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Submitted and Defended by:

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# **The Impact of Educational Songs on EFL Speaking Skills**

**Case Study of First Year Pupils at  
NourEddineAbdElKader Middle School  
El-Haouch-Biskra**

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## **Declaration**

I, **Hiba Meftah**, do hereby declare that this dissertation is my own work and has not been submitted for any other degree or professional qualification. The works cited have been acknowledged in the in-text citations in the reference list and appendices section.

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## **Dedication**

*In the Name of Allah, the Almighty, the Most Merciful. All Praise is due to Allah Alone.*

*This work is delightedly dedicated to:*

*The memory of my grandparents **Naoui and Hada***

*My beloved parents who have always supported me **Fatima and AbdEIdjalil***

*My adorable sister, **Asma** and my lovely brothers , **Sayeh and Sami**.*

*My supportive Friends, who were with me in each step of this journey.*

*Thank you all, each with her/his name.*

## **Abstract**

While the speaking ability is vital in achieving appropriate and efficient communication for English learners, an orientation towards speaking English has been noticed among foreign language learners (EFL) even at the novice level. Notably, the majority of these students struggle with spoken interactions and conversations both within and outside of the classroom. The biggest challenges stem from their lack of fluency, vocabulary, and grasp of grammatical principles or how to apply them in appropriate and real-world circumstances. Despite the reformers appointed by Algeria's Ministry of Education to increase students' communicative competencies, there are still major gaps in their achievement. This could be due to language teachers' inappropriate approaches and supplies. As a result, the current study sought to evaluate the influence of employing English educational songs as a helpful authentic material to improve students' speaking skills. Furthermore, we wanted to emphasise the importance of instructional songs in increasing EFL learners' motivation and enthusiasm in learning English. A mixed-methods approach is used to test or disprove the hypothesis proposed in this study about how songs can improve EFL learners' speaking skills. Three data collection tools are used in this strategy – are used to explore students' perceptions, responses, and performances when listening to instructive music. A test, classroom observation, and a questionnaire are the data collection strategies used. This study's population comprised first-year students at NourEddineAbdElKader Middle School in El-Haouch-Biskra. This study is conducted in 2021- 2022 academic year. Out of 162 students, only 48 are selected to participate. Following data analysis, the findings suggested that using educational songs can assist students enhance their speaking ability, accuracy, and fluency. The findings confirmed the hypotheses that guided this investigation. As a result, ELT teachers are encouraged to employ educational songs as a pedagogical technique to help their students develop their speaking skills.

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## **List of Abbreviations**

**EFL:** English as a Foreign Language

**Ms:** Middle School

**MS1:** First Year at Middle School

**GTM:** Grammar Translation Method

**ALM:** Audio-Lingual Method

**MS1/1:** First Year Middle School – Group 1

**MS1/3:** First Year Middle School – Group 3



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# **General Introduction**

## **1. The Background of the Study**

English Language Teaching journey is a process in which the instructors aim at teaching the four skills in an interrelated manner. The receptive skills, listening and reading, are dealt with as the central elements of the teaching-learning process, but it is complicated when it comes to speaking and writing. Although speaking is the most important skill in learning foreign languages, most EFL learners struggle when it comes to acquiring this fundamental skill. Consequently, they fail in communication.

## **2. Statement of the Problem**

As middle school teacher , we have noticed that EFL learners have difficulties when it comes to speaking. Learners of the first year at NourEddineAbdElKader Middle School have a serious struggle concerning that. During their “I listen and do” sessions, they do have the ability to listen to the scripts accurately, yet they always lack motivation and ability to speak. They have numerous reactions concerning these tasks, and most of them tend to not even try to produce simple sentences. Although such learners are usually highly motivated to attend the session of English they have weak proficiency in speaking. This is because they do not practice; they speak the targeted language only in the classroom consequently they fail to use the language. These learners, who are still absolute beginners, do not have a continuous contact with the language; it causes some issues while trying to improve their level.

Moreover, earlier research has been conducted to investigate the influence of using music in teaching English. However, these previous works focused more on the concept of using music, but did not tackle in details the aspects of choosing and using these songs. For that, we have decided to put more endeavour on examining the influence of educational songs on fostering speaking level.

### **3. The Significance of the Study**

This study will offer assistance to EFL teachers at middle schools. It covers the most important lessons in English Language Curriculum with more issues for both teachers and learners. Moreover, teachers who include songs in classrooms achieve their learning objective easily, and reach effective speaking. Learners who grasp the audio material can speak English more accurately, fluently, effectively and confidently. More importantly, songs foster classroom interaction which represents the basic competence of cross-curricular competencies. This study is beneficial for both teachers and learners. It helps teachers choose the appropriate teaching aids, and it motivates learners to learn English inside and outside the classroom environment.

### **4. The Aims of the study**

The ultimate aim of this study is to shed light on the importance of implementing educational songs to enhance EFL proficiency. Furthermore, we aim to involve and motivate learners and create an engaging classroom atmosphere.

### **5. The Research questions**

In the current study, we intend to answer the following questions:

- What are the challenges and problems facing middle school pupils in speaking class?
- Can songs be a teaching technique that helps these pupils overcome these challenges in speaking class?

### **6. The Research hypothesis**

This study hypothesizes that when learners listen to educational English songs, their speaking ability would be improved.

### **7. The Research Methodology**

Since the main objective of this research is to investigate and analyse the influence of English Educational Songs on learners' speaking proficiency, it seems more suitable to opt for a mixed method. The qualitative method is to be reinforced and proved with referring to quantitative tools.

Because the purpose of this study is to investigate the problem in its natural setting, namely the EFL classroom, a case study methodology is deemed to be the most appropriate technique for providing a full account of the issue under investigation.

### **7.1. The Population and Sampling**

The population addressed in this work is first year pupils of NouredineAbdElkader Middle School in El-Haouch-Biskra, Biskra . A probability sampling was opted for this research. Two groups of MS1 pupils were randomly selected among 6 groups. The reason behind choosing MS1 pupils is that they are absolute beginners which mean that it is the first time they are exposed to the language. Data are more reliable.

### **7.2. The Research Tools**

In the current research, triangulation was applied in data collection in order to reinforce the results. The instruments are a classroom observation with use of checklist, a questionnaire for the teachers, and an experiment addressed to learners.

### **7.3. The Data Collection and Analysis**

The descriptive technique is used to analyse the teachers' questionnaire , the classroom observation and the results of the test.

## **8. The Structure of the Dissertation**

This work is divided into two main parts: a theoretical part and a practical part. First, the theoretical part is composed of two sections. The first tackles a general overview about the speaking skill, definitions, types, etc. However, the second deals with songs, its importance, and choice of songs in educational situations. Second, the practical part is the description of the data gathering tools, analysis and results.

# **Chapter One:**

## **Literature Review**

This chapter focuses on the significance of speaking skills for EFL middle school students. It begins by reviewing the nature of speech and its definitions. The importance, types, and qualities of speaking as a skill are then identified. Some instructional methodologies were introduced in the second portion. Additionally, the use of educational songs was addressed. The necessity of using songs in the classroom was highlighted, as well as how to select good songs to employ.

### **I.1. Speaking skill**

Speaking is a fundamental dexterity since without it, nothing can really be delivered. As a result, we communicate, share ideas, convey sentiments, and even make comments through language. Speaking is defined in various ways in the literature.

#### **I.1.1. Definition of speaking**

Speaking is one of the productive skills that learners need to master to achieve linguistic competence. In accordance with Clark and Clark (1977), speaking is an act. Learners speak to get some impact on their listeners too. The original language act must play a crucial role in the development of language speaking. Speaking is a way in which students contribute to oral communication as it is defined by Quianthy (1990:7) as “the process of conveying ideas and information orally in different situations”. Furthermore, in agreement with Chaney (1998:13), “ Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts”. Speaking skill has been given priority by language learners in their learning because mastering the speaking skill is considered as they mastered the other three skills. Speaking is treated as the center of the learning process.

#### **I.1.2. Speaking as a language skill**

Successful and effective communication is the target of any EFL learner, and that is a clear explanation of why speaking is taken as art.

Nunan stated that for most people, mastering the art of speaking is the single most important factor in learning a second or foreign language and success is a measuring item of



the ability to keep up the exchange in the language. It is mainly about how to express what people have inside their brains, and consequently transform it into appropriate verbal productions. According to MacCarthy (1972), to learn how to speak a language a person needs two things: to know the words and sentences they will say and to be able to say them with performing the required actions and movements, (p. 9).

Speaking is a complex skill that goes beyond pronouncing words or arranging them to form sentences. Humans speak to communicate; this latter designates all the kinds of human messages/responses not expressed in words such as the use of facial language, body movement, tone of voice, gestures, eye contact, and so on. In general, speaking has never been just uttering words and sentences; it is the process of creating an acceptable and comprehensible communicative situation.

### **I.1.3. Importance of speaking**

In the past, people wasted their time learning grammar, memorizing lists of vocabulary, and practicing pronunciation. All they wanted is to gather the rules of the language thinking that it was enough to learn the language itself. Those learners were good at receiving the language, yet they were not able to perceive and produce the language.

In the twenty-first century, the objective of teachers and learners has deviated from structural linguistic interest to communicative language. Hence, the light was shed on speaking ability. Speaking has been a fundamental element concerning people's daily communications. Communication on the other hand is considered to be an aspect of speech production. It represents the exchange of emotions, opinions, and ideas to transmit a message.

When discussing the importance of speaking for learners, it is most needed to highlight the importance of the English language in general for the academic and non-academic needs of people daily. English is called the language of the world for its use everywhere. Standing out there knowing English is a benefit; speaking English, opens doors for many opportunities such as scholarships, internships, business and openness to cultures. Despite the importance of speaking in learning situations, it also plays a significant role in the success or achievement of everyday life. Speaking equals communication; failure in communication causes failure in social interactions and consequently failure to act and interact.

#### **I.1.4. Types of speaking**

The main aim of teaching speaking is to reinforce learners' exchange of ideas. The targeted competency by teaching speaking is using the English language for communication. Brown (2000) distinguished five types of speaking that can help learners to improve their level of speaking: imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking.

##### **I.1.4. 1. Imitative speaking**

This variable of oral production is just repetition and imitation of a sound, word, phrase or a sentence. The purpose of imitation is to focus on how a language is produced rather than its meaning. It is the reason why Brown states that imitative speaking is simply parroting back or imitating words, phrases or even sentences,(p.141).

##### **I.1.4. 2. Intensive speaking**

Concerning intensive speaking, the focus goes on more specific stretches of speech that includes intonation, stress, and rhythm. Brown (2000) confirms that intensive speaking goes one step beyond imitative speaking. The latter is broader. It requires more practice in phonological and grammatical aspects of language by learners. They need to work in pairs and groups, unlike the imitative pattern.

##### **I.1.4. 3. Responsive speaking**

Responsive speaking is defined by short conversations or small talks. According to Brown, (2001, p.273 ) in this type of speaking, "A good deal of student-initiated questions or comments. These replies are usually sufficient and do not extend into full dialogues". In other words, responsive speaking may be considered to be limited interactions with few questions and short replies such as greeting and commenting. It must not exceed to be a full conversation.

##### **I.1.4. 4. Interactive speaking**

Oxford Learners Dictionary defines interaction as "if one thing has an interaction with another, or if there is an interaction between two things, the two things affect each other". Interactive speaking has two different language forms. First, transactional language is mainly based on providing or transmitting certain information to one or a group of people.

Second, interpersonal language represents interpersonal exchanges that aim at maintaining and grasping relationships in society. This type of speaking involves discussion, interviews, dialogue, and role-plays.

#### **I.1.4. 5. Extensive speaking**

The fifth type is extensive speaking. According to Brown( 2004) tasks in extensive speaking include speeches, oral presentations, and story-telling, in which the oral interaction from listeners is either absent (nonverbal responses)or highly limited and the language style is more deliberative and formal most of the time, however, certain informal monologues such as casually delivered speech cannot be ruled out,( p.142). Extensive speaking is used to maximize learners' English speaking when they are in a classroom setting.

#### **I.1.5. Aspects of speaking**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking skill is considered a process composed of five different aspects that should be present in every conversation; comprehension, pronunciation, grammar, vocabulary, and fluency. The following table sums up these aspects:

<b>Aspects</b>	<b>Description</b>
<b>Comprehension</b>	According to Richards (2008:4) " <i>Comprehension is viewed as a process of decoding</i> ", which means that this aspect measures to what extent the conversation is understood and interacts appropriately with the context. It refers to the speakers' understanding of what are they saying to the listeners even if it is complicated to avoid misunderstanding (Cohen et al:2005 ).
<b>Fluency</b>	Fluency in a speech means the ability to speak freely, easily, and without any interruption, fear,or hesitation (Pollard, 2008).Moreover, wolf Quinter (2005:46) argues that "fluency is how fast and how much a learner speaks

	without frequent pause because of functionless repetitions, self-corrections, and false starts in coping with the real-time processing".
<b>Grammar</b>	Grammar is the combination of words to produce correct and well-structured sentences based on different rules <b>(Kreoger:2005)</b> . In Consonance with Greenbaum and Nelson <b>(2002:1)</b> grammar refers to " <i>the set of rules that allow us to combine words in our language into larger units</i> "
<b>Pronunciation</b>	Pronunciation refers to the clear production of words and utterances while speaking (Kline: 2001). It includes all those aspects of speech that make it flow, including segmental articulation, rhythm, intonation and phrasing, and even gesture, body language, and eye contact (Fraser, 2001).
<b>Vocabulary</b>	Vocabulary is the set of words that shape the language, it is considered an important part of speaking. Conversations cannot run without vocabulary since words are the power of the speech that through it we can express our feeling, thought, and ideas easily. Whenever there is a higher acquired vocabulary there is a flow in speaking, and Without having a sufficient vocabulary, one cannot communicate effectively <b>(Hedge:2001)</b>

**Table 1. Aspects of speaking**

### **I.1.6. Characteristics of speaking**

Many linguists measure the speaking ability by knowledge of the language itself. Speaking requires two main factors that are accuracy and fluency.

#### **I.1.6.1. Fluency**

Fluency is the flow, efficiency, and speed of speech with which language learners express their ideas while speaking. Some mistakes and errors may occur here and there

from time to time, but no attention is paid to them. It shows how comfortable and confident is the learner with the language. Crystal(1977) Bryne(1986) Nation(1991) “Fluency may be defined as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a communication breakdown”.

Moreover, Hughes (2002, 14) defines fluency as “the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise, the communication will breakdown because listeners will lose their interest”. This definition explains that fluency and accuracy go hand in hand, that is to say, that to be fluent means to produce utterances speedily, smoothly, and accurately. Speed and pausing are the most important elements of fluency.

Thus, fluency can be achieved by creating a classroom environment that helps learners to use the targeted language to the extreme at the allocated time of the sessions. Also, the sense of accepting and adjusting the breakdowns in communications is the key to surpassing the pauses.

It is clear so far, that maximizing chances for interaction is the key to fluency. Fluency is the target of many language learners. There are several criteria to identify if a learner is fluent or not, yet fluency should never be the ultimate objective of SL or FL learning.

#### **I.1.6.2. Accuracy**

Accuracy is defined by Cambridge Dictionary as the fact of being exact or correct. It is the ability to do something without making mistakes. In general, it refers to the ability of learners to produce correct sentences grammatically. Fluency may be defined as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a communication breakdown (Crystal, 1977; Bryne, 1986; Nation, 1991). Accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic, or discourse features of a language (Bryne, 1988).

(Lan, 1994) defines accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic, or discourse features of a language. Teachers aim at reaching learners’ accuracy for its high significance of language acquisition and production. Accurate language learners are considered good and preferable learners; mistakes and errors makers are less-preferable language learners.

Even though, accuracy and fluency are both related for SL and FL learning purposes; teachers and learners pay too much attention to accuracy. Therefore, it results in the inability of learners to produce the language. They fear speaking because most of the time they translate from their mother tongue, break down sentences, and use fragments. And for accuracy-based assessment, these utterances are not appropriate to produce.

#### **I.1. 6.2.a. Grammar**

Grammar plays an important role in learning how to build the correct structure of any language. Harmer states that grammar speech varies from writing a speech. It indicates the learners' use of grammatical construction in a proper way. As English has its unique features, grammatical speech has its structure as well. This latter should not be neglected while developing speaking skills. In this sense, Luoma (2004, p. 12) reported that learner grammar is handy for judging proficiency because it is easy to detect in speech and writing. For this, grammar is a crucial element in achieving accuracy.

In Second Generation Curriculum in middle school, grammar is treated differently. Because of the spread of CBA, grammar is taught as a contextualized item. The importance of grammar as language rules and structures has been minimized and the focus is maximized on the use of grammar in communication.

#### **I.1.6.2.b.Vocabulary**

According to Cambridge Dictionaries (2015), “the words that are known or used by a particular person, or that are used in a language or subject”. From this perspective, vocabulary is seen as the main unit upon that language is built of. Memorizing words of the target language is the first step in any language learning process to build a solid basis. Learners tend to memorize long lists of words to be able to describe, narrate and explain ideas and notions. Conforming to Harmer (200, 269), “the knowledge of the word classes allows speakers to perform well form utterances”. Teachers help learners acquire new vocabulary by picture-word matching, translating, and explaining the word via gestures and body language.

#### **I.1.6.2.c. Pronunciation**

Pronunciation refers to producing words in ways in which they are accepted and understood as stated by Redmond & Vrchota( 2007). It is to say that pronouncing words correctly with the correct sound features is the key to transmitting a message successfully and guarantees the understanding of the hearer. English language pronunciation is compelling

because it contains several sub-elements components like speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation. Any mispronunciation of the word may lead to a different meaning and another understanding or no understanding of the message, and eventually, the accuracy will not be achieved.

Correspondingly, Omari (2015,29) confirms that “pronunciation is a crucial speaking sub-skill and by far the departure point for any oral interaction since the success of any communication process is closely tied to the mastery of the sound system”. Good pronunciation can be achieved by practicing the target language.

Although EFL learners seek always to be fluent and accurate speakers, they neglect the fact that nobody is perfect in their oral production even native speakers.

## **I.2.The implementation of songs in teaching speaking**

### **I.2.1.Methods and techniques of teaching speaking**

In the past time, many teachers and teaching approaches have shown interest in speaking. Many teaching methods have been used in the subject of teaching and learning foreign languages, particularly in the context of teaching speaking in the setting of English as a foreign language.

#### **I.2.1.1.Teaching approaches in speaking**

Teaching a foreign language may be a difficult but rewarding career that allows pupils to communicate in whole new ways. Teachers should be familiar with a variety of language learning approaches, including ESL teaching methods, in order to be flexible in their instruction methods and adjust them as needed. The most important teaching approaches will be introduced in this part.

##### **I.2.1.1.a. Grammar Translation Method ( GTM)**

The Grammar Translation Method (GTM) first appeared in the nineteenth century. It was created using the psychological method that was popular in the 18th and 19th centuries. Professor Karl Plotz proposed this teaching style. This latter revealed the purpose of learning to read and translate classical writings.

The following are the basic elements of this method in foreign language teaching and learning:

- To broaden one's repertoire in a foreign language.
- To provide kids with mental exercise that will help them develop their minds.
- To improve one's capacity to read literary compositions written in a foreign language.
- To understand grammar rules.

However, the Grammar Translation Approach, according to Sarosdy et al. (2006), is a cognitive method of language training with essential traits and notions that may have weak and strong aspects in teaching speaking. The following are the method's fundamental concepts, according to Sarosdy et al. (2006):

- Interaction in the classroom is a student-teacher interaction.
- Traditional teacher duties exist; the instructor is the authority figure in the classroom.
- Evaluation is based on a written test;
- Literature and the fine arts are considered to be part of culture.
- Literary language is given more weight than spoken language.
- Passive vocabulary and grammar are prioritized over pronunciation.
- Reading and writing are primary skills, with less emphasis placed on speaking and listening.
- The language used in class is mostly the students' native language, and new word meanings are created through translation into the local language.
- Error correction is critical, with the teacher always providing right responses to the students.
- The curriculum is structured.

We can assume from what has already been revealed that the Grammar Translation Method marginalizes the instruction of speaking because there is no real communication. GTM places a premium on teaching grammar and vocabulary using isolated sentences that are mechanically translated into the learners' original language. There is no interaction.

In this vein, we might agree that the teacher's duty is merely that of a guide. They deal with rule memorizing and morphology manipulation in GTM classroom contexts. Learners are completely inactive. Their task is confined to memorizing lists of vocabulary and grammar rules and delivering as faultless translations as possible.



### **I.2.1.1.b. Direct Method**

A direct Method may be a method of directly teaching the target language. It's supported students' direct participation while speaking the language. The Direct Method, in contrast to the Grammar Translation Method, doesn't leave translation. The Direct Method could be a tongue learning method that emphasizes interaction (Sarosdy, et al., 2006).

The following principles were established to realize the method's main goal:

- The teacher should demonstrate instead of explain or translate;
- The imitation of interaction occurs on either side, from teachers to students and from students to teachers. Although the latter is often teacher-directed, student-student interaction is additionally used.
- The teacher and students are more like partners within the teaching and learning process;
- Students should learn to think within the target language;
- Vocabulary is acquired more naturally if students use it fully sentences instead of memorizing word lists;
- Pronunciation should be worked on right from the beginning of the language interaction;
- Lessons should include conversation activities, while students are given the chance to use language in reassuring situations.
- Learning a language entails learning the behaviour and culture of the people living within the target country;
- Vocabulary is prioritized over grammar;
- Work on all four skills begins at the beginning;
- Language is considered fundamental;
- There is no formal evaluation in class; students must use the language using both oral and written skills;
- and The teacher encourages students to self-correct whenever possible (Sarosdy, et al., 2006, p12-13).

In regard to what has been stated above, the first goal of the direct method is for language learners to speak with each other, emphasizing the importance of developing speaking skills.

During this method, the teacher is active and doesn't use the language. Students, on the opposite hand, are very active. They are more likely to participate in school.

We can conclude that the Direct Method focuses on speaking skills performance and places a greater emphasis on learners within the teaching and learning process.

#### **I.2.1.1.c.Audio-Lingual Method**

The Audio-Lingual Method, such as the Direct Method, is centered around oral communication. The Audio-Lingual Method, on the other hand, is considerably different in that, rather than emphasizing vocabulary acquisition through exposure to its application in circumstances, it teaches pupils the use of grammatical sentence patterns. It also has a strong theoretical foundation in languages and psychology, as opposed to the Direct Method.

It is a language teaching method that gives more emphasis to teaching listening and speaking than to reading and writing. It is based on using dialogs and real conversations as a form of language presentation where the use of mother tongue is discouraged in the classroom drills (Ben Rajab, 2015).

The following characteristic of the method stated by Freeman and Larsen (as cited in Sarosdy et al., 2006):

- Repetition drill;
- Dialogue memorization;
- Expansion-drill (This drill is employed when a protracted dialogue. The teacher breaks down the road into small parts. Following the teacher's cue, the scholars expand what they're repeating part by part until they'll repeat the whole line,
- Chain drill (The teacher begins the chain of conversation by greeting a student or asking him a matter. That student responds and so turns to the scholar sitting next to him and also the chain are going to be continued. The chain drill allows some controlled communication, although it's limited.);
- Drill for single-slot substitute (The teacher usually says a sentence from the discourse.) The teacher then gives a word or phrase referred to as a cue. the scholars repeat the road the teacher has given them substituting the cue into the road in its proper place;

- Multiple-slot substitution drill (The teacher gives cue phrases, one at a time that fit into different slots within the dialogue line. the scholars need to recognize what a part of speech each cue is where it fits into the sentence and make other changes like subject-verb agreement.);
- Transformation drill (for example, students are asked to remodel an affirmative sentence into a negative one.);
- Question and answer drill;
- Use of minimal pairs (The teacher works with pairs of words that differ in precisely one sound e.g. ship – sheep.);
- Gap-filling;
- Grammar game.

The target of ALM is to help students acquire the structural patterns communicatively and spontaneously. The teacher in this scenario is an orchestra leader; he provides a good model to be imitated. Learners are imitators, they respond accurately and rapidly. They are engaged and active.

## **I.2.2. EFL difficulties in speaking**

Speaking is by far the hardest skill to master, and the majority of EFL students struggle with it. As a result, teachers should provide many aids to their students to reduce the elements that may create these issues. According to Ur (2000, p. 121), the four main causes of speaking difficulties are as follows: Inhibition, Nothing to say, Low or uneven participation, and the Use of the mother tongue.

### **I.2.2.1. Inhibition**

Starting with inhibition, it is taken as a psychological factor. EFL learners prefer not to speak because they fear making mistakes. Although sometimes they may have something to say, they remain passive because of fear. “Learners are frequently apprehensive about speaking in a foreign language in the classroom, whether they are concerned about making mistakes, frightened of criticism or losing face, or simply shy of the attention that their speaking generates”, says Ur (2000, p. 121). Certainly, being shy or anxious are the main psychological problems that create this phenomenon.

Based on these findings, we believe that it is once again the job of language teachers to identify those students and incorporate them into the classroom community using efficient strategies.

#### **I.2.2.2. Nothing to say**

On a daily school basis, learners are not interested to speak or involve themselves in discussions because of the topic, time, teaching materials, teacher, or the language itself. Ur (1999, p. 121) commented on this element by raising attention to the fact that even when they are not restrained, students frequently claim that they cannot think of anything to say: they have no reason to express themselves besides the guilt that they should be speaking.

#### **I.2.2.3. Low or uneven participation**

Learners' participation in class depends on many factors such as the quality of the theme, the interest of learners, the validity of the topic, and their psychology. Language teachers notice that some students continue to remain completely silent, while others monopolize the class without allowing other students to speak. This situation is aggravated by the tendency of certain students to dominate while others talk very little or not at all. The significance of a good teacher appears here. Teachers should provide equal opportunity for all students to participate in classroom interactions, even those who prefer to stay passive by pointing them out or creating small group discussions to boost their opportunities of speaking, and eventually enhance their speaking. Harmer (2001, p. 120) advises grouping weak participants and making them work together. As a result, they will be compelled to engage in conversations.

#### **I.2.2.4. The use of mother tongue**

In a foreign language learning classroom, when a group of students have the same native language, they tend to utilize it even in the classroom because they feel less exposed to the target language and do not have to make an effort to locate vocabulary or structures to express themselves in the target language.

According to Ur (1999), "in classes where all learners share the same mother tongue, they may tend to utilize it since it is easier, it feels odd to communicate to one another in a foreign language, and they feel less exposed if they are using their mother tongue."

### **I.2.3. Songs as pedagogical tools among novice learners**

Songs are regarded as effective pedagogical tools, more than being a source of relaxation for the learners; they enhance the learners' interest in acquiring the language. Thus, the teachers should be very conscious of the purpose of using songs inside the classroom. Though songs are very useful pedagogical tools when they are set with purpose, they may be a source of failure when the teacher uses songs without a planned purpose (Millington, 2011). Teachers should be conscious that they are not teaching students how to sing, but rather certain aspects of the language.

Numerous activities might be produced using songs, such as information gap exercises, discovering synonyms and antonyms, learning vocabulary, stimulating conversations, and resolving misunderstandings regarding abbreviations or slang (Perez, as cited in Almutairi&Shukri, 2016). Songs can be utilized as a teaching tool when they have been transformed into activities that can be implemented in three stages: The pre-listening stage in which students should be:

- **Stage one:** In the pre-listening stage; learners should be familiarised with the new topic, prepared for what they will listen to, and what they are supposed to do while listening to the song.
- **Stage two:** The listening stage; where the learners should practice their comprehension skills, and focus on listening to the given piece of music. They are supposed to find answers to the given task.
- **Stage three:** In the post-listening stage; the learners are supposed to practice other language skills more than listening. They have to improve their speaking skill by discussing the held questions of the set task.

### **I.2.4. Effectiveness of using songs in teaching**

Language experts agree with the concept of humans learning their native language through principles that make sense to aural sense; musical activities are proposed as an aid in the acquisition of a first or second language.

As reported by Lowe (as stated in Salcedo, 2010), incorporating songs in the curriculum would enhance both the learning of songs and the learning of a second language. His research concluded that studying music and other languages is mutually advantageous.

The use of songs in second language instruction has a direct effect on the acquisition process known as involuntary mental rehearsal" (Salcedo, 2010).

The phrase, involuntary mental rehearsal (din) in psychology, refers to a phenomenon that occurs after an encounter with a foreign language. During this time, the speaker repeats the new knowledge without any international assistance (Murphey, 1990). According to Krashen (as reported in Murphey, 1990), the din is a type of involuntary rehearsal, and such mental playback can signal that the natural language acquisition process is underway.

According to Krashen, the din is lunched by the influence of the Language Acquisition Device (L A D) activation necessitates two conditions. First, the din must be set off by understandable input; second, the input must include material that the learner knows as well as information that the learner does not comprehend, has not yet obtained but is in the process of acquiring; (+1).

## **I.2.5. Theories considered using songs in teaching**

### **I.2.5.1. Krashen's Theories**

The Input Hypothesis, as defined by Krashen (1985), is the acquisition that occurs when one is exposed to comprehensible language that is slightly beyond their current level, referred to as I+1 ( Lightbown&Spada, 2006). The letter 'I' denotes the learner's current level of language proficiency, while the number (+1) denotes the next step beyond that stage. According to the Input hypothesis, humans acquire language meaning through listening initially, and then grammar develops gradually (Krashen, 1982, cited in Krashen,1985, p.80).

According to this hypothesis, the employment of songs in language classrooms provided a pleasant opportunity for EFL learners to improve their listening abilities. Teachers must expose their students to minor risks, and complicated songs and make the lyrics understandable with photos, realia, or audiovisuals (Almutairi&Shukri, 2016).Another idea derived from Krashen's theory concerns the use of songs in EFL classrooms. This is the Affective Filter hypothesis, which explains why some people acquire a second language faster and more effectively than others. This hypothesis is based on the learner's inner feelings; if the effective filter is turned on, the input is prevented from passing to the learner; if the affective filter is turned off, the input passes and is accessible to the learner (Krashen, 1985, p.81).

This theory suggests that the teacher should develop pedagogical goals that include not only intelligible input but also situations that activate a low filter. This theory's implementation emphasizes tactics that can assist in decreasing the learners' affective filter, such as the employment of games and songs (Krashen, as cited in Almutairi&Shukri, 2016).

#### **I.2.5.2. Desuggestopedia**

Desuggestopedia is an affective-humanistic method that values students' feelings (Celce- Murcia, 1991). In other words, desuggestopedia is a way of creating a relaxed environment in the classroom. As a result, this method employs music, musical rhythms, décor (furniture, classroom arrangement), and authoritative teacher behaviour to establish and maintain a comfortable atmosphere.

Furthermore, it refers to the use of music as a form of therapy to relax pupils, and students learn the precise techniques of using voice quality, intonation, and stress patterns in the foreign language. As a result, employing songs to inspire and empower pupils; songs help improve motivation and self-esteem, allowing students to develop their language skills.

#### **I.2.5.3. Contemporary Music Approach**

Anton came up with this strategy (1990). Songs, he claims, are an extremely effective instrument for memorizing and retention of information. They are regarded as a memory aid. "Music is one of the most powerful memory aides we have, particularly for recalling grammatical structures" (ibid). Songs contain a lot of repeating expressions and words that are easily remembered due to the tune.

#### **I.2.5.4. Gardner's Theory**

Gardner's (1999) theory states that each human being is unique and intelligent in at least seven ways. Verbal-linguistic intelligence, visual-spatial intelligence, interpersonal intelligence, musical-rhythmic intelligence, logical-mathematical intelligence, and intrapersonal intelligence are the seven categories of intelligence. Musical intelligence, in particular, is related to learners' abilities in producing, playing, and appreciating music. According to Fonseca and Arnold (2004), developing musical intelligence in EFL lessons promotes a comfortable environment that motivates students and helps them be more productive. As a result of researching musical intelligence, the usage of songs becomes

worthwhile.

#### **I.2.5.4.a. Musical Intelligence**

Training various types of intelligence can boost learning. However, musical intelligence is sometimes overlooked in the classroom (Vettorel, 2007). Musical intelligence is defined as an individual's ability to perform, compose, and appreciate music and musical patterns. People who succeed at this intelligence are usually able to employ rhythms and patterns to help them learn.

Incorporating songs into the class could help to foster musical intelligence. This would benefit not only those with exceptional musical intelligence but also people who enjoy music. Furthermore, studies have demonstrated that listening to music helps improve meaning processing and long-term memory. Some Scholars, however, regard musical intelligence just as a gift incapable of supporting learning.

#### **I.2.5.4.b. Musical Intelligence and incorporation of songs in the classroom**

In EFL classes, musical intelligence can be increased by incorporating songs into the lesson and turning these songs into learning difficulties. Through songs, we can improve learners' musical intelligence as well as other types of intelligence. Berman (1998) characterizes a learner with strong musical intelligence as someone who can:

- a. Hum the tunes of many songs.
- b. Has a good voice.
- c. Sings in a choir or plays a musical instrument.
- d. Recognizes when music is off-key.
- e. Rhythmically taps on the table or desk.
- f. Likes to sing songs.

As a result, song-based learning will assist children who are not musically skilled. To some extent, all types of students will benefit. Songs create a tranquil and pleasant atmosphere in the classroom because everyone listens to and enjoys music.

Furthermore, songs have a lot of repetition, which helps learners memorize. Learners are generally engaged in listening to music and devising speaking tasks. As a result, using songs in EFL lessons can be a highly stimulating and effective method for learning a foreign



language if precise standards for working with songs are followed. Murphy (1992) advises using songs in the classroom for the following purposes:

- a. Experiment with listening for specific information (gap-fill, cloze, correction...).
- b. Practice your grammar.
- c. Song translation.
- d. Work on your pronunciation, intonation, and stress.
- e. Introduce new vocabulary.
- f. Talk about the song and its lyrics.
- g. Relax classes mentally and provide a peaceful teaching environment.

According to Murphy (1992), teachers must be careful not to kill the content by doing too much serious work with music and songs in the classroom because the most important thing is for children to have fun with music and songs.

#### **I.2.6. How to teach songs**

Teachers incorporate music into their teaching in a variety of ways. The key point, though, is how it is used. As a result, the presentation and activities must be appropriate for the age, level, and needs of the learners. The following method is proposed by Brewster et al. (2002):

- a. Establish the context.
- b. Introduce new vocabulary using visual aids.
- c. Play or sing the song to get them acquainted with it.
- d. Perform additional listening tasks.
- e. Practice your pronunciation (intonation, rhythm, and stress).
- f. Encourage kids to participate by doing actions or miming.
- g. Listen to the song multiple times.
- h. Provide pupils with the song's textual transcription.
- i. The text can also be utilized for a variety of activities such as gap filling, listening and sequencing, drawing, matching pictures to the line, and so on.
- j. Ask students to compare the song to one in their native language.
- k. Lead the entire class in singing the song.

### **I.2.7. Stages of Teaching with Songs**

In the second-generation curriculum, there are two frameworks to present lessons: The PDP and PPU frameworks. Specific approaches for teaching using songs are required. As a result, the PDP (before, during, and post-listening) ordered stages must be followed to meet the learning goals and satisfy the intellectual and personal demands of each learner.

1. **Pre-listening stage:** Teachers provide a reason for listening in this phase to motivate students. Furthermore, they introduce crucial linguistic elements while engaging learners' imaginations.
2. **During-listening stage:** To avoid boredom from hearing, youngsters should have a specific task to complete during this phase. They must process the material gained in the lesson's opening section. They must also be able to understand the song. However, the song must be performed several times for students to learn the lyrics and accompanying dances.
3. **Post-listening stage:** Finally, the emphasis in this stage is typically on improving linguistic skills. Learners must use this knowledge while simultaneously discussing the significance of the song.

### **I.2.8. Importance of using songs in teaching speaking**

Students benefit from using songs in class to acquire new vocabulary and grammar, improve their pronunciation and spelling, and expand their linguistic skills (speaking, reading, writing, and listening). Some of the reasons why songs are used, according to Bentayeb (p. 55), are:

- Songs contain repetition terms that may aid learners in memorizing them.
- Songs contain supra-segmental: Rhythm, Stress, and Intonation alter English pronunciation.
- Learners can be introduced to new terminology through songs.
- Songs can be chosen based on the learners' interests and needs.
- Students become more motivated and involved.
- Singing and listening to music are both pleasurable activities.
- Students' self-esteem grows.
- Because it is a novel method in the class, the students will pay greater attention.

- Students are more receptive and pay closer attention.
- More authentic and natural language is used in songs.
- Students believe that songs are natural and enjoyable.
- The pleasant response of students to melodious music keeps them thoroughly interested in the activity.
- Songs and activities can be utilized to introduce new information or to reinforce previously taught information.
- Music, as an art form, teaches language.
- For the rest of their life, students will remember grammatical structures and terminology.
- Presenting the target language through melodic music can assist even the most experienced instructor in introducing the lesson at the appropriate level.

To summarize, songs are important because they motivate EFL students. They also help with pronunciation, memory stimulation, lowering the emotional filter, and vocabulary expansion.

### **I.2.9. Criteria of songs selection**

The parameters for choosing a bit of music are critical. Consistent with Murphy (1992), any music will be useful and stimulating to some level. However, he feels that popular tunes, which pupils enjoy paying attention to, will have the most important impact on them. However, certain songs, like African-American music, mustn't be used since the words are sometimes difficult to listen to under the thick instrumentation or the lyrics are inappropriate.

As a result, objectionable tunes must be avoided. Teachers provide some extra support to assist comprehension, songs with important lyrics but difficult to know will be employed (Abbott, 2002).

Hancock (1998, p. 7) lists some questions that ought to be considered when selecting a song:

- a. Will the bulk of kids enjoy the song?
- b. Are the lyrics of the song audible?
- c. is that the level of difficulty appropriate for the class?

- d. Does the music illustrate a pattern that I need to precise well?
- e. Does the song include a lexical field that matches well within the course?

When choosing a song for classroom use, there are various variables to think about. They are classified into six categories below: student, teacher, the complexity of the song and lyrics, curriculum, pace and order of the lesson, and classroom.

- a. The learner: the teacher should consider the age of the learners, the language level, and their musical likes and dislikes.
- b. The teacher: The teacher should choose songs that motivate him/her in order that he/she can pass his/her motivation to the scholars.
- c. the extent of difficulty of the song and therefore the lyrics: the teacher should consider the clarity of pronunciation, stress, amount of repetition; linguistic level, word order, lexicon, and therefore the extent to which a song uses metaphor, so it can provide meaningful and understandable input for college students (Abbott, 2002).
- d. The curriculum: The song should support the curriculum. In other words, the song should be incorporated into the lesson.
- e. The lesson's tempo and chronology: songs should be carefully picked supported the teacher's desire to stimulate or soothe pupils, still because the time of day or day of the week.
- f. The classroom: the supply of resources like a electronic equipment, data show, and the interactive whiteboard is incredibly important when designing a classroom music activities.

Songs that are used for educational purposes must be selected carefully and following the standards mentioned above.

## **Conclusion**

In this chapter, we explored the critical necessity of speaking skills for EFL learners, as well as the difficult job of teachers in modernizing their teaching strategies and tools to better teach and evaluate this talent. Furthermore, we have highlighted how speaking is a difficult skill that requires specific attention from teachers. As a result, it is the teacher's obligation to improve and research the causes and conditions that may serve as the foundation for effective speaking. We also discussed the use of educational songs in EFL lessons as a beneficial

pedagogical tool for improving EFL learners' speaking skills. In the coming chapter, we will test the hypothesis and analyze the results of the data gathering tools that were used to enrich the research.

## **Chapter Two : Results and discussion**

### **Introduction**

The first chapter aimed to shed the light on the literature background of speaking skill and the importance of songs in teaching English language in general, and that skill in specific .This chapter attempts to highlight the practical part of this research work which deals with the data collection, the participants, the setting, the data collection tools employed, including questionnaire that was given to teachers of middle school in Biskra , a classroom observation, and the experiment itself.

### **II.1. Research Methodology: Theoretical Background**

The systematic study of social and educational issues and problems is known as research. It seeks to solve a problem that will benefit society. Social research is a systematic method of investigating, analyzing, and conceptualizing social life in order to expand, correct, or verify knowledge to aid in the development of theory or the practice of an art (Lewin, 1988).

#### **II.1.1.The Research Approach**

Dornyei (2007) suggested three research approaches to conduct research that are: quantitative, qualitative and mixed-methods. The quantitative method is used in applied linguistics studies to investigate, measure, and quantify a certain phenomenon. Therefore, qualitative research requires studies without rigorous measurement, and the results are expressed in words rather than statistics. Likewise, the mixed method is the combination approach of the two previous methods. In one study, this method blends the generalisability of quantitative results with the in-depth, contextual nature of qualitative discoveries. It intends to conduct a successful examination of two methodologies and to address the shortcomings of each. The research approach is chosen according to the nature of the conducted research.

#### **II.1.2. The Research Strategies**

A research strategy is a well structured step-by-step arrangement that direct peoples' ideas and efforts. According to Kumar (2005, p. 106), research methodologies or designs can be classified into the following categories: cross-sectional studies, longitudinal studies, before-and-after studies, retrospective studies, prospective studies, and retrospective-

prospective studies. Dörnyei (as reported in Sabri, 2017) advocated the classification of research techniques, indicating eight research methodologies as regards: Case studies, ethnographic studies, phenomenology, experiments, grounded theory, action research, longitudinal studies, and mixed techniques are all examples of research approaches.

### **II.1.3. The Data Collection Methods**

Information, knowledge, and observations concerning an item (or objects), phenomenon (or phenomena), or person are referred to as data (plural for datum). Data might be either qualitative or quantitative. Qualitative data is descriptive information that does not rely on statistical processes (Mackey & Susan, 2015, p. 215). Such information is frequently gathered by observations, questionnaires, or interviews. Rather than quantitative, qualitative data gathering and analysis entails thorough and extensive descriptions of objects, phenomena, or people's narratives, perceptions, and ideas about objects or phenomena. For quantitative data, it is composed up of information that can be quantified in some way. In other words, we can convert quantitative data into numbers, figures, and graphs and then process it statistically.

#### **II.1.3.1. The Tests**

Tests are regarded as the most valuable and profitable data gathering instrument, providing the researcher with a thorough comprehension of the numerical data acquired (Cohen et al., 2007, p.414). In addition to that, "In many second language studies, participants are given a pre-test to guarantee the comparability of the participant groups prior to their treatment, and a post-test to determine the effects of treatment," compose Gass and Mackey (2016). (p. 202).

#### **II.1.3.2. The Observation**

Classroom observation is regarded as a crucial data gathering strategy because it allows researchers to observe and interact with the examined phenomenon in its natural setting (Dörnyei, 2007). Correspondingly, Robson (as reported in Cohen et al., 2007) emphasises credibility by stating that "what people do may differ from what they claim they do, and observation provides a reality check" (p. 396).

### **II.1.3.3. The Questionnaire**

In addition to the test and classroom observation, the questionnaire is a valuable data collection method widely used by researchers as a useful instrument for gathering survey information, providing structured, often numerical data, being able to be administered without the researcher's presence, and often being relatively simple to analyze" (Wilson & Mclean, as cited in Cohen et al., 2007).

### **II.1.4. The Research Sampling**

A population is defined as the total group on which the study intends to draw conclusions on. On the hand, a sample is a particular group from which the researcher will collect data. The representative sample is always less than the overall population size. The convenience of methodology and adequate instruments, as well as the right sample technique chosen by a researcher, all contribute to the quality and credibility of a research study (Cohen et al., 2007).

Many obstacles, such as time, accessibility, and cost, may hinder the researcher from conducting an adequate study and gathering information from the entire community, implying that "problems of sampling arise directly from the issue of defining the group on which they will focus" (Cohen et al., 2007).

## **II.2. Research methodology for the study**

### **II.2.1. Research approach and strategy**

In this study, we chose a mixed-method approach since it best fits the nature of our research and ensures the validity of the findings. The mixed-methods approach has been characterized as the mixture of qualitative and quantitative methodologies that is useful and important for research (Johnson & Onwuegbuzie, as cited in Williams, 2007). They note that the goal for researchers employing the mixed-methods approach is to profit from the quantitative and qualitative approaches' strengths while minimizing the possibility for their flaws (Johnson & Onwuegbuzie, as cited in Williams, 2007).

### **II.2.2. Population and sampling**

In order to investigate the problem in hands, the population addressed is first year middle school pupils of NourEddineAbdeIKader in El-Haouch-Biskra. The total number of



population is 162 . 1MS pupils divided into 6 groups. The participants of the current study comprise a number of 48 1MS pupils in the academic year 2021/2022. A probability random sampling, namely cluster sample, was opted for selecting the participants. "With cluster sampling, the entire population is partitioned into clusters or groupings". Following that, a random sample is drawn from these clusters, and all of them are used in the final sample." According to Wilson (2010), (P.227) .

Hence, two groups were randomly chosen for the study, 24 pupils in 1MS1, and 24 pupils in 1MS3. The criteria for choosing first-year students are that they have already been exposed to English for the first time at middle school. They are absolute beginners, or novice language learners, and the teacher is the only source of language. Another thing worth mentioning is that the subjects under investigation were not told about the aim of the study so that they can act naturally without any stress or hesitation that may be caused by focusing on correct and perfect language production.

Moreover, ten (10) middle school teachers participated in this study; one of which is from the same school i.e. NourEddineAbdElKader middle school, and seven (7) are from other middle schools in Biskra. Also, in order to confirm the hypothesis of the researcher, and to reinforce the results of the test, two (2) inspectors from Biskra have participated in the questionnaire. They have been chosen to provide the study with their valuable thoughts through responding to the questionnaire about the problem under investigation. This questionnaire was online through Google Forms platform which is very useful. It was held online because of time and distance constraints.

### **II.2.3. Data collection methods**

The data gathering methods used enable for the collection of data from many sources using a variety of tools such as tests, questionnaires, and classroom observation.

#### **II.2.3. 1. The test**

In this study, the treatment was directly applied in English lessons. No pre-test was administered because it is the first time that learners meet the language. First exposure to English was tested directly after observing the controlled group. Then a post-test was administrated after each session of treatment. The aim of the post-test, which was recorded in

both groups, was to explore the effectiveness of implementing educational songs in teaching English and strengthen speaking ability of young EFL learners. Tests were recorded and inserted in a CD.

### **II.2.3. 1.1. Aim the test**

As mentioned before, learners had no prior knowledge concerning the targeted language; hence the use of pre-test is meaningless and fruitless. So, The aim of the post-test was to investigate the impact of using educational songs in teaching various components of the speaking skill on the pupils speaking ability. Tests were designed orally where an oral discussion was held between the researcher and the pupils. Only the test of acquiring vocabulary was designed both orally and in a written form.

### **II.2.3. 2. Classroom observation**

The observation method, according to Bhasin (2020), is a method of gathering useful knowledge and data via observing. It is also known as a participatory study since the researcher must develop a connection with the responder and must do so by immersing himself in their environment. Only then may he record and take notes using the observation approach.

The directness of observation as a technique is a significant advantage; also, the observation technique allows for the collection of more trustworthy data. As a result, this strategy was used to study the research problem from a more credible aspect.

### **II.2.3. 2.1. Aim of the classroom observation**

The aim of this method was to check the participants speaking performance while receiving the treatment, and how the use of songs can involve and motivate the EFL learners in order to participate in oral discussions and classroom interactions. In other words, it was used to examine the observable progress in the pupils' speaking abilities, while using songs in teaching English.

### **II.2.3. 3. Questionnaire**

Wilson (2010) defines the questionnaire as “a data collection approach consisting of a series of questions intended to come up with data suitable for attaining research objectives project. It may be wont to gather both qualitative and quantitative data.” (p. 177). This strategy is popular among students since it is seen as an efficient instrument for collecting the needed data.

The questionnaire consisted of three sections. Section one includes five questions that were about Teachers' background information such as gender, position ( teacher/ inspector), degree of qualification, years of experience , and levels usually taught . In section two, the questions were designed to check Pupils' attitudes towards speaking during oral expression sessions. The last section contained ten questions attempted to explore teachers' point of view towards using educational songs in oral expression sessions. The set of questions were a combination of close-ended and open-ended questions.

This latter was held online through Google Forms platform which is very useful. It was online because of time and distance constraints. Also, the distribution and analysis of results is done easier using technology rather than the traditional printed questionnaire.

#### **II.2.3. 3.3.1. Aim of the questionnaire**

This data collection tool was utilized in order to recognize the teachers' opinion and perception of the use of educational songs as pedagogical material to teach the speaking skill. Moreover, the questionnaire was not translated into Arabic language, because the participants are teachers of English Language.

The aim behind opting for the questionnaire as a data gathering technique is to gather information about teachers' perception towards the influence of educational songs on their EFL learners speaking proficiency. In addition to spotting light on numerous brilliant ideas of teachers that were beneficial for the study.

#### **II.2.3. 3.3.2. Piloting and validating**

To increase the reliability, validity and practicability of the questionnaire, a piloting stage was carried out. Thus, piloting is an important step to check the fusibility of the questionnaire and any difficulty and obtain appropriate feedback of the questionnaire. The piloting process was carried out two days before the final version if each questionnaire was administered to the participants.

In the piloting stage, the questionnaire was distributed to one teacher, who was not a part of the experiment, who was selected because of her availability and acceptance of cooperation in this work. The training teacher spent nearly 15 minutes to answer all the questions. She agreed on the clarity of the questionnaire. It is important to mention that the questionnaire was administered to our supervisors who said that no changes were required.

Structure	Content
Section One	Teachers' background information ( from Q1 to Q5)
Section Two	Pupils' attitudes towards speaking ( from 1 to 5)
Section Three	Teacher's point of view ( from 1 to 10 )

**Table2. Teachers' questionnaire in the piloting stage**

### **II.3. Description of the Experiment**

The experiment took place since the first session in September 2021. The pre-test was not done because MS1 learners are novice learners, i.e. they have no pre-knowledge about the English Language. Two different groups were analyzed in order to compare the results of the group which was treated and the control group. MS1/1 is the control group, the lessons with this group are formulated in the traditional way while MS1/3 are the tested group which the treatment, Educational Songs, will be applied on.

#### **II.3.1. The treatment**

Taking into consideration that our sample are absolute beginners, the researcher decided to start the treatment since the first lesson in the pre-sequence. This latter is an arrangement of lessons which contain the basics of English Language such as the English Alphabets, colours, and days of the week and so on.

The first lesson was on September 26<sup>th</sup>, 2021. It was labelled "The English Alphabets". The learning objective of this lesson is that by the end of the lesson, learners will be able to pronounce the English Alphabets Correctly.

First of all, the teacher explained that we are leaning and that there is no trouble if any mistake has occurred. The teacher sticks the English letters one by one on the board, then asked learners to tell what this is. Some learners made correct reactions in French and others answer in their L1. Most importantly, they understood that the lesson will be about Alphabets. The teacher explained that the letters are the same like French, but pronunciation is different. Also L1 was used by the teacher. The teacher played the song "The ABC Song" from YouTube ( see appendix n°1 ), and asked learners to listen carefully for the first time. After that, she asked them to listen for the second time and repeat with the song. The teacher turned off the song and asked learners to sing row by row as a competition. Then, she distributed some tasks to be done. On the post listening stage, learners copied the tasks of

their copybooks. At that time the teacher played the song over and over. In the coming session, teacher asked learners who wants to repeat the English Alphabets first. A volunteer has started and then learners came one by one, so their performance can be recorded to be analyzed.

The second session was on October 3<sup>rd</sup>. The lesson was about general English. The teacher chooses the body parts in order to motivate learners to know their body parts and to understand the instructions such as raise your hand, close your eyes ...etc. Teacher greets learners; she told them that the first day of the week is called Sunday and the lesson started. She started giving orders like touch your nose, move your head; close your eyes, but they did not understand anything. She played the song “Head Shoulders Knees & Toes” ( see appendix n°2) and started using her body language. The question marks on their faces started to vanish. Teacher played the song again and asked them to listen and sing with it. The third time, she asked them to stand up and use their body language while singing with the song. The teacher gave a task “ I match the body part with its name” ( see appendix n°3) without stopping the music. The teacher gathered the copies to be corrected and wrote the lesson on the white board. At the end of the session, learners’ oral performance was recorded as a post-test.

During the whole sequence one “ Me and My Friends”, educational songs were used sequenced with each lesson. And at the end of the sequence the overall performance was tested. The educational songs that were used are: “ Hello Song for Kids” in “ Greetings” lesson .( see appendix n°4). Also in “ verb to be” lesson, which included the theme “ how to introduce myself”, “ What’s your name?” song ( see appendix n°5).

Same procedure was done during all of the sessions in order to analyze them later on for the sake of the research. One thing to be mentioned is that when recording learners they were not paying attention to not disturb them.

### **II.3.2. The post-test**

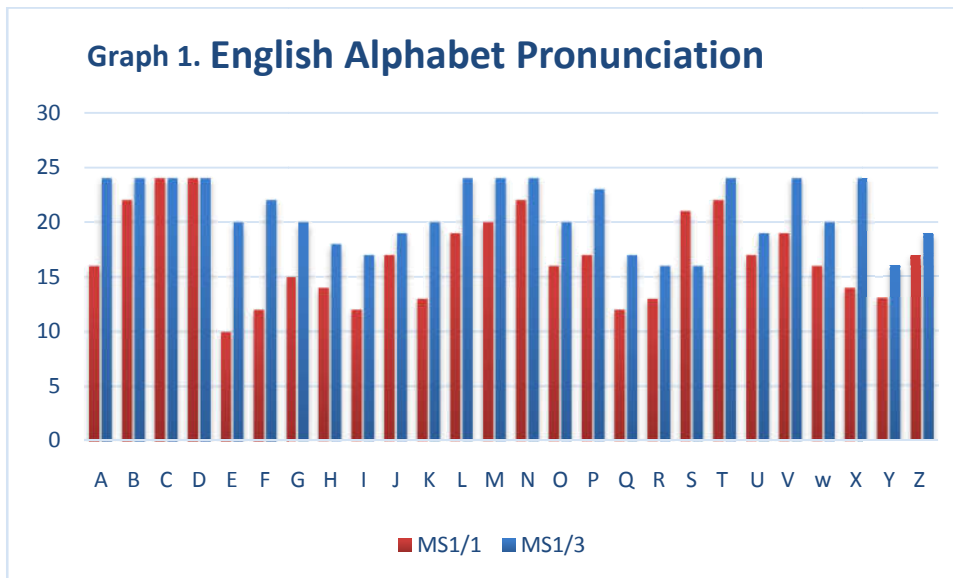
The post-test was recording of each learner’s performance during the whole process. This latter will be listened to once again and analyzed according to certain criteria that will be mentioned after. (All recordings are saved and categorized according to the tested criteria. It is all inserted in CD with the research).

## II.4. Analysis of results and findings

The collected data is analyzed and explained in this part. To increase the reliability of the data, the triangulation approach was employed to test the validity of the previously stated hypothesis.

### II.4.1. The test

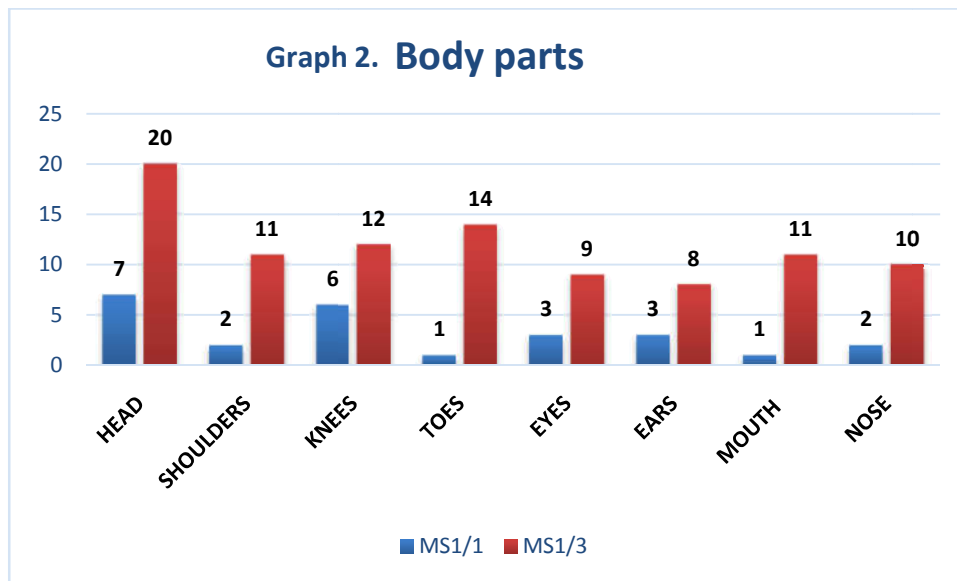
#### a. Pronunciation



As it is noticed in the chart above, all learners of MS1/3 have achieved better pronunciation in all of the letters. There are some letters like “c and d” which are pronounced similar to French. In those two letters, both groups have pronounced them the same.

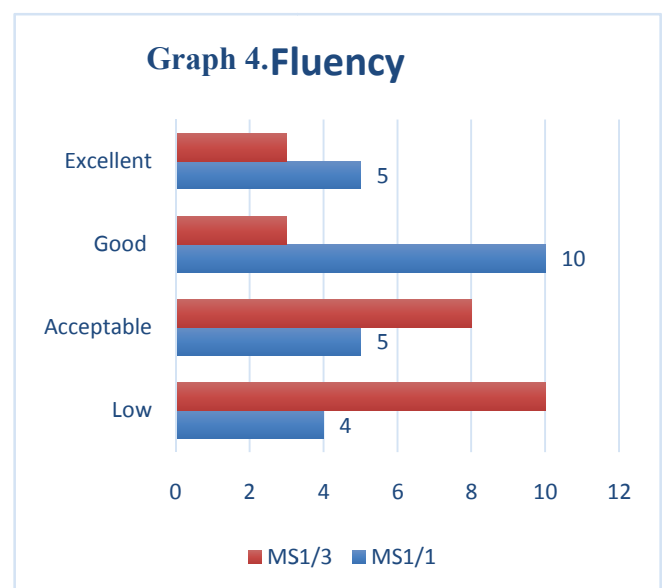
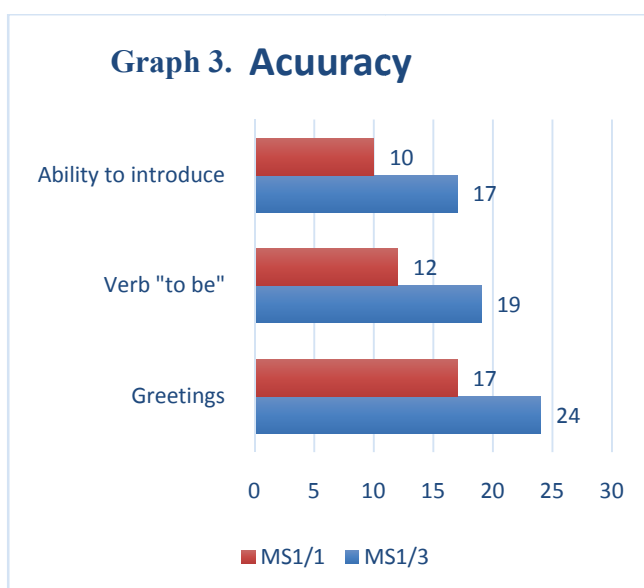
MS1/1 have mixed some letters with French which is due to interference; others in MS1/3 pronounced them correctly because of the concentration on the song only and with no relation to the Second Language.

**b. Vocabulary**



By observing the results in the chart, which represent the achievement of learners' pronunciation of body parts, it is noticed that the difference is significant. For example, only 7 out of 24 have pronounced the word "head" correctly while 20 from the other group pronounced it with no errors. Even in the written task, learners who listened to the song were able to remember and match the body parts with their names correctly. Results of the recorded oral test and the correspondent written task are relevant. ( See appendix n° 3)

**c. Fluency and Accuracy**

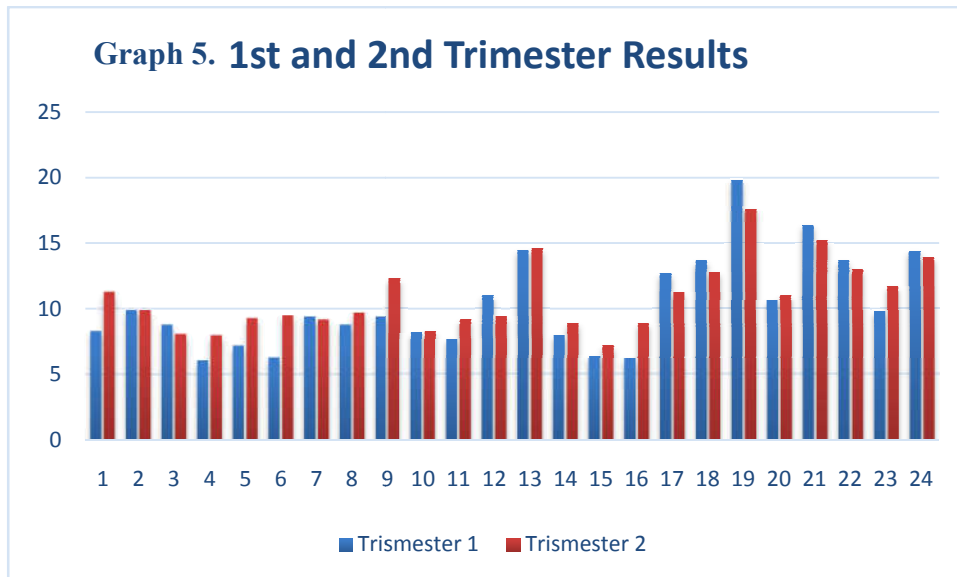


Fluency and accuracy are tested as interrelated elements. In order to test accuracy, learners performance was analysed based on their ability to introduce themselves, the use of verb to be in present simple and greetings. Starting with greetings, all pupils of MS1/3 were able to use them correctly; they have used many structures such as hi, hello, good morning and so on while only 17 were able to use them and with very limited structure which is hi. Moving to the conjugation of verb to be in present simple, 19 have conjugated it correctly comparing to the 12 learners of MS1/1. Concerning the ability to introduce themselves, some learners in both groups were shy and did not produce a single utterance. The results of this part were 17 from the first group and 10 from the second.

The second tested element is Fluency. The used scale was low, acceptable, good and excellent. The low level learners in fluency are 10 in MS1/1, the acceptable are 8, the good are 3 and the excellent are only 3. While in MS1/3 the low are 4, the acceptable are 5, the good are 10 and the excellent are 5. The results of both graphs are incomparable because the difference is remarkable by observing this latter.

**d. First and Second Term Exam Results**

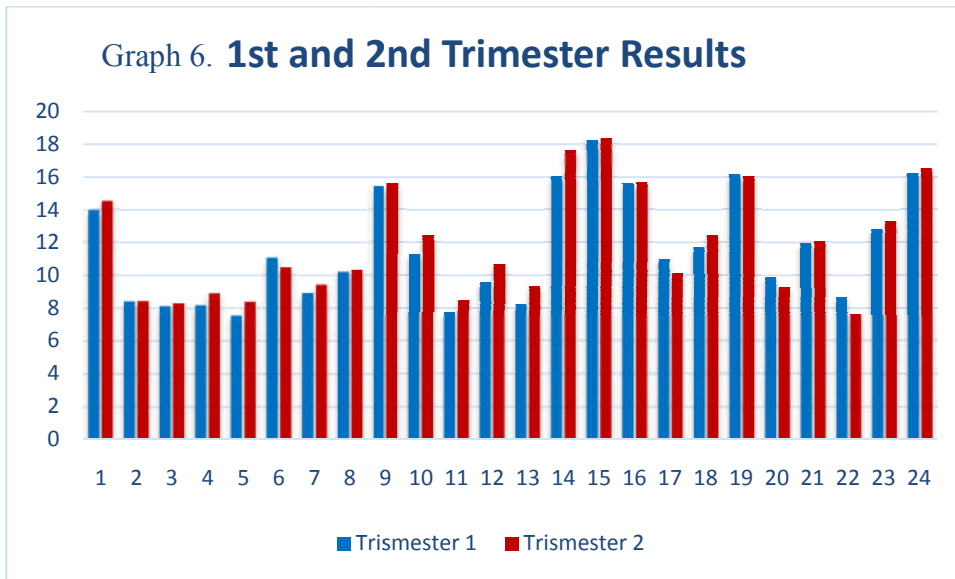
- MS1/1



All the lessons for this group are presented by using the traditional educational method. The results of the first and second trimester are retrieved from the website of The Ministry of National Education. As it is displayed in the above graph, some learners have achieved better results in the second trimester while others have achieved worse results which are considered as a normal result because of the progression of difficulty of lessons and topics in this Language for these novice learners.



- MS1/3



Almost all the lessons for this group are presented by using educational songs; the results of the first and second trimester are retrieved from the website of The Ministry of National Education as well. It is noticed that 21 out of 24 learners have achieved better results in their exams while only 3 learners have faced a struggle in the second trimester. This latter is due to their continuous absence because of their living area. The results are very representative of the effect of the use of educational songs.

#### **II.4. 1. The analysis of the classroom observation**

The classroom observation was utilized to acquire direct and specific feedback to check the certification of the validity of the treatment in order to measure how degree pupils' demands are accomplished.

The researchers utilized a classroom observation checklist that consisted of six sections: The first two sections comprised criteria about classroom learning environment, methodologies and course presentation. The, the third session about how extant the teacher made the topic of the lessons obvious and intelligible for the learners. Next, section four and five targeted to observe kids and teacher's interactions in the classroom while the treatment administration. Finally, session six which seeks to check the feedback of the lessons. ( see appendix n°6)

##### **Section one: Classroom learning environment**

**Item 01:** The physical setting is clean, organized, roomy and comfortable so that pupils can interact and speak.

The physical environment in all sessions was organized in terms of the teacher's desk, pupils' tables and the whiteboard. The classroom also was clean from any dirt and properly

furnished which is why the learners were quite comfortable to engage with each other as well as with the researcher.

**Item 02:** The seating arrangement favours effective communication skills.

The seating arrangement was acceptable in session one since the students adjusted their habitual seating positions, according to their teacher. Their interaction, though, was excellent. While the seating in the other sessions was decent, it facilitated effective communication, discussion, and involvement.

**Item 03:** The teacher summarizes the course content and objectives that will be dealt with today.

Throughout the entire sessions, the teacher was successful at summarizing the course topic and objectives to be addressed. Moreover, the researcher tried to describe in simple language the goals of each session in order to make the pupils aware of what she is anticipating from them.

**Item 04:** researcher provides a friendly and comfortable atmosphere for pupils to make them participate naturally through tasks.

The observation of this item demonstrates that the complete sessions expressed the same answer which is good. That means that the researcher was always active, enthusiastic and involved with the children which led to a nice and comfortable atmosphere in the classroom. Therefore, the children were able to participate organically through the tasks.

## **Section Two: Methods and lesson presentation**

**Item 01:** Material is presented at the pupils' level of comprehension

All the sessions agree that the content is delivered at the pupils' level of comprehension. In nutshell, students will not experience any kind of confusion because the employed resources are suitable to the students' level this allow them to meet the desired purpose.

**Item 02:** The attributed time to do the lesson is smooth, sequenced and logical

This item aims to determine whether the time allotted to complete the lesson is smooth, sequential, and logical. As a result, the allotted time in the first session was quite acceptable. However, the attributed time in the rest sessions was good because the teacher tried to arrange the time according to the presented specific lesson, as well as in ways that have an

even and regular consistency. As a result, the teacher should intervene to provide full time to the students in order to encourage and assist them in continuing their performance.

**Item 03:** T. incorporates in the lesson songs within tasks that tolerate collaboration and interaction with foreign language learning

This proposal aims to highlight the incorporation of educational songs into tasks that allow for collaboration and engagement while learning a foreign language. Furthermore, the assimilation was excellent in all sessions. As a result, the teacher fosters a cooperative atmosphere among students in order for them to complete their song responsibilities. Furthermore, demonstrating readiness to allow the existence of songs assignments that some students find difficult to deal with.

**Item 04:** The methods are appropriate to the pupils' age and abilities

All of the sessions have the same position, which is good. In detail, the approaches are suited to the students' age and ability, and all sessions end with a positive response of 'good,' indicating that the methods used are appropriate for accomplishing a specific goal while also being relevant to the students' level and skills.

As a result, providing a comparable environment leads to English language proficiency.

### **Section Three: Making the content clear and comprehensible**

**Item 01:** The teacher uses body language, realia, audiovisual aids along with technological devices to communicate meaning to the pupils.

This component is evaluated to discover the teacher's perspective on the students' readiness to learn independently. All sessions used the same scale. Furthermore, using teaching aids is regarded as a critical component of the teaching-learning process, particularly in the technological century, which facilitates the process of converting information and instructions to students. Furthermore, using the following items (body language, realia, audiovisual aids) allows students to effectively share and exchange ideas, lesson content, and activities. Furthermore, adopting technology in the classroom not only saves time and energy, but also draws students' attention. It also keeps them engaged and involved in the lesson and activities. Students must independently examine the song that is being played. In this case, the teacher serves only as a guide. Pupils can use technology as much as they want since it

motivates them and provides them with 'perfect' pronunciation, intonation, spelling, and vocabulary use. As a result, students must watch, read, or listen by themselves.

**Item 02:** The teacher selects songs adapted for the pupils' level.

We observe that all of the sessions employ the scale 'good' for the use of songs that are appropriate for the students' level. As a result, the teacher's responsibility is centered on changing the lesson to match the students' comprehension and perspective. Since the availability of songs that are appropriate for the students' level is constantly available, the students may easily understand the lesson.

**Item 03:** The teacher checks the pupils understanding and adjusts their progress in the lesson by using instructing checking questions, gap filling and concept checking questions.

Each session has a portion scale with each other. Furthermore, the scale indicates that there is a positive reaction when the teacher evaluates the students' knowledge and adjusts their progress in the class utilizing instruction checking questions, gap filling questions, and instruction checking questions. We conclude that the instructor always offers positive feedback, which is handled by assessing the offered questions to tell their accuracy and quality, as well as to distinguish between the absence and presence of previously mentioned questions.

#### **Section Four: Pupils' interaction in the classroom**

**Item 01:** Pupils express willingness to speak and know how to introduce/end a topic when dealing with a topic discussion.

It is observed that all sessions, except the first, have equal responses. When dealing with a topic discussion, this reaction suggests that there is a positive aim when students demonstrate a willingness to talk and know how to initiate and end a topic. Equally valuable, students are always ready to initiate and close the process of discussing any offered topic, often in order to exchange ideas and achieve a specific judgment. Session one, on the other hand, displays a scale of 'quite acceptable.' As a result, students are not always prepared to speak and are unfamiliar with conversation tactics.

**Item 02:** Pupils hesitate while speaking and express themselves in a difficult way in the classroom by using L1 transferred expression/non verbal behaviour.

This item is intended to determine whether students pause while speaking and express themselves in an awkward manner in the classroom by using L1 transferred expression/nonverbal behaviour. First and foremost, the session one scale was 'weak.' Furthermore, when students are asked by the teacher to complete an oral activity, they begin to pause before or while stating something, particularly when they are uncertain. In this instance, students will require a lot of work or expertise to complete their competences. In contrast, in the other sessions, students make a concerted effort to overcome the barriers that undermine their self-esteem by structuring their expression before saying anything. After all, students become 'excellent' through communicating their views or feelings through words or gestures.

**Item 03:** Pupils' speaking ability is developed through the incorporation of songs progressively.

During the majority of sessions, students' possessed abilities or skills are advanced through song performance. Although students' speaking proficiency was pretty good in the first two sessions, this latter was not elaborated enough in the beginning, but subsequently became more advanced.

**Item 04:** Pupils deduce meaning of new and difficult words, expressions and structures from the use of songs.

On the majority of sessions, students were 'excellent,' arriving at specific conclusions through reasoning and forming a logical aim to communicate with another issue that was not directly stated through the use of educational songs.

### **Section Five: Teacher and pupils' interaction**

**Item 01:** The teacher gives equal opportunities for the students to interact with him during the classroom oral tasks.

The effectiveness of the teacher determines the best technique to acquire new words or interact in speech activities. As a result, the entire sessions receive a 'good' rating since the teacher provides a set of fluid circumstances that allow all learners categories to speak.

**Item 02:** The teacher encourages the pupils to speak in English during and outside classroom practices.

The vast majority of sessions deal with the same rate, which is considered 'good.' In light of the teacher's duty, students are encouraged to be more confident in their actions of transmitting information or articulating one's thoughts and feelings in spoken language, regardless of the situation.

**Item 03:** The teacher uses English as a medium of all interactions to maximise the practice and use of the foreign language.

In terms of improving one's speaking ability, it appears that the entire session was beneficial, especially whenever the teacher tries to improve students' speaking skills by using English as a vital means in the classroom to avoid using the students' first language as much as possible.

**Item 04:** The teacher intervenes when there is a breakdown of communication.

The teacher was good in dealing with students in more than one session, especially when students made mistakes while imparting information. However, the teacher was quite acceptable during the first session, referring to more than one objective. Since the first session one, the teacher begins to put his or her students into practice and learn about their strengths and weaknesses. Then he/she intervened between the students' errors in order to correctly construct their communicative wall.

### **Section Six: Feedback**

**Item 01:** The teacher uses assessment to encourage student's use of the language.

While the teacher was observing the classroom, Even the specific point during the session, such as the use of evaluation or estimation of the pupils' ability to foster pupils' use of language, was considered by the teacher.

**Item 02: The teacher uses various strategies of correction.**

Although the majority of sessions have the same 'good' scale on using various types of plans that are established to maximize a major or overall goal that is restructured the students' comprehensions. However, due to the limited time in session one, the teacher was quite acceptable in providing different correction strategies.

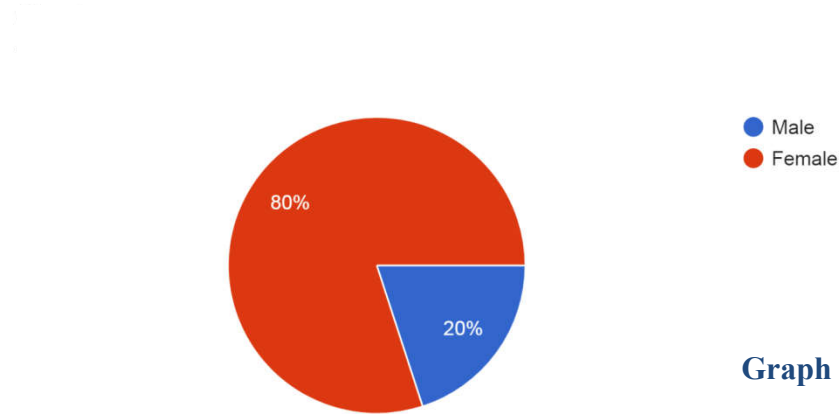
**Item 03: The teacher comments on pupils' oral performance**

Throughout all sessions, the observer notes whether or not the teacher allows students to correct their classmates. As a result, the session as a whole uses the 'good' scale. Since the teacher used to give students a specific time to free their activities of errors in accordance with the teacher's belief. This operation is regarded as peer work.

## II.4. 2. The analysis of the teachers' questionnaire

### Section one: Teachers' background information

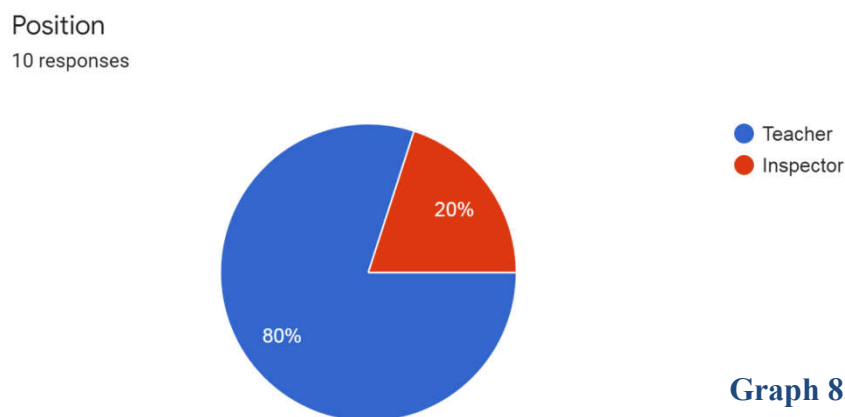
#### -Q1: Gender



**Graph 7. Gender**

In the graph above, it is indicated that our sample included 8 female teachers who represent 80% of the whole population. However, males are only 2 which represents 20% of them.

#### -Q2: Position: Teacher/ Inspector

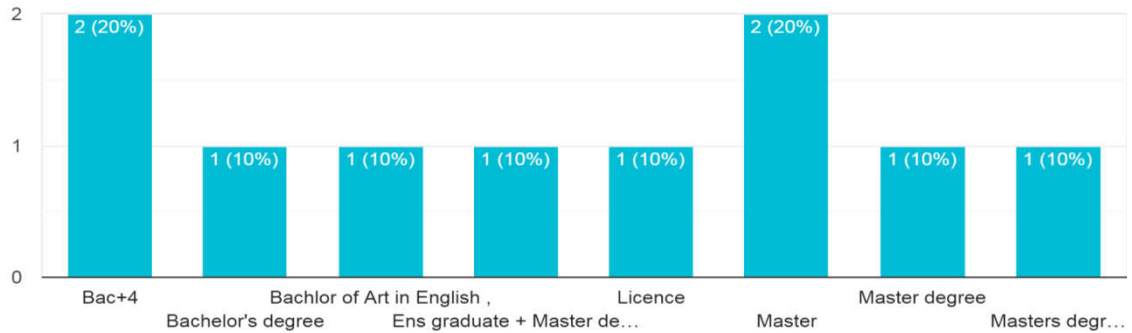


**Graph 8. Position**

The chart determined that the majority of the positions in our sample were teachers representing 80% of the population. While the rest 20% are inspectors.

**-Q3: Degree of qualification.**

Degree of qualification.  
10 responses

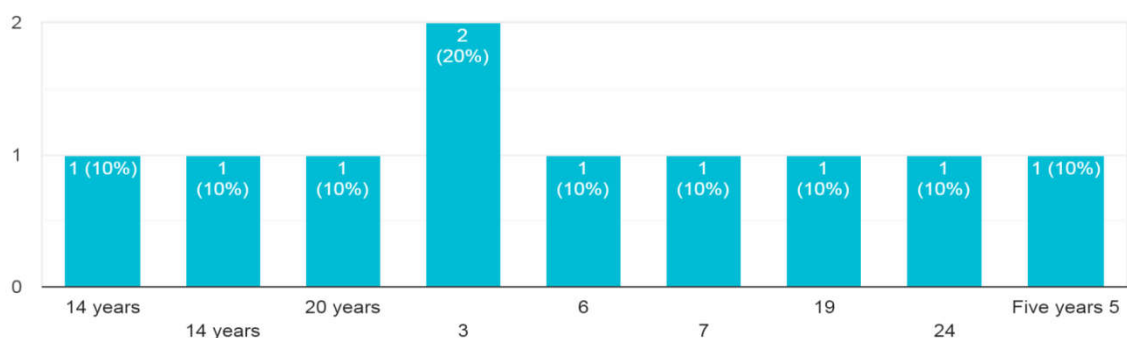


**Graph 9. Degree of qualification**

It is revealed that the population is a mixture of numerous qualifications. 2 teachers are Bac+4 which represents the teachers who are graduated from the ENS. This latter is a specific institution for higher education which graduate well formulated teachers. 2 other teachers have the Bachelor's Degree of English. 1 teacher is an ENS graduate who has done her Master Degree. Another teacher has a Licence Degree while the rest have Master Degree. All of the teachers are well qualified

**.-Q4: Years of experience.**

Years of experience.  
10 responses



**Graph 10. Years of experience**

Observing the experience of the teachers, we have noticed that 20% of them have 14 years of experience, 10% worked for 20 years, 20% are novice teachers and have worked for 3 years, 10% have 6 years of experience and 10% have 7 years, 10% have 5 years, 10% have 19 years of experience and 10% have been in the field for 24 years. It is noticed that the



population is a combination of many generations of teachers which is good to shed light on the significance of results of this questionnaire

**-Q5: Levels usually taught.**

Ms4/ms2
Ms1 and Ms3
1st 2nd 3rd years
1Ms/2Ms/3Ms/4Ms
1st and 3rd year
I taught all the levels
First, second, and third.
1-2-3 ms
all levels
all

**Table3. Levels usually taught by teachers**

While checking the table which contains the levels usually taught by the teachers, 4 teachers have already taught all of the levels which is a good sign about their experience in the field. 3 other teachers have taught 1, 2, and 3 Ms. 2 other teachers have taught only MS1 and MS3. The last teacher has taught MS2 and MS4. The combination and variation of levels shows that the teachers are skilful and knowledgeable concerning the curriculum.

**Section two : Pupils’ attitudes towards speaking**

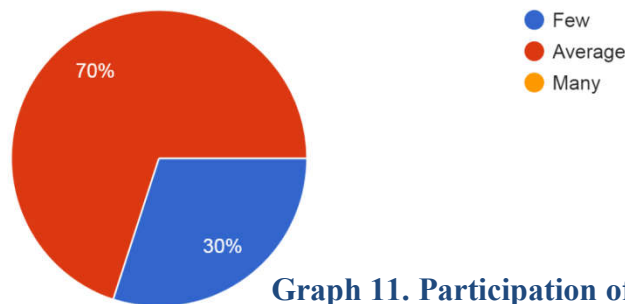
**1. How pupils prefer to learn.**

Teachers’ answers concerning this question differ. The most experienced teacher said that “Learners differ in their learning styles, learning strategies, levels of intelligence and attainment. Therefore, teachers should follow an eclectic approach. They should use a variety of techniques and activities to make the teaching-learning process better. Though the differences among pupils are unlimited, all of them preferably to learn through more enjoyable and funny ways. We can assume that all the pupils, even the less achievable ones, highly interact in sessions that include activities such as watching videos, playing games and listening to songs”. Two teachers said that learners prefer to learn by listening to the language. Another teacher expressed herself more by saying that as a teacher, I am asked, responsible and ready to teach all pupils with different levels, and mixed abilities. Playing was the answer of two other teachers. The other teachers’ answers were using ICTs, fun,

simple and direct ways, they like to listen and repeat, and through songs and games. Only one teacher said that he did not understand the question. It is too vague. All of the answers focused on one element which is that learners prefer to learn in modern and motivating teaching techniques.

## 2. Participation of pupils in the Oral Expression activities.

• Participation of pupils in the Oral Expression activities:  
10 responses

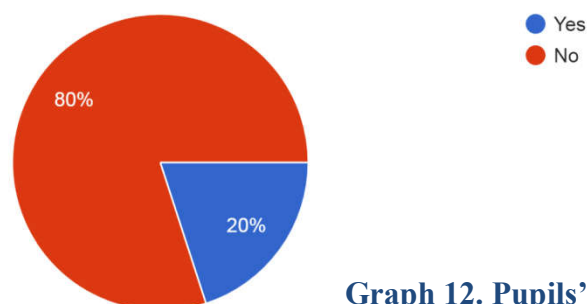


**Graph 11. Participation of pupils in oral activities**

Oral participation differs from one region to another, yet concerning Biskra, which is the area of the case study, 70% of the teachers said that pupils participation is average. On the other hand 30% others said that only few learners participate during English sessions. Oral presentation is average which is somehow unacceptable for a 22<sup>nd</sup> century citizen where communication in English is a necessity.

## 3. Do all the students make the initiative to participate orally during the lesson?

Graph 12. Do all the students make the initiative to participate orally during the lesson?  
10 responses



**Graph 12. Pupils' initiative in participation**

The results obtained from the chart indicated that 80% of teachers declare that their learners make the initiative to participate orally during the session because they want

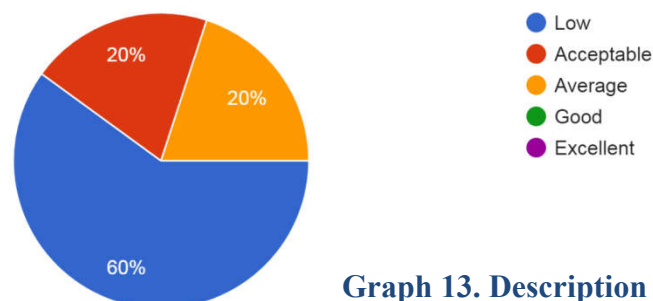
to communicate in English; however, the other 20% do not for certain personal reasons.

#### 4. What do you think that hinders pupils from speaking during sessions?

The answers of this question vary from one teacher to another. According to the sample, the things that hinders pupils from speaking are: Pronunciation, Fear of failure and laughing of peers, Lack of knowledge, Anxiety, Fear of making mistakes, Lack of confidence/ of vocabulary, Their poor language, They are shy, Speaking in front of the teacher and the classmates is not that easy task for most of the pupils. Public speaking is a skill that few people are talented at. Many pupils do not speak during sessions even in the mother tongue and even when they know what should be said. There are many factors that hinder pupils from speaking during sessions. Shyness, less of confidence, lack of motivation and not knowing what to say are the most prominent factors that lead pupils to avoid speaking in all the subjects. They are mainly because of psychological and social problems. During the English session in particular, there are particular factors that hinder pupils from speaking. Different pupils face the problem of the lack of vocabulary. Many pupils feel shy or fear from committing mistakes in pronunciation or grammar, so that they prefer not to speak. Here the role of the teacher is encouraging them to speak without focusing on correcting their mistakes. The answers of the teachers were enough to figure out the reasons of learners' fear of speaking.

#### 5. Would you describe pupils' level in speaking English

• Would you describe pupils' level in speaking English  
10 responses



**Graph 13. Description of pupils' level in speaking English**

The results obtained from the pie chart shows that 60% of teachers described their pupils' level in speaking as low. The other 40% of the population split into 20% who said that they

see their learners as acceptable and 20% as average. All teachers agreed that learners' level in speaking is not enough to reach the upper-average level.

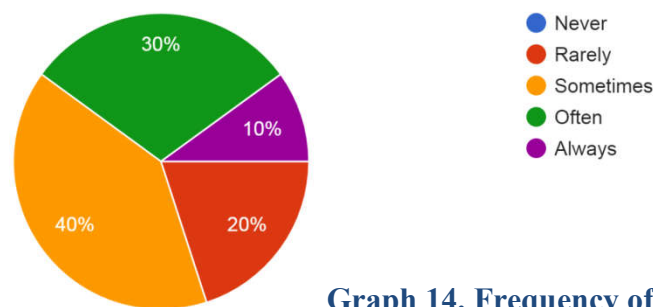
### Section Three: Teacher's point of view

#### 1. What kind of activities do you use to teach the speaking skill?

Teachers had many opinions when it comes to the activities to teach speaking. The most experienced teachers clarify their choice. The first one said that In the Algerian syllabus there is no speaking lesson. We have listening, pronunciation, grammar, writing. Thus, learners don't get to use the vocabulary that they have on random topics that the teacher suggests. Instead of that, the speaking is limited to be presented as a short activity in the post part of a reading or a listening lesson. The second one declares that he relies on different activities starting from small things such as: saying good morning, saying the date and reading the text loudly to different tasks as playing the role in a conversation, playing games of turn taking, coral drills, pair work and groups work using English, trying to reduce teachers speaking times and raising learner speaking times. For the rest of the teacher they agreed on using Chorus, drilling, listen and repeat, Reading aloud, role playing, audios and songs.

#### 2. How often do you use English songs in class?

- How often do you use English songs in class?  
10 responses



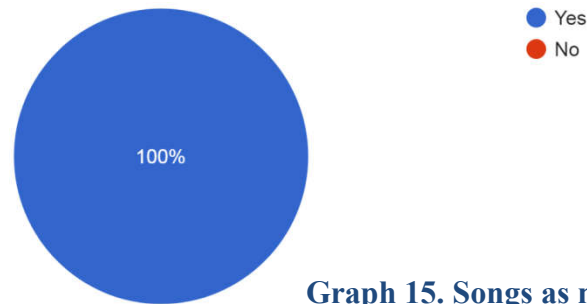
**Graph 14. Frequency of using English in class**

The graph showed that nearly the half number of teachers, 40% answered that they sometimes use English songs in class. Moreover, 30% used it often. The rest 20% used it rarely while the 10% use English songs always. It is clear that all of them do use English songs to some extent and to certain frequency, yet none has never used them.

### 3. Are songs a good material to motivate and improve their speaking skill and their level consequently?

• Are songs a good material to motivate and improve their speaking skill and their level consequently?

10 responses



Graph 15. Songs as materials to improve speaking

As it can be seen from the graph above, all teachers agreed that songs are a good material to motivate and improve the speaking skill and learners' level consequently.

### 4. Is there any difference between using songs and other materials?

When the researcher asked about the difference between using songs and other materials, 100% of teacher said that it is sure. Using songs differs from other materials as it attracts the attention of all the pupils. They enjoy such a technique of learning. They feel excited as they learn in a different unusual way. What pupils can learn through songs can be easily stored in the long term memory instead of staying in the short term memory for a while. Using songs ameliorates the pupil's listening skills and speaking at the same time. Repeating the song helps the pupil's tongue to get familiar with pronouncing different words. The lyrics of the songs can be an important addition to the pupil's vocabulary bank. Songs can help the pupils to get used to the sentence form, so that they unconsciously use that to learn syntax better. Furthermore, sing Songs rather than other materials is more affective .Songs play an essential part for psychological and emotive youth development. Songs make relaxing and entertaining the classroom in which pupils more open to studying.

### 5. Do you think English songs facilitate or inhibit your learners' speaking ability?

Also in this question, all of the teachers agreed upon the fact that English songs facilitate learners speaking ability. "I think Songs facilitate learners' speaking ability .Songs set a chance to use language in fun way(singing)and reduce pressure. Songs develop language and literacy. Using Songs improve vocabulary, grammar and pronunciation through lyrics as

well as musical sounds”. On the same vein, English songs facilitate my learners' speaking ability. However, this cannot be achieved by one song per year. The more songs are pupils exposed to the better results will be gained in pupils' speaking skills. Listening to various songs means being exposed to a great amount of terms and repeating the song more frequently leads to training the organs of articulation much better hence, developing the speaking skills bit by bit.

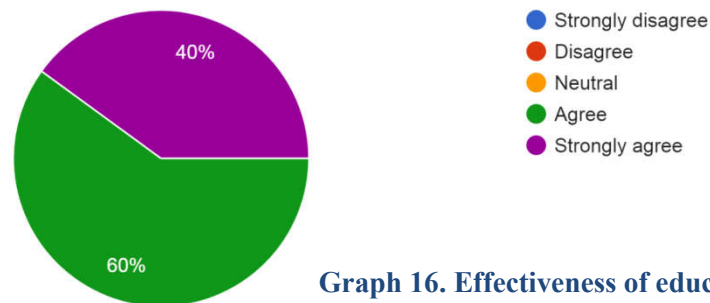
**6. Which type of songs do you use? Why?**

All of the experienced teachers agreed on using interactive educational songs as a teaching aid due to many reasons that are suitability for learners, it fits learners needs and level, related to the lesson to be introduced, and songs that can help learners memorize the needed lexis, the language is suitable, respectful and the lyrics are the key words of the lesson that I am supposed to present, it is accordingly with ministry programme, pupils' age and because they are beginners and pupil will sing and make movement.

**7. Are Educational songs effective for speaking skill ?**

• Are Educational songs effective for speaking skill ?

10 responses



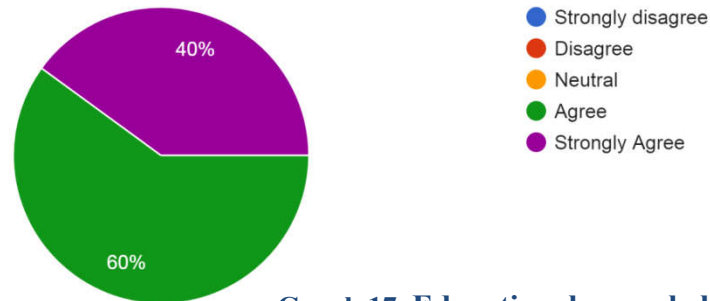
**Graph 16. Effectiveness of educational songs for speaking skill**

The population splits into two categories, 60% agreed on the effectiveness of Educational Songs for speaking skill and the 40% others strongly agreed on this idea. It is clearly noticed that Educational Songs are considered as effective tool to enhance speaking skill among teachers of English.

## 8. Educational songs help to improve other skills besides speaking skill

- Educational songs help to improve other skills besides speaking skill

10 responses



Graph 17. Educational songs help to improve other skills

60% confirmed that they agree that Educational Songs help to improve other skills besides speaking and 40% strongly agree with this point of view. The acceptance of the concept of Educational Songs as an effective and comprehensible material to teach speaking and other skills is shown.

## 9. What are factors that effect the decision of choosing songs?

For deciding which songs to choose, I cannot neglect certain criteria such as: My passages, levels and interests, Learners level, length of song and suitability of song for learners culture, The lesson's objectives; The level of learners; The cultural background of learners (For instance, a song about food items may contain the word "ham".. which is religiously forbidden), Engaging learners and improving their listening and speaking skills, The relevance of the song with the lesson's objective and the learners perception and reaction to the song, motivation , saving Time ,higher pupils' energy, learners' levels of attainment: the song should not be highly beyond their levels because that may make them desperate of understanding or repeating it, learners' age: learners' age is very crucial for choosing the songs. Certain songs that suit pupils of first year may not be suitable for fourth year pupils. The vocabulary: I emphasize on the existence of already known terms. That makes the pupils feel self-confident and excited to find words that you know when listening to a song. In addition to the old words, I like to present new vocabulary through the songs. Consequently, they learned new terms in a funny way and quickly keep them in mind. The topic: the topic of the songs should suit the content of the sequence we deal with. lyrics that respect our culture: I strongly focus on respecting our culture. I try to find

songs with the lyrics that suit our culture and religion. Native speakers: I prefer to expose my pupils to native speakers as much as I can.

#### **10. The challenges faced in teaching by English educational songs. Explain**

The Challenges were common between all teachers in general. They all face the same struggles when it comes to using songs. Sometimes we don't find the appropriate song to achieve the learning objective. Some songs carry cultural issues. No equipments in schools. Lack of time (2 hours per week); Learners might not understand the songs; the sound might not be clear enough; some learners are not auditory learners. Furthermore, Learners feel shy to sing. That is, some learners are not comfortable to sing along or repeat after the song most of the times. Also, it creates noise because it gives them a chance to sing out loud. Some learners will only say random words. Also the overcrowded classrooms and the learners' unfamiliarity with such a technique of teaching at the beginning are struggles. There is no electricity, no loud speakers and sometimes no songs to achieve the learning objective. Only one teacher said that he sees no challenges. They are easy, quick and fun to use. The problem that may be challenging is the fact that disruptive learners may see it as chance to act in a weird way and try to be clowns, but this will not occur if the teacher manages his class well.

#### **II.5. Discussion of the results**

To summarize, the primary goal of this study was to investigate the impact of using English instructional songs to improve Middle School learners' speaking ability. That is, it aimed to encourage students to enhance their speaking ability. The study also suggested involving and motivating shy pupils, as well as creating a positive atmosphere.

Furthermore, we claimed in this inquiry to facilitate teachers' jobs and provide them with practical and efficient teaching methods by using educational songs as materials to improve students' speaking abilities and motivation. The results of the assessment of the obtained data using three data collection methods yielded positive results in numerous areas.

First, the post-test demonstrated their progress and development, which can be attributed to exposure to instructive music. The children were able to learn new words and comprehend their meaning. They also learnt how to properly pronounce them, use them in phrases, and identify themselves.



Next, the classroom observation yielded the following positive results. We noticed that a friendly environment encourages youngsters to overcome psychological challenges such as shyness, concern, and anxiety. Furthermore, the use of educational music encourages children to engage in and participate in their learning activities.

Furthermore, the results of the teachers' questionnaire have shed light on their perspectives on the issue of teaching educational songs to improve speaking skills. It is greatly appreciated that teachers are aware of the issue of educational songs and the importance of understanding them in terms of developing their students' speaking skills to the proficiency level. The only evidence is that teaching educational songs through the experiment improved speaking skills; at the end, they were able to listen to the song together and then respond by singing softly and in a systematic manner.

Moreover, the majority of them stated that the mix of music is motivating, helpful, and fascinating. Furthermore, they all highly support the use of instructional songs to improve learners' speaking abilities. Finally, recognizing students' attitudes toward the use of educational songs as a teaching resource to improve their speaking skills, the results from the three data collection tools revealed that all students and teachers responded positively to the assumption of using educational songs to improve Middle School students' speaking skill fluency, bringing motivation and involvement to shy students.

## **Conclusion**

This chapter focuses on the practical component, which seeks to investigate the impact of educational songs on EFL speaking ability. The latter affects both students and teachers. Thus, triangulation is used as a data gathering approach in the study to demonstrate the significant positive impact of educational songs on enhancing EFL speaking skill. Finally, the results matched the initial assumptions, and the hypotheses are proven.

## **General Conclusion**

The study on hand aims at investigating the impact of Educational songs on the speaking skill of Algerian EFL learners at NourEddineAbdElKader Middle School in El-Haouch-Biskra. For that reason, it is of great importance to shed light on the importance of using educational songs to surpass the errors and mistakes encountered by NourEddineAbdElKader middle school first year pupils when speaking in English.

This research consists of two chapters. The first chapter highlights some notions that are related to speaking as a targeted skill while teaching-learning English language, and the implementation of songs through time in teaching methods. The second chapter is devoted to the practical part of the study. The chapter spotlights the methodology and the research design. It also exhibits the results obtained and their interpretation. The participants of this study were forty-eight (48) Algerian EFL young learners. The findings of the study provided answers for the research questions and confirmed the hypothesis. Algerian EFL learners' speaking skill is largely influenced by their exposure to songs inside class. It is recommended that the use of educational songs in teaching English would facilitate and enhance the learning process and raise the learners' performance in and out classroom . After working with educational songs , learners' speaking skill improves. Also their self-esteem arises accordingly.

### **Recommendations**

Some recommendations can be drawn from this research. These are the following:

#### **For teachers:**

- Teachers should pay more attention to teaching speaking skills using motivating and appealing ways.
- Teachers should provide students additional opportunities to interact and improve their speaking skills.
- Teachers must expose students to real listening materials through the use of educational songs and modern technology gadgets in order to improve pronunciation and lexical understanding.
- English teachers must be creative and imaginative in order to create a motivating learning environment for their students.

#### **For students:**

- Students are encouraged to listen to English music in order to improve their speaking skills.

- Students were required to use the terminology they learned while listening to an educational song in conversations and interactions both inside and outside of the classroom.
- To strengthen their communicative competences, students should be exposed to actual language through viewing English speaking channels, cartoons, and even English radio programs.

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# Appendices



**Appendix n°1 : The ABC Song**

<https://youtu.be/75p-N9YKqNo>



**Appendix n°2 : Head, Shoulders , Knees & Toes**

<https://youtu.be/ZanHgPprl-0>



Appendix n°3 ; Body parts

MS1/1

**Task:** I match the body part with its appropriate name.  
toes - head - knees - eyes - mouth - shoulders - nose - ears

eyes ✓  
toes ✗  
ears ✗  
nose ✗  
head ✓  
mouth ✓  
knees ✓  
shoulders ✗

$\frac{3}{8}$

**Task:** I match the body part with its appropriate name.  
toes - head - knees - eyes - mouth - shoulders - nose - ears

head ✓  
shoulders ✓  
knees ✓  
eyes ✓  
mouth ✓  
nose ✓  
ears ✓  
toes ✗

$\frac{7}{8}$

**Task:** I match the body part with its appropriate name.  
toes - head - knees - eyes - mouth - shoulders - nose - ears

head ✗  
eyes ✗  
nose ✗  
mouth ✓  
toes ✓  
shoulder ✓

$\frac{0}{8}$

**Task:** I match the body part with its appropriate name.  
toes - head - knees - eyes - mouth - shoulders - nose - ears

1 MSA

head ✗  
eyes ✗  
nose ✗  
toes ✗  
knees ✓  
mouth ✓  
ears ✓  
shoulders ✓

$\frac{0}{8}$

**Task:** I match the body part with its appropriate name.  
toes - head - knees - eyes - mouth - shoulders - nose - ears

Just 1 MSA

toes ✗  
mouth ✗  
eyes ✗  
head ✗  
nose ✓  
ears ✓  
knees ✓  
shoulders ✓

$\frac{4}{8}$

**Task:** I match the body part with its appropriate name.  
toes - head - knees - eyes - mouth - shoulder - nose - ears

head ✓  
eyes ✓  
shoulder ✓  
knees ✓  
mouth ✓  
nose ✓  
ears ✗  
toes ✗

$\frac{6}{8}$

**Task:** I match the body part with its appropriate name.  
toes - head - knees - eyes - mouth - shoulders - nose - ears

ears ✗  
nose ✗  
eyes ✗  
toes ✗  
head ✓  
knees ✓  
mouth ✓  
shoulders ✓

$\frac{4}{8}$

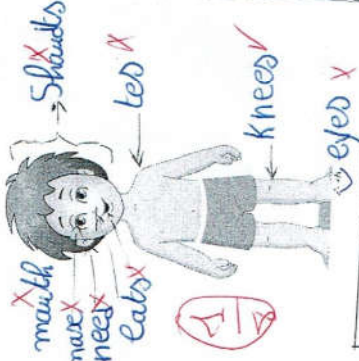
**Task:** I match the body part with its appropriate name.  
toes - head - knees - eyes - mouth - shoulders - nose - ears

ears ✗  
nose ✗  
eyes ✗  
toes ✗  
head ✓  
knees ✓  
mouth ✓  
shoulders ✓

$\frac{4}{8}$

Task: I match the body part with its appropriate name.

toes - head - knees - eyes - mouth - shoulders - nose - ears



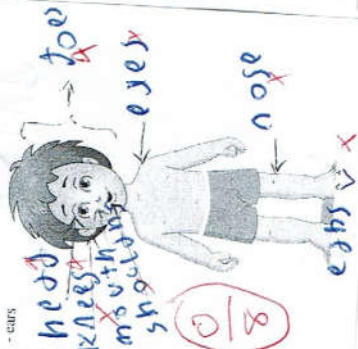
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toes - head - knees - eyes - mouth - shoulders - nose - ears



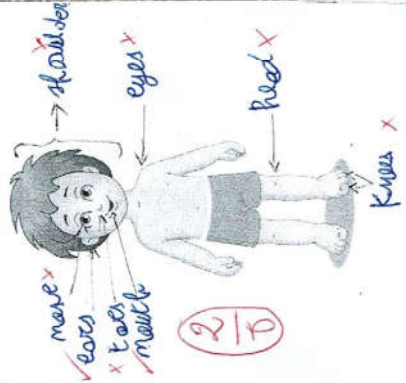
Task: I match the body part with its appropriate name.

toes - head - knees - eyes - mouth - shoulders - nose - ears



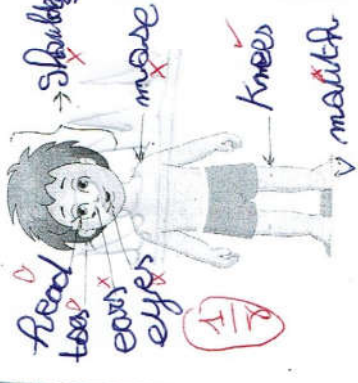
Task: I match the body part with its appropriate name.

toes - head - knees - eyes - mouth - shoulders - nose - ears



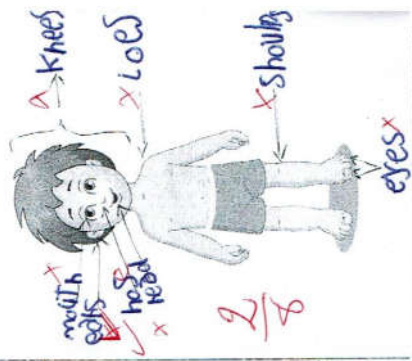
Task: I match the body part with its appropriate name.

toes - head - knees - eyes - mouth - shoulders - nose - ears



Task: I match the body part with its appropriate name.

toes - head - knees - eyes - mouth - shoulders - nose - ears



Task: I match the body part with its appropriate name.

toes - head - knees - eyes - mouth - shoulders - nose - ears



Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulder - nose - ears

Labels: ~~toes~~, ~~head~~, ~~knees~~, ~~eyes~~, ~~mouth~~, ~~shoulder~~, ~~nose~~, ~~ears~~. Correct labels: mouth, eyes, head, knees, toes.

Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulder - nose - ears

Labels: ~~toes~~, ~~head~~, ~~knees~~, ~~eyes~~, ~~mouth~~, ~~shoulder~~, ~~nose~~, ~~ears~~. Correct labels: head, mouth, eyes, knees, toes.

Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulder - nose - ears

Labels: ~~toes~~, ~~head~~, ~~knees~~, ~~eyes~~, ~~mouth~~, ~~shoulder~~, ~~nose~~, ~~ears~~. Correct labels: mouth, head, eyes, knees, toes.

Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulder - nose - ears

Labels: ~~toes~~, ~~head~~, ~~knees~~, ~~eyes~~, ~~mouth~~, ~~shoulder~~, ~~nose~~, ~~ears~~. Correct labels: mouth, shoulder, nose, ears, toes.

Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulder - nose - ears

Labels: ~~toes~~, ~~head~~, ~~knees~~, ~~eyes~~, ~~mouth~~, ~~shoulder~~, ~~nose~~, ~~ears~~. Correct labels: head, eyes, mouth, shoulders, toes.

Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulder - nose - ears

Labels: ~~toes~~, ~~head~~, ~~knees~~, ~~eyes~~, ~~mouth~~, ~~shoulder~~, ~~nose~~, ~~ears~~. Correct labels: head, mouth, name, shoulders.

Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulder - nose - ears

Labels: ~~toes~~, ~~head~~, ~~knees~~, ~~eyes~~, ~~mouth~~, ~~shoulder~~, ~~nose~~, ~~ears~~. Correct labels: shoulders, head, toes, knees, eyes.

Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulder - nose - ears

Labels: ~~toes~~, ~~head~~, ~~knees~~, ~~eyes~~, ~~mouth~~, ~~shoulder~~, ~~nose~~, ~~ears~~. Correct labels: head, shoulders, knees, mouth, ears.

<p>Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulders - nose - ears</p>	<p>Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulders - nose - ears</p>	<p>Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulders - nose - ears</p>	<p>Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulders - nose - ears</p>
<p>Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulders - nose - ears</p>	<p>Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulders - nose - ears</p>	<p>Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulders - nose - ears</p>	<p>Task: I match the body part with its appropriate name: toes - head - knees - eyes - mouth - shoulders - nose - ears</p>

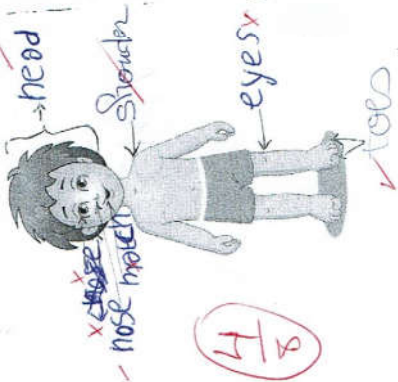
ask: I match the body part with its appropriate name.

toes - head - knees - eyes - mouth - shoulders - nose - ears



ask: I match the body part with its appropriate name.

toes - head - knees - eyes - mouth - shoulders - nose - ears



ask: I match the body part with its appropriate name.

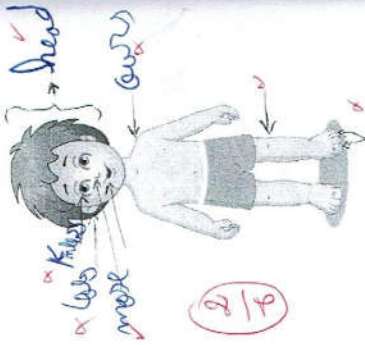
toes - head - knees - eyes - mouth - shoulders



ask: I match the body part with its appropriate name.

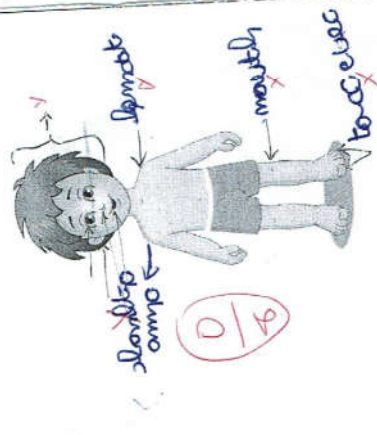
toes - head - knees - eyes - mouth - shoulders

nose - ears



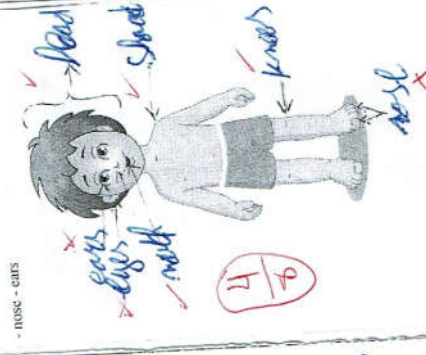
ask: I match the body part with its appropriate name.

toes - head - knees - eyes - mouth - shoulders - nose - ears



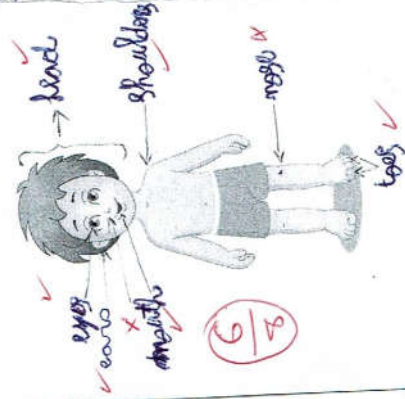
ask: I match the body part with its appropriate name.

toes - head - knees - eyes - mouth - shoulder



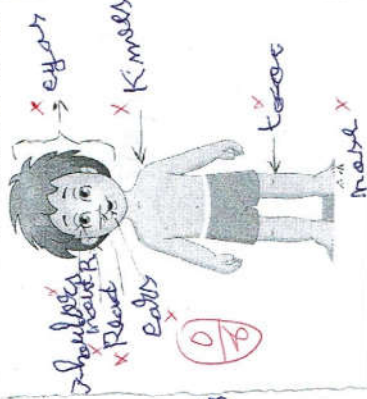
ask: I match the body part with its appropriate name.

toes - head - knees - eyes - mouth - shoulders - nose - ears



ask: I match the body part with its appropriate name.

toes - head - knees - eyes - mouth - shoulders - nose - ears



Task: I match the body part with its appropriate name

toes - head - knees - eyes - mouth - shoulders - nose - ears

mouth ✓  
eyes ✓  
nose ✓  
shoulders ✓  
head ✓  
knees ✓  
toes ✓

5/7

Task: I match the body part with its appropriate name

toes - head - knees - eyes - mouth - shoulders - nose - ears

eyes ✓  
nose ✓  
mouth ✓  
head ✓  
ears ✗  
knees ✓

6/7

Task: I match the body part with its appropriate name

toes - head - knees - eyes - mouth - shoulders - nose - ears

eyes ✓  
ears ✗  
nose ✓  
mouth ✗  
head ✓  
shoulders ✓  
knees ✓  
toes ✓

7/8

Task: I match the body part with its appropriate name

toes - head - knees - eyes - mouth - shoulders - nose - ears

knees ✗  
eyes ✗  
mouth ✗  
shoulders ✓  
head ✓  
nose ✓  
toes ✓

8/8

Task: I match the body part with its appropriate name

toes - head - knees - eyes - mouth - shoulders - nose - ears

ears ✗  
knees ✗  
nose ✗  
eyes ✗  
shoulders ✓  
head ✓  
mouth ✓  
toes ✓

3/8

Task: I match the body part with its appropriate name

toes - head - knees - eyes - mouth - shoulders - nose - ears

eyes ✗  
mouth ✗  
head ✓  
shoulders ✓  
knees ✓  
nose ✓  
toes ✓

4/7

Task: I match the body part with its appropriate name

toes - head - knees - eyes - mouth - shoulders - nose - ears

knees ✗  
mouth ✗  
head ✓  
shoulders ✓  
nose ✓  
toes ✓

4/8

Task: I match the body part with its appropriate name

toes - head - knees - eyes - mouth - shoulders - nose - ears

eyes ✗  
ears ✗  
nose ✗  
mouth ✗  
head ✓  
shoulders ✓  
knees ✓  
toes ✓

6/8

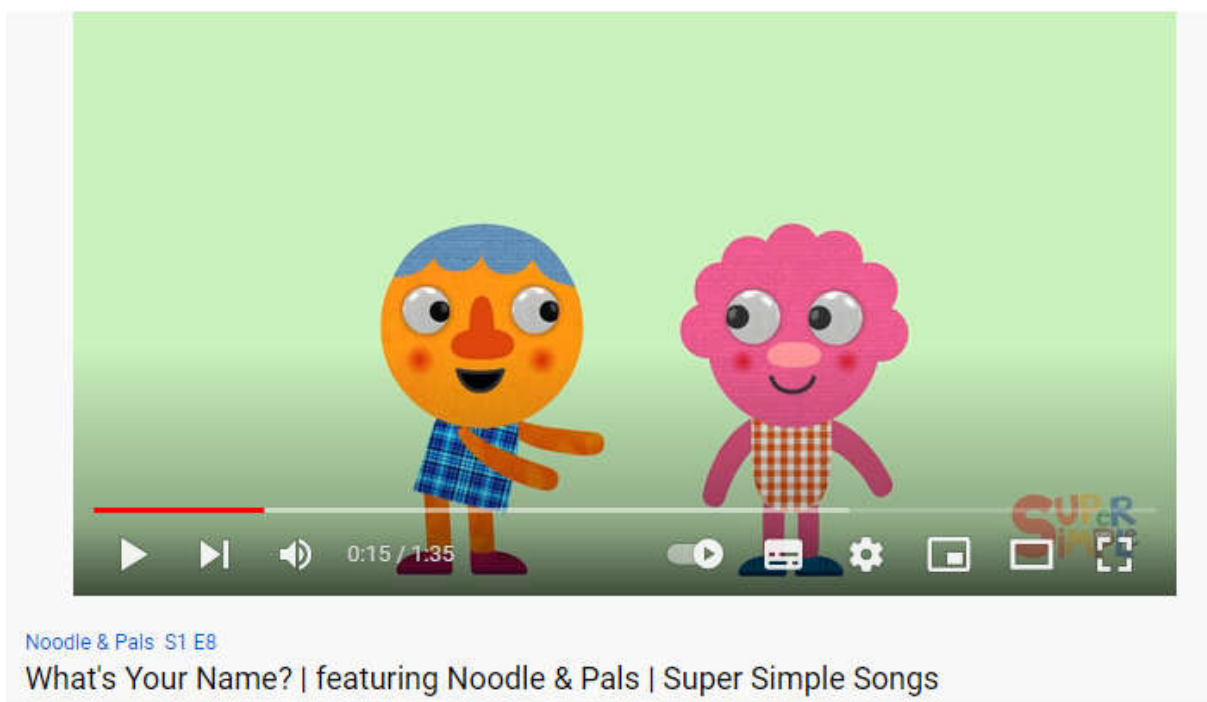
**Appendix n°4 : Hello song for kids**

<https://youtu.be/gghDRJVxFxU>



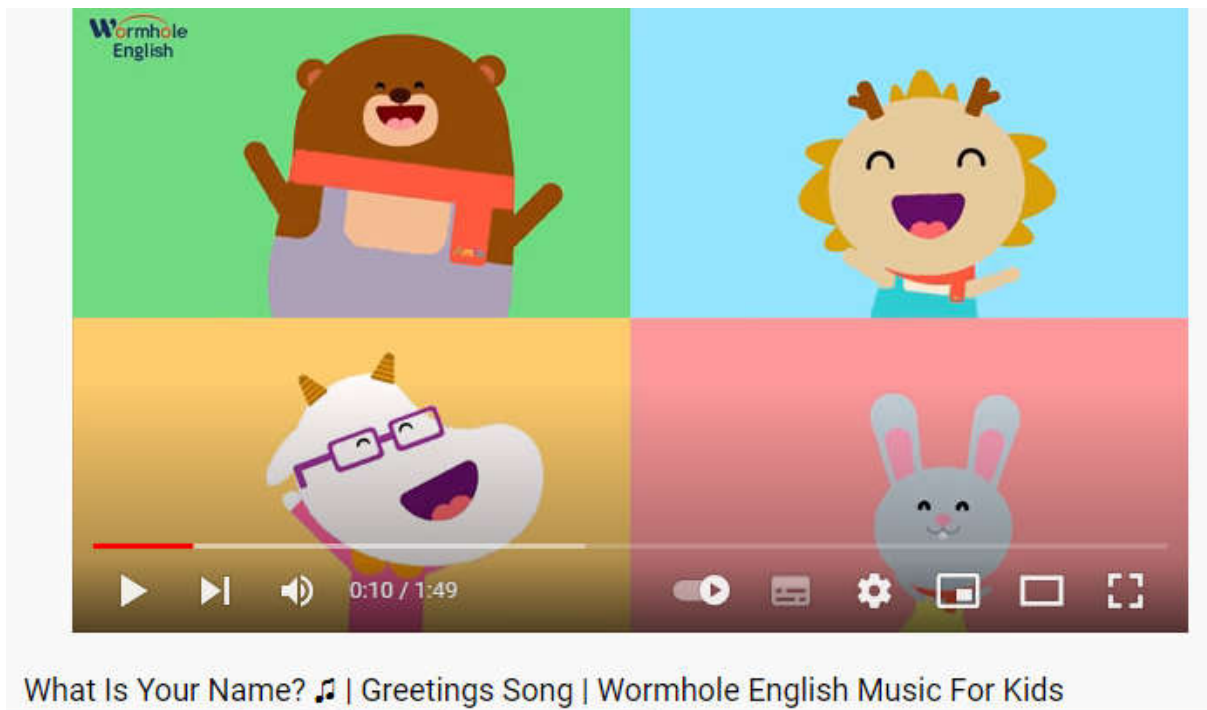
**Appendix n°5: Introduce yourself**

<https://youtu.be/zMdg9jSaNLg>





<https://youtu.be/74FA1dyVVKs>



**Appendix n°6 : Classroom observation**

**Mohamed Khieder University-Biskra  
 Departement of Foreign Languages  
 Section of English**

**Classroom observation checklist**

**Teacher:** ..... **Observation:**..... **Group n°:**...  
**Number of pupils:**.... **Date:**../. /.... **Timing:**..... **Lesson:**.....

**Rating scales: A: Good B: Quite acceptable C: Weak**

**Remark: We got inspiration from Benslitan,Z (2017) classroom observation checklist.**

General classroom observed elements.	Degree of achievement			
	A	B	C	Comments
<b>Section One: Classroom learning environment</b>				
1. The physical setting is clean, organized, roomy and comfortable so that pupils can interact and speak.				
2. The seating arrangement favours effective communication skills.				
3. T. Summarizes the course content and objective that will be dealt with today.				
4. T. provides a friendly and comfortable atmosphere for the pupils to make them participate naturally through tasks				
<b>Section Two: Methods and lesson presentation</b>				
1. Material is presented at the pupils' level of comprehension.				
2. The attributed time to do the lesson is smooth, sequenced and logical.				
3. T. incorporates in the lesson songs within tasks that tolerate collaboration and interaction with foreign language learning.				
4. The methods are appropriate to the pupils' age and abilities				

<b>Section Three: Making the content clear and comprehensible</b>				
1. The teacher uses body language, realia, audiovisual aids along with technological devices to communicate meaning to the pupils.				
2. The teacher selects songs adapted for the pupils' level				
3. The teacher checks the pupils understanding and adjusts their progress in the lesson by using instructing checking questions, gap filling and concept checking questions.				
<b>Section Four: Pupils' interaction in the classroom</b>				
1. Pupils express willingness to speak and know how to introduce/end a topic when dealing with a topic discussion				
2. Pupils hesitate while speaking and express themselves in a difficult way in the classroom by using L1 transferred expression/non verbal behaviour.				
3. Pupils' speaking ability is developed through the incorporation of songs progressively.				
<b>Section Five: Teacher and pupils' interaction.</b>				
1. The teacher gives equal opportunities for the students to interact with him during the classroom oral tasks.				
2. The teacher encourage the pupils to speak in English during and outside classroom practices.				
3. The teacher uses English as a medium of all interactions to maximise the practice and use of the foreign language.				
4. The teacher intervenes when there is a breakdown of communication.				

**Section Six: Feedback.**

1. The teacher uses assessment to encourage students' use of the language.				
2. The teacher uses various strategies of correction.				
3. The teacher comments on pupils' oral performance.				
4. The teacher provides opportunities for the pupils to correct their mates.				

## **Appendix n°7: Teachers' Questionnaire**

Dear teachers, you are kindly requested to answer the following questions, which aim to investigate the influence of educational songs on enhancing speaking skills of first year middle school pupils.

### **Section one: Teachers' background information**

**-Q1: Gender**

**-Q2: Position: Teacher/ Inspector**

**-Q3: Degree of qualification.**

**-Q4: Years of experience.**

**-Q5: Levels usually taught.**

### **Section two : Pupils' attitudes towards speaking**

1. How pupils prefer to learn.
2. Participation of pupils in the Oral Expression activities: **Few – average – many**
3. Do all the students make the initiative to participate orally during the lesson?
4. What do you think that hinders pupils from speaking during sessions?
5. Would you describe pupils' level in speaking English

### **Section Three: Teacher's point of view**

1. What kind of activities do you use to teach the speaking skill?
2. How often do you use English songs in class?: **never – sometimes – always**
3. Are songs a good material to motivate and improve their speaking skill and their level consequently?
4. Is there any difference between using songs and other materials?
5. Do you think English songs facilitate or inhibit your learners' speaking ability?
6. Which type of songs do you use ? Why?
7. Are Educational songs effective for speaking skill ?  
**Strongly disagree – disagree – neutral –agree – strongly agree**
8. Educational songs help to improve other skills besides speaking skill  
**Strongly disagree – disagree – neutral –agree – strongly agree**
9. What are factors that effect the decision of choosing songs ?
10. The challenges faced in teaching by English educational songs . Explain

## المخلص

في حين أن القدرة على التحدث أمر حيوي في تحقيق التواصل المناسب والفعال لمتعلمي اللغة الإنجليزية ، فقد لوحظ التوجه نحو التحدث باللغة الإنجليزية بين متعلمي اللغة الأجنبية (EFL) حتى على مستوى المبتدئين. والجدير بالذكر أن غالبية هؤلاء التلاميذ يعانون من قلة التفاعل والمحادثات المنطوقة داخل وخارج الفصل الدراسي. حيث تظهر أكبر التحديات من افتقارهم إلى الطلاقة والمفردات وفهم المبادئ النحوية أو كيفية تطبيقها في ظروف مناسبة وواقعية. على الرغم من الإصلاحيين المعينين من قبل وزارة التربية والتعليم الجزائرية لزيادة الكفاءات التواصلية للطلاب ، لا تزال هناك فجوات كبيرة في إنجازهم. قد يكون هذا بسبب الأساليب والإمدادات السيئة لأساتذة اللغة الانجليزية. نتيجة لذلك ، سعت الدراسة الحالية إلى تقييم تأثير استخدام الأغاني التعليمية باللغة الإنجليزية كمواد أصلية مفيدة لتحسين مهارات التحدث لدى الطلاب. علاوة على ذلك ، أردنا التأكيد على أهمية الأغاني التعليمية في زيادة دافع وحماس متعلمي اللغة الإنجليزية كلغة أجنبية في تعلم اللغة الإنجليزية. تم استخدام نهج الأساليب المختلطة لاختبار أو دحض الفرضية المقترحة في هذه الدراسة حول كيفية تحسين الأغاني التعليمية لمهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تم استخدام ثلاثة مناهج لجمع البيانات في هذه الإستراتيجية لاستكشاف تصورات الطلاب واستجاباتهم وأدائهم عند الاستماع إلى الموسيقى المفيدة. و عليه فإن الاختبار ومراقبة الفصل الدراسي والاستبيان من أهم الاستراتيجيات في جمع البيانات المستخدمة. حيث يتألف عدد المتعلمين في هذه الدراسة من تلاميذ السنة الأولى في متوسطة الشهيد نور الدين عبد القادر- الحوش- بسكرة، من بين 162 متعلما ، تم اختيار 48 فقط للمشاركة. بعد تحليل البيانات ، أشارت النتائج إلى أن استخدام الأغاني التعليمية يمكن أن تساعد التلاميذ على تعزيز قدرتهم على التحدث بدقة وطلاقة. وهذا ما أكدته النتائج و الفرضيات التي أجريت على هذا التحقيق، كنتيجة حتمية لذلك يتم تشجيع أساتذة اللغة الإنجليزية على استخدام الأغاني التعليمية كأسلوب تربوي لمساعدة متعلميهم على تطوير مهاراتهم في التحدث.