficiency in the foreign language. Creating awareness of the importance of speaking will motivate learners to invest more effort in developing this skill.

### **Limitations of the study**

Initially, this study was planned as an experimental design involving four groups of second-year students from the Department of English, Bordj Bou Arreridj. The primary objective was to directly and demonstrate the impact of English Songs on speaking improvement. However, due to time and personal constraints, it was not possible to proceed with the initial plan. Consequently, the research focus shifted towards examining learners' perspectives on the integration of English Songs in the speaking class. This deviation undoubtedly hinders the ability to conduct a more robust investigation, where an experiment could have revealed the actual effect of English Songs on the improvement of speaking skills.

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# Appendices

## Appendix A: Students' Questionnaire

### Students Questionnaire

Dear Students,

The following questionnaire sheds light on students' perspectives towards the integration of English Songs in English classes and their influence on speaking skills.

Please complete this questionnaire by checking the circle that corresponds to your answers. Thank you in advance for your cooperation and the time devoted to answer this questionnaire.

Section one:

#### Exploring Student Engagement with English Song

1- How much do you enjoy the Oral Expression Module?

Strongly Agree

- Much
- A little
- Not at All

2- How often do you speak English in the classroom?.

- Usually
- Often
- Sometimes
- Rarely

3- What English songs you play most?.

- Pop
- Rap
- R&B
- Others

4- How many hours do you spend listening to English Songs?.

- 30 Minutes
- 1 Hour
- 2 Hours
- 3 Hours or More

5- Why do you listen to English Songs?.

- For Entertainment
- To Learn New Vocabulary
- To Improve My Speaking Skill
- Others

6- What type of learners are you?.

- Visual ( Spatial)
- Aural (Audio-Musical)
- Physical (Kinesthetic)
- Others

**Section two:**

English students' perspectives on using English songs to enhance their speaking skills.

7- How do you rate your English-speaking level?.

- Poor
- Average
- Good
- Fluent
- How often do you imitate the singer when listening to them?
- Always
- Often
- Sometimes
- Rarely

- 8- Online sessions help me learn more about the contents of the lessons in detail.
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
- 9- How many expressions have you learned from listening to English Songs?.
- No Expressions
  - 5 Expressions
  - 10 Expressions
  - More than 10
- 10- English songs help in Language Learning, particularly in improving your speaking skill.  
Do you:.
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
- 11- Does listening to English songs help you in overcoming fear of speaking in public ?.
- Yes
  - No
- 12- Does listening to English Songs help in motivating you to learn English?.
- Always
  - Sometimes
  - Never
- 13- Do you believe that English Songs improve your English-speaking skills?.
- Always
  - Sometimes
  - Never

### Section 3: Students' perspectives on Using English Songs in the Classroom

- 14- What are the materials that are used by your teacher?.
- Textbooks
  - Video
  - Audio
  - Others
- 15- In what way do English Songs help you in speaking classes?.
- In improving my accent
  - In improving my vocabulary
  - In improving my pronunciation
  - In improving my intonation
- 16- If your teacher used English Songs in class, would you participate?.**
- Yes
  - Perhaps
  - No
- 17- Do you think that using English Songs in classroom is helpful?**
- Yes
  - Perhaps
  - No
- 18- If your teachers use English songs, do you think it would help you in improving your speaking skill?**
- Yes
  - Perhaps
  - No

## ملخص الدراسة

تعزير مهارات الكلام يشكل تحديا كبيرا في تعلم اللغة. في حين قد يقدم المعلمون للمتعلمين مفردات كافية، فإن المشكلة تكمن في عدم وجود توجيه حول عملية الاكتساب وعدم وجود أساليب ممتعة لتنمية الكفاءة في الكلام. تهدف هذه الدراسة إلى استكشاف تأثير الأغاني الإنجليزية على تحسين مهارات الكلام، مع التركيز بشكل خاص على آراء طلاب السنة الثانية المسجلين في قسم اللغة الإنجليزية في برج بوعريريج. تم جمع البيانات باستخدام الطريقة الكمية حيث تم توزيع استبيان على عينة عشوائية من ستين طالبًا في السنة الثانية. تشير النتائج إلى أن دمج الأغاني الإنجليزية في الممارسات الشفهية يحمل أهمية كبيرة في تسهيل اكتساب اللغة، حيث يوفر للمتعلمين فرصة فريدة للتعبير عن الذات ويعمل كعامل دافع في تعزيز مهارات الاتصال الشفهي. ستوفر النتائج رؤية قيمة للمجتمع التعليمي لمعالجة جوانب مختلفة من هذا البحث.

**الكلمات الدالة:** مهارات الكلام، الأغاني الإنجليزية، تحديات طلاب اللغة الإنجليزية كلغة أجنبية، تحديات طلاب اللغة الإنجليزية كلغة أجنبية، تدريس / تعلم اللغة الإنجليزية

## Résumé

Le développement des compétences de communication constitue un défi significatif dans l'apprentissage des langues. Alors que les enseignants peuvent fournir aux apprenants un vocabulaire adéquat, le problème réside dans le manque d'orientation sur le processus d'acquisition et l'absence de méthodes agréables pour cultiver la maîtrise de la parole. Cette étude vise à explorer l'impact des chansons anglaises sur l'amélioration des compétences de communication, en se concentrant spécifiquement sur les perspectives des étudiants de deuxième année inscrits au département d'anglais de Bordj Bou Arreridj. Les données ont été collectées à l'aide d'une méthode quantitative, où un questionnaire a été administré à un échantillon aléatoire de soixante étudiants de deuxième année. Les résultats révèlent que l'intégration des chansons anglaises dans les pratiques orales revêt une importance substantielle pour faciliter l'acquisition linguistique, car elle offre aux apprenants une opportunité unique d'expression de soi et sert de facteur de motivation pour promouvoir les compétences de communication orale. Les résultats fourniront un aperçu précieux à la communauté éducative pour aborder différents aspects de cette recherche.

Mots-clés : compétences orales, chansons anglaises, défis des étudiants EFL, défis des étudiants EFL, enseignement/apprentissage de l'anglais