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**The Effects of Using Music and English Songs in EFL
Classrooms**

**Case Study: Second Year Pupils at El Shohadae El Arbaa
Secondary School in Sfisifa**

Dissertation Submitted to the Department of Foreign Languages as a Partial Fulfillment
of the Requirement for the Degree of "Master" in Applied Linguistics.

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Academic Year: 2017/2018

Abstract

English language gains interest nowadays since it is an international language that is used all over the world for the main purpose of communication. As a specific area of interest TEFL is an acronym that mainly stands for the Teaching of English as a Foreign Language, it is considered as one of the most crucial fields of study that deals with foreign and second language learning. English Language Learning (ELL) is not an easy issue to deal with. Thus, many researchers in the field of English language teaching have put much emphasis on the use of several and alternative educational tools in order to enhance and improve the learning and teaching processes of English language. Among these tools the use and the integration of music and English songs are one of the most appropriate and helpful instruments that increase the level of motivation among learners during the lessons and make them more relaxed and also provide an enjoyable and delightful learning atmosphere. This research work attempts to see the effectiveness of the integration of English songs in EFL classrooms and how pupils react and interact with music and songs. It deals with second year pupils belonging to the literary stream at “El Shohadae El Arbaa Secondary School in Sfisifa”. The main research tools that are used are a classroom observation and a questionnaire submitted to teachers, the gained results have proved and confirmed the proposed hypothesis.

Key words: TEFL, EFL, ELL, Songs, EFL.

ACKNOWLEDGEMENTS

First praise is to Allah the Almighty, for giving me strength and patience to deal with this research work. This research paper would not have been finished without the support and encouragement of many people. First and foremost, I am deeply grateful to my supervisor Mrs Khadem.GOUABI, for her guidance, help, and encouragement, she helped me with her endless patience. I appreciate all her efforts, it is a great honor to be under her supervision.

Deepest gratitude to the jury members; Misses BELAID.Bakhta and Mrs BENHEDI.Karima, I am very thankful to have them among the members of the jury.

I would like to thank all the administration workers in El Shohadae El Arbaa Secondary School in Sfisifa, especially the director Bachir,MOHAMDI who gives me the chance to deal with the practical part of this research. Special thanks is addressed to Miss SAHNOUNE.Amel for her generosity in giving me her time and advice.

Great appreciation to all the teachers of the department namely: Mr.A.ZOUDJI, Mr.S.BENKRALED, Mrs.N.ELHADJSAID, Mrs.A.MBATA, Mrs.W.SEBAGH, Mrs.A.KEBERI, Miss.H.BAGUI, Mrs.N.HASSAINE, Mrs.A.BENCHAREF, Mrs.BOUSSEBHA, Misses BENDEMEIA, and Miss MERINE. Special thanks to the head of the department Mr.B.REMMAS.

A special thanks to the participants teachers and learners in this research for providing the necessary data which has a great deal in realizing this work.

Finally, special thanks to all those who encouraged me during this research.

Dedication

First and foremost, I would like to express my total, sincere, and complete thanks to Allah for his guidance through the right path. I truly thank Allah for blessing me much than I deserve.

I would like to express my extreme wholehearted, gratitude and thanks to my beloved parents, who spent their life to set me up in the right place, without their support and unconditional love, I could not finished my graduate study.

Special thanks go to my brothers and sisters who always encourage me to carry on.

My sincere thanks go to my family, relatives, and neighbours.

I would like to extend my special thanks to my lovely friends

A special thanks is addressed to all my classmates, and colleagues.

At last and not least, I warmly thank those who encourage, love, scarified, and give me support .To every person has signed to make me shine, many thanks.

KHADIDJA

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List of Acronyms and Abbreviations

ALM: the Audio Lingual Method.

CBA: the Competency Based Approach.

CLT: Communicative Language Teaching.

DM: Direct Method.

EFL: English as a Foreign Language.

ELL: English Language Learning.

ELT: English Language Teaching.

GTM: Grammar Translation Method.

TEFL: Teaching English as a Foreign Language.

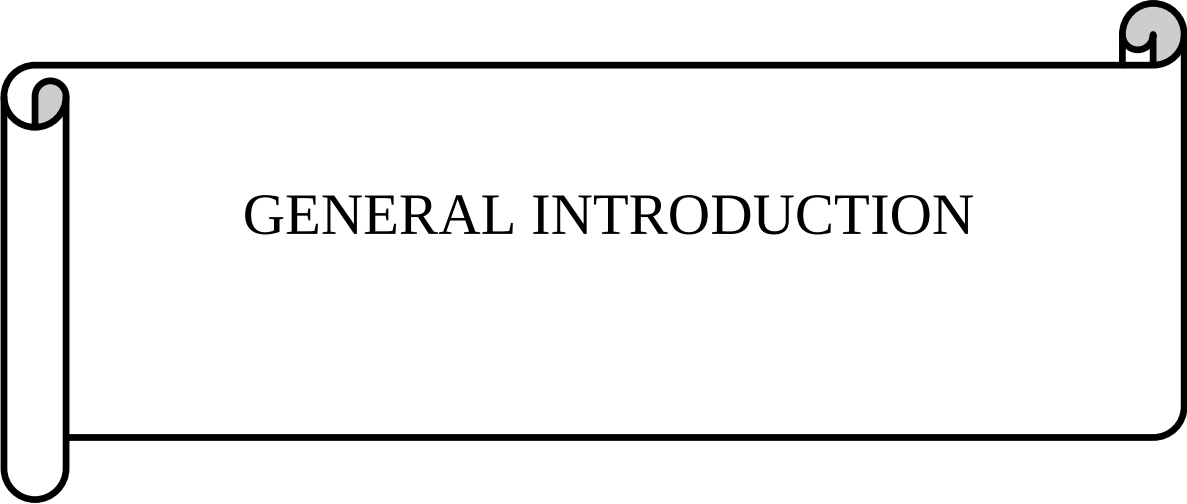
Vs: Versus.

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GENERAL INTRODUCTION

General Introduction

English language learning is currently gaining a lot of interest because English is considered as an international means of communication. So, authorities all over the world are giving a great importance to the teaching of this language. The teaching of such a language is not as easy as might someone think, because it needs experience and some tools to facilitate the learning process. The teaching of English as a foreign language moves from a set of different approaches and methods that deal with this issue, and has witnessed several and alternative educational tools, one of these tools is the use of music and English songs within classrooms.

The integration of music and English songs is helpful for pupils because songs provide an entertaining and delightful learning atmosphere and help them in enhancing their listening skills as well as pronunciation.

In this regard, this research attempts to shed light on the importance and the effectiveness of using music and English songs in English Foreign Language classrooms, it also seeks to answer the following main research question:

What are the effects of using music and English songs in EFL classrooms?

And other Sub-questions are very important to be asked:

- 1-How can English songs facilitate English language learning?
- 2-What are the advantages of using songs in teaching English language?
- 3-What are the disadvantages of using songs in teaching English language?

The hypotheses that may answer the above research questions are as follows:

as main hypothesis : May be it makes the learning atmosphere more delightful and entertaining. Other sub-hypotheses are proposed to answer the previous sub-questions:

- 1-May be drilling within rhythm would make the learning easier and more spontaneous.

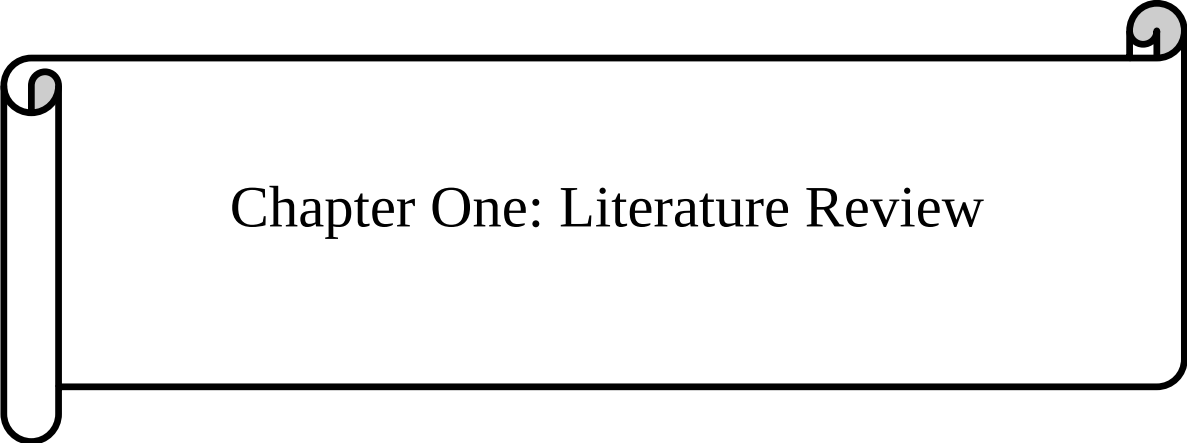
2-Perhaps songs can help pupils improving their listening skill as well as pronunciation, it may break the learning routine, and it may decrease the students' negative attitudes towards learning.

3-It may take time to prepare the needed materials.

This research work is conducted to test the validity of the above hypotheses. The aims behind conducting this research are first of all to see the effectiveness of using music and English songs during the learning and teaching processes, and also to validate these points:

- Songs can help pupils in enhancing their listening skills as well as pronunciation.
- Songs can be useful in the teaching of vocabulary.
- Music reinforces the teaching strategies.
- Songs can enhance the level of motivation among pupils.
- Songs can help in the learning of the target culture.
- Songs provide enjoyment during the learning process.

This research paper is divided into two chapters; the first one is concerned with the theoretical part of this study. It reviews the main approaches and methods that are used for teaching EFL and tackles the issue of using English songs in EFL classrooms and presents the previous literature review about this topic. While the second chapter is totally practical because it deals with the random chosen sample and the research instruments that are used such as: the questionnaire for teachers and the classroom observation. Hence, the obtained data will be analyzed both quantitatively and qualitatively after that it will be interpreted.



Chapter One: Literature Review

Chapter One:

Literature Review

1.1.Introduction

1.2.Teaching English as a Foreign Language

1.3.Approaches and Methods to teach EFL

1.4.Teaching Strategies within CBA in EFL Classroom

1.5.New Strategies to deal with EFL Classroom

1.6.Songs vs Chants

1.7.Reasons for Using Songs in EFL Classrooms

1.8. The Ways of Integrating Songs in EFL Classrooms

1.9.The Objective of Using Songs

1.10.The Benefits of Integrating Songs

1.10.1.Motivation

1.10.2.Lowering the affective filter

1.10.3.Culture

1.10.4.Enjoyment

1.11.The Disadvantages of the Misuse of Songs within EFL Classrooms.

1.12.Conclusion.

1.1.Introduction

English language spreads all over the world and becomes a common language that is used for the purpose of communication. The study of this language is the main concern of the field of Teaching English as a Foreign Language (TEFL). The teaching of such a language moves from a set of different approaches and methods and uses several strategies to deal with the process of teaching English language, among them the use of music and English songs in English Foreign Language classrooms.

In this respect, this chapter is devoted to the theoretical part of this research work that presents the main previous views that deal with utilizing English songs in EFL classrooms.

1.2.Teaching English as a Foreign Language

According to Broughton et al (1980:6), the most common term 'English as a Foreign Language' (EFL) is mainly used in non-English speaking world, precisely in the field of the teaching and the learning of such a language. The use or the study of English in Algeria, for instance, is considered as EFL since Algerians are not native speakers of English and that language is not their first language and they do not use it for communication in their country. That is, English is a foreign language in a country when it has no specific role in national and social life.

1.3.Approaches and methods to teach English as a Foreign Language

Teaching English as a Foreign Language has been witnessed different approaches and methods, in this part, it is mentioned only some of the approaches and some other methods that dealt with teaching such a language.

a) The direct method

According to Lindsay and Knight (2006:16), the Direct Method (DM) is one of the methods that is used for language teaching, it was developed in the early 20th century mainly as a reaction to the Grammar Translation Method (GTM)

According to Larsen-Freeman (2000:27) the core principle of the DM is that no translation is allowed in the classroom, this means that the use of the student's native language is totally avoided, more precisely it aims to make learners think and speak in the target language. According to this method, the meaning should be taught directly in the target language with the help of demonstration, drawings, and also through showing things and objects without any reference to the student's native language, because the emphasis is on the direct association between objects and concepts.

b) The audio-lingual method

According to Lindsay and Knight (2006:18) the Audio-Lingual Method (ALM) was emerged in the 1950s and 1960s especially when there was a strong belief that the process of learning a language was mainly similar to the process of learning a new habit; language learning was seen as habit formation.

Moreover, according to Davies and Pearse (2000:190) the ALM puts much emphasis on the use of dialogues within the classroom, the dialogues should be repeated and memorized by the learners, and it also focuses on drilling activities. Moreover, when learners produce the language correctly they should be rewarded, and when they commit errors they should be corrected.

c) Communicative language teaching

According to Lindsay and Knight (2006:20), Communicative Language Teaching (CLT) traced back to the 1960's. It is an approach of language teaching that sees language more than as a system of rules, rather than as a resource for making meaning. According to this approach, learning a language is mainly to learn how to use language correctly and appropriately during communication in real life situations. Moreover, as Richards and Rodgers (2001:155) stated that, CLT puts much emphasis on communicative competence, and it attempts to enhance the teaching process of the four skills. In addition, Larsen-Freeman (2000:126) added that in CLT the focus is put on communication rather than the mastery of the structure of language.

d) Suggestopedia

According to Davies and Pearse (2000:191-192), suggestopedia is a method of language teaching which was emerged by the psychologists Georgi Lozanov in Bulgaria. Its main goal is providing a relaxed and non-threatening environment within the classroom, in addition to the use of music in order to make students memorize lessons at ease and in a helpful way without being afraid, and without facing some moments of stress or anxiety. This method encourages the use of music during the lesson, and provides a comfortable decoration in the classroom. Moreover, as Larsen-Freeman (2000:78) stated that, the use and the integration of songs during the lesson is a helpful technique which makes learners feel free and to enhance their positive feelings and emotions.

e) The competency based approach

According to Riche et al (2005:17) Competency Based Approach (CBA) is a modern approach introduced to TEFL within which learning takes into consideration the communicative needs and the learning strategies of the learners. The basic principle of CBA which makes it different from the other approaches is the use of project work. Furthermore, Riche et al (2005:17) confirmed this idea by stating **“it is only through carrying out project work that we and our learners can live up to the basic principle of the CBA”**.

1.4.Teaching Strategies within CBA in EFL Classrooms

According to Riche et al (2005:11-12) CBA is determined by the following points:

1)-It is an action-oriented approach, that guides the learner to be a competent language user, which means, making him knowing how to use the language correctly and appropriately in the real life situations.

2)-It is a problem-solving approach, at this stage; it puts and engages the learner in situations where they examine and test their capacities to deal with problems and overcome the hindrances by solving them through language use.

3)-It is social constructivist approach, which means that it considers learning as creative construction of knowledge, and can occur through social interaction with other people. In other words, this approach aims at making learners practice the learnt and the acquired skills and competencies in real life situations.

1.5.New Strategies to Deal with EFL Classroom

Among the strategies that teachers may use within the EFL classroom is integrating music and songs. Mostly music and songs go hand in hand when they are used and integrated in the classroom. Music is a set of sounds played in a systematic way, according to what is mentioned in Paskalia (2014:16) Wynton Marsalis (2003): **“music is sound organized in times”**. From this organized sound a lot of meanings can be transmitted and conveyed.

More precisely, Jamalus (1988:5) stated that: **“songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices”**. Cited in Ratnasari (2007:10). In this respect, music and songs are considered as good techniques that teachers may use within their classrooms to attract and enhance students’ motivation and also to facilitate the learning process for them by making it beneficial and enjoyable.

1.6.Songs Vs Chants

Songs and chants are two different concepts and the distinction between the two terms is represented first in their definitions and then their purposes. In the one hand, song is defined in OXFORD Learner’s Pocket Dictionary (2008:423) as: **“short piece of music with words that you sing”**. In the other hand, chant is defined in OXFORD Learner’s Pocket Dictionary (2008:67) as verb: **“to sing or shout the same words many times”**.

From the above definitions, it can be understood that songs are a set of organized words and phrases repeated and sung with the help of music that serves the lyrics of the song. Whereas, chants are words or phrases repeated several times following the rhythm and the clapping of hands. Additionally, according to Thornburry (2005:66) chants are regarded as a helpful way to practise the drilling of repetition and chunks. He also added

that the words and phrases that are repeated in the chants are supposed to be unforgettable. Although, songs and chants have a slight difference both in meaning and application but, according to Harmer (2007:91) they are said to be a useful technique for the study of stress because they make pupils study stress at ease and in comfortable way.

1.7.Reasons For Using Songs in EFL Classrooms

Songs play an important role in EFL classroom, because they are considered as a pedagogical tool that enhances motivation among pupils. Songs invite pupils for a relaxing and helpful learning atmosphere which pushes them to learn at ease. They also play great role in helping the teachers to present their lessons. According to Eken (1996:46) songs help English language teachers in:

- Presenting a lesson.
- Focusing explicitly on the most common errors committed by pupils.
- Providing a comfortable and inviting learning atmosphere.
- Decreasing the level of anxiety and push pupils to learn with fun.
- Bring fun and enjoyment during the learning process.
- Break out the learning routine.
- Encouraging learners to be more creative.
- Songs can be used as an introduction for teaching new vocabulary or grammatical items.
- Songs make pupils feel at ease and endow them with an opportunity to express themselves. Cited in Paskalia (2014:19).

Furthermore, according to Belbachir (2004:13) songs are considered as an essential technique in EFL classrooms especially for the learning of vocabulary, grammar and social context. During the integration of songs within the lessons, pupils cope with new words, phrases and expressions that are provided to them. They also practice learning in a delightful, trustful and helpful atmosphere. As a matter of fact, songs endow pupils with an opportunity to practice pronunciation while listening and repeating the studied song.

Music and songs have their influence on learners' behaviour and motivation. Besides, they build a positive relationship between the teacher and the learners.

1.8. The ways of Integrating Songs in EFL Classroom

Songs have a great value in providing authentic language which is used by native speakers in real life situations, and there are several ways to present them in the classroom. Here are two distinct ways to integrate songs within EFL classrooms in order to introduce the lesson, either by audio or video songs.

a)Audio-songs: this kind of songs is presented as broadcasts or recordings to provide content. It seems that this kind of songs enhances concentration among pupils and pushes them to follow the lesson and improve their listening skills.

b)Video-songs: this sort of songs is presented as short pieces of television shows or movies with rhythm and melody. The television shows, films, movies or clips shown in the video-songs may interpret and demonstrate the main idea of the song. According to Intajuck (2005:1) a video is defined as follow: **“video in language learning may mean the use of popular films on video to provide content”**. Intajuck (2005:2) added that video provides a cultural background about the target language because it presents real language used in real life settings. Video-songs are said to increase the level of understanding among pupils because they provide them with audible songs in addition to the video that may demonstrate the content with more pictures or clips and this facilitate the information for the learners.

1.9. The Objective of Using Songs

The integration of song in EFL classrooms has a set of objectives which are represented in the improvement of the learners' skill. Songs play a crucial role in enhancing vocabulary because they provide learners with a great amount of new words and expressions which are used by native speakers, and they also give learners the opportunity to listen to the exact pronunciation of the words.

a)In vocabulary: according to Rojas (2015:8) vocabulary is a fundamental element of the teaching of language, because the learning of language goes hand in hand with the learning of vocabulary due to its importance in the learning process.

In this respect, Millington (2011:135-136) stated, songs are powerful techniques that give pupils the chance to practice vocabulary. In this respect, teachers are asked to select the suitable song that serves the target vocabulary.

b)In listening: listening is another receptive skill which is used in receiving specific information. Songs are supposed to help pupils improving their listening skill. According to Purcell (1992):

Students can become bored by repeatedly listening to a narration or dialogue as they attempt to understand the meaning of new words or phrases in context. In contrast, listening to a song over and over again can seem less monotonous because of the rhythm and melody.

Cited in Mudawi (2015:55).

This means that pupils become more motivated when songs are integrated within the lesson. Thus, music and songs attract pupils' attention and concentration. Moreover, listening skill can be improved through a song activities and repetitions. Furthermore, according to Harmer (2007:135) teachers have to encourage pupils to focus on the listening process, and push them to listen more and more through dealing with listening activities, because as long as they listen as much as they can reach a high level of understanding.

c)In speaking: undeniably, according to Lindsay and Knight (2006:57) speaking is a productive skill; it includes creating a conversation in order to communicate and exchange ideas and thoughts, and also to interact with other persons.

English Songs have a great positive impact on students' pronunciation, because when they are listening to songs they are connected to authentic language and this helps them to produce correct words and sentences and improve their target language. Shen (2009:92) confirmed that songs help students to learn the English Language by stating that: **"songs can be used to teach natural pronunciation efficiently. Native singers'**

pronunciation provides a model for EFL learners”. In this respect, it is said that songs provide students with an opportunity to learn pronunciation easily through the imitation of the native speaker or singer’s pronunciation.

Furthermore, according to Thornburry (2005:91) it is better if speaking activities contains real examples taken from real life settings, in order to provide students with realistic language used by native speakers and also to encourage them to use language correctly and appropriately in real life outside the classroom.

1.10. The Benefits of Integrating Songs

Songs have become an excellent technique to be integrated within EFL classrooms, because they have a great influence on learners’ behaviour and learning, and they also play an important role in EFL classrooms. Especially on the followings:

1.10.1.Motivation: is an essential part in the learning process, when pupils are motivated they are exposed to learn in a helpful way. In this regard, according to Rojas (2015:45) music and songs play a great role in increasing the level of motivation among pupils and attract their attention and also invite them to be involved in the lesson, and participate in a very helpful and delightful learning atmosphere. Furthermore, songs can impede pupils from being bored in the classroom and make them feel happy during the lesson and also cause a positive learning environment and push them to learn.

1.10.2.Lowering the affective filter: according to Krashen (1982:31-32) the affective filter was introduced by Dulay and Burt (1977) then, studied by Krashen to become the fifth hypothesis among his Monitor Model named the Affective Filter Hypothesis. The affective filter refers to the affective variables such as: anxiety, motivation, and self confidence that may either facilitate or prevent the information. The role of the affective filter goes hand in hand with the level of the emotional variables. For instance, in the one hand when the level of anxiety is high, and the levels of motivation and self-confidence are low, the affective filter becomes high and acts as a mental barrier that prevents information. In the other hand, when the level of anxiety is low, and the levels of motivation and self-confidence are high, here the affective filter becomes low and facilitate the information to be grasped.

In this respect, Kara and Aksel (2013:2740) state that: **“Music and songs help learners reduce their anxiety and stress when learning a language”**. Thus, music and songs have a great impact in decreasing the level of anxiety and fear, and increasing the level of motivation and self-confidence. Hence, the affective filter becomes low and stops the mental block and facilitate the information for students.

1.10.3.Culture: According to the Advanced Learners’ Dictionary (1998:168) culture is defined as follow: **“the shared customs, traditions, and beliefs of a particular group of people”**. Moreover, as stated by Brown (2000:177) culture contains the way of living and the traditions that characterize a group of people from another. It refers to the set of thoughts, customs, beliefs, and style of life for a specific group of people in a specific moment of time. Kramsh (1998:3) claimed that, studying language goes hand in hand with knowing culture since language refers to a set of codes that is seemed as reflecting itself cultural aspects. Furthermore, according to Shen (2009:88): **“language and music are interwoven in songs to communicate cultural reality in a very unique way”**. When integrating music and songs within the lesson they can present some aspects of culture, because English songs are considered as authentic materials that allow the English native speakers or singers to express their own culture. The study of language through the use and the integration of songs help pupils to know more about the culture of the target language.

1.10.4.Enjoyment: according to Millington (2011:136) integrating songs in EFL classrooms is supposed to be the most crucial benefit that brings joy and enjoyment among pupils. Moreover, songs make pupils feel comfortable, relaxed and happy which of course push them to be involved in the learning process. Also it is said that pupils enjoy learning their target language through the use of songs because they bring entertainment in the classroom during the learning process.

1.11.The Disadvantages of the Misuse of Songs within EFL Classrooms

Although songs are said to be powerful and useful techniques of teaching in EFL classrooms. But, they have some other negative points. According to York (2011:64)

The nature of the language used in songs is not always a realistic model of useful discourse –e.g. some songs are repetitive ,word order is sometimes distorted to fit the rhyme, and intonation is often distorted to fit the melody of the song.

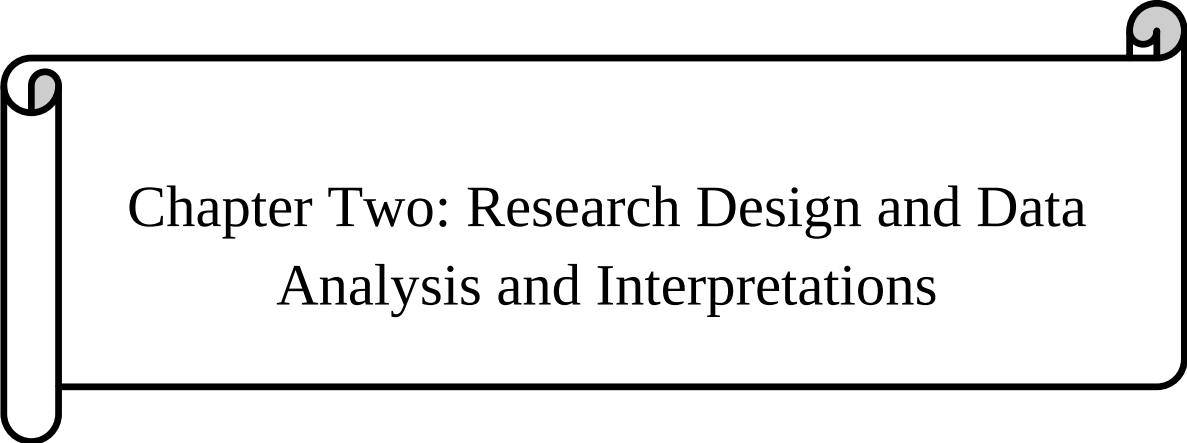
From this quotation, it can be understood that songs are not always suitable examples to learn English, because some songs include much more repetition, and some others the word order and intonation or pitch are deformed just to fit the rhythm and the song melody.

In this respect, York (2011:64) added that songs can be a useful technique when applying them to introduce and teach a new vocabulary and grammar but not focusing on the concept of English as songs. But, teachers can dwell on songs as a reference to the target language. According to Rojas (2015:46) music and songs may cause noise to other classes, especially when it is loud, in addition to the lack of materials because they are expensive, music decreases concentration among learners who dislike a sort of music.

According to Terhune (1997:8) songs that contain complex phrases and sentences may cause confusion during which learners cannot get the meaning, song that has much repetition of the same words and phrases may make learners being bored because the song is boring. Additionally, learners' attitudes of learning differ from one learner to another; some learners may face problems while learning through music. Cited in Keskin (2011:379).

1.12. Conclusion

This chapter was devoted to the theoretical ground of this research. It provides an overview about the issue of using and integrating English songs in EFL classrooms, it reviews the approaches and methods that have been used for the teaching of English as a foreign language and also tackled the definition of music and songs. It highlighted the objectives behind using songs in EFL classrooms in addition to the distinct ways of integrating songs within the lessons. It presented also the disadvantages of the misuse of songs in EFL classrooms.



Chapter Two: Research Design and Data Analysis and Interpretations

Chapter Two:

Research Design and Data Analysis and Interpretations

2.1.Introduction

2.2.Sample of Study

2.3.The Research Instruments

2.4.Biography of El Shodae El Arbaa Secondary School

2.5.Teachers' Questionnaire

2.6.Teachers' Questionnaire Analysis

2.7.Classroom Observation

2.8.Classroom Observation Analysis

2.9.Data Interpretations

2.10.Conclusion

2.1 Introduction:

The first chapter presented the theoretical part of this research work and tackled the reasons behind using and integrating English songs within EFL classrooms and stated their objectives in facilitating the learning process and their benefits in addition to some disadvantages that may impede the integration of these techniques. Whereas, the second chapter will deal with the practical part of this research paper through classroom observation and questionnaire submitted to teachers.

2.2. Sample of Study:

This work deals with second year pupils at El Shhadae El Arbaa Secondary School in Sfisifa in the academic year of 2016/2017. As a matter of fact, the sample was chosen randomly and it includes 18 pupils 09 females and 09 males, they belong to the literary stream. This random sample will be observed through several sessions following structured, covert and non-participant observation.

2.3 The Research Instruments:

To collect data and to gather information, a classroom observation and a questionnaire for teachers are applied, for the observation is structured, non-participant, and covert one. Besides, the questionnaire contains nine questions which are divided into three types: 1 close ended question, 2 open ended questions, and then 6 multiple choices questions. As a matter of fact, the collected data will be analyzed both quantitatively and qualitatively then it will be interpreted.

2.4. Biography of El Shohadae El Arbaa Secondary School:

El Shohadae El Arbaa Secondary School is a new school in Sfisifa, it was established in 2010. The entire number of pupils is 139, in addition to 18 teachers. It contains several and different facilities such as: classrooms, amphitheater and the scientific laboratories, it also includes of health clinic and private composition residence without forgetting a library, football stadium, sport ground, restaurant, and the administration and its staffs.

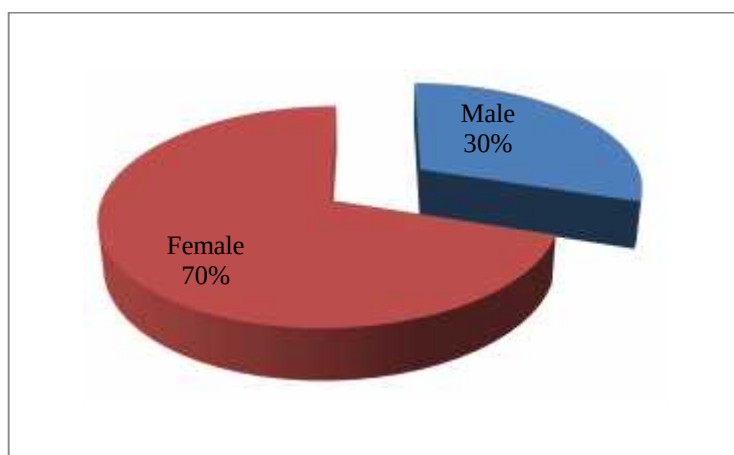
2.5. Teachers' Questionnaire

Concerning the questionnaire is handed to ten (10) teachers whom are teaching in the secondary school in order to collect data about the ways and strategies that are used in teaching English as foreign language and also to see if teachers are using English songs within their lessons and how they are integrating them in EFL classrooms. The questionnaire contains both open ended and close ended questions in addition to multiple ones. The results of the questionnaire will be analyzed qualitatively and quantitatively.

2.6. Teachers' Questionnaire Analysis

The questionnaire is used for the sake of collecting data from the answers of the teachers. After collection of data from the answers of the questionnaire the analysis will be as follow:

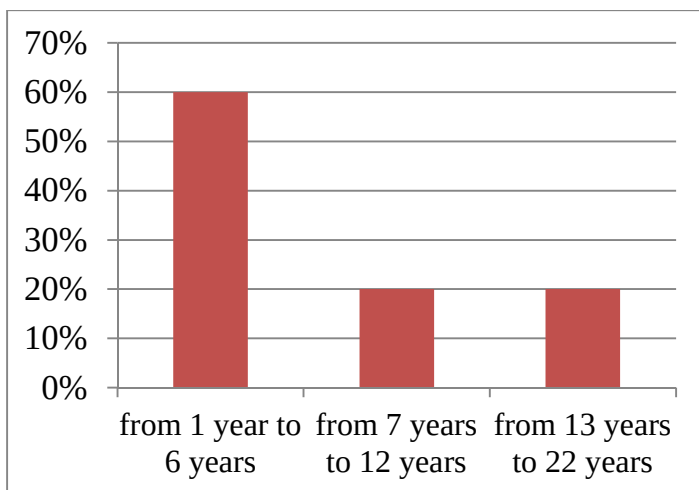
In the first question which is a multiple choices one, teachers were asked about their gender in order to differentiate between male teachers and female teachers.



2.1 Teachers' Gender

As the pie chart shows 70% of the teachers that were asked are female, and 30% represent the male teachers.

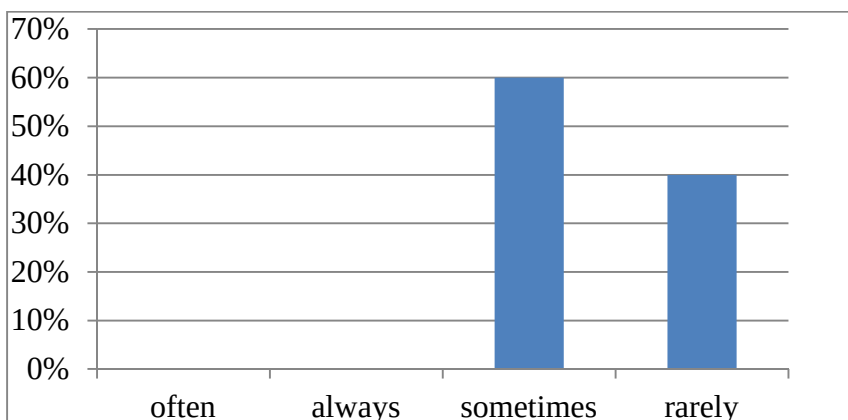
The second question is an open ended question, in which teachers were asked about the period during which they are teaching, the aim of this question is to differentiate between experienced and less experienced teachers.



2.2 Teachers' Period of Teaching

As it is shown in the bargraph above 60% of teachers are teaching for 01 year to 06 years, whereas 20% are teaching for 07 to 12years, and other 20%of them are teaching for 13 to 22 years. It seems that young teachers are dominating in the field of teaching.

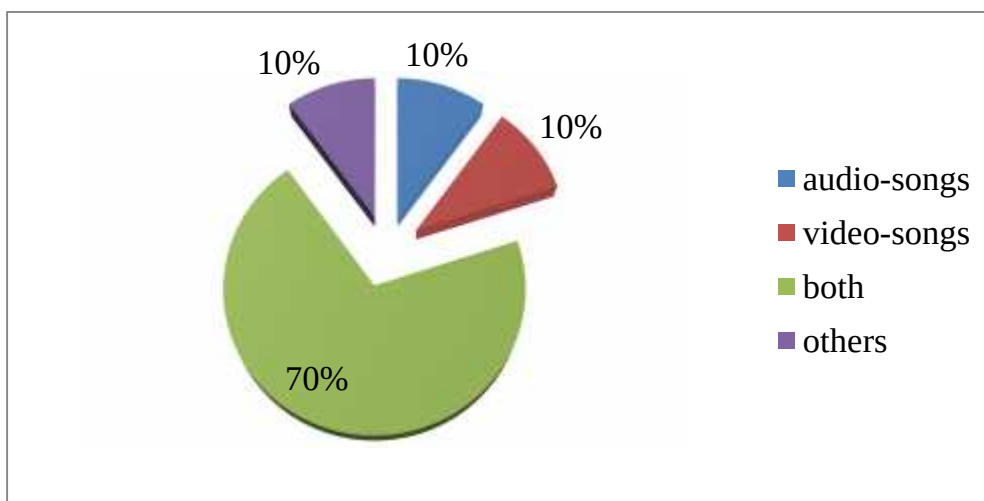
Question number three is a multiple choices one, in which teachers were asked about the frequency of using music and songs in their lessons by providing them with four possibilities that are as follow: often, always, sometimes, or rarely. The aim of this question is to observe the awareness and the interest of the teachers in applying this technique and the frequency of using it.



2.3 Teachers' Frequency of Using Songs in their Lessons

As the bargraph shows 60% of the teachers replied and picked up the possibility “sometimes”, whereas 40% of teachers said that they are rarely using songs in their lessons, and for the two other possibilities they were ignored.

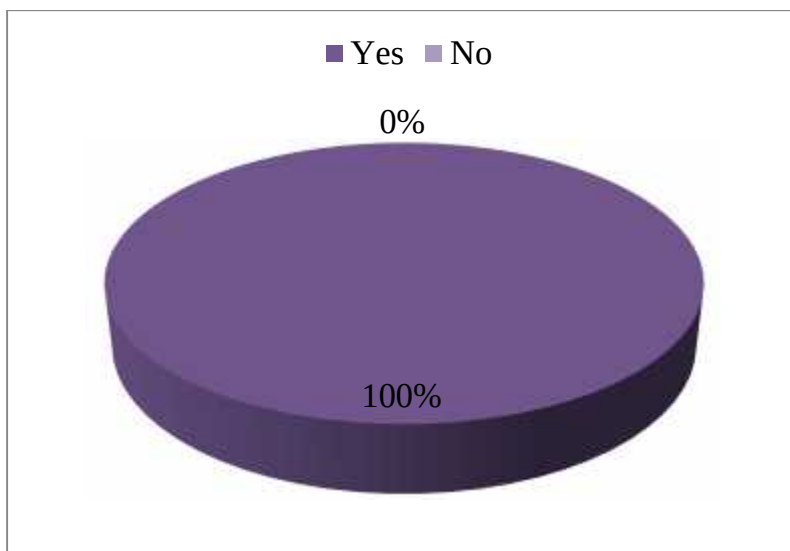
Moving to the fourth question which is also a multiple choices one, in this question teachers were questioned about the way they integrate songs in their lessons, teachers were provided with four possibilities namely: audio-songs, video-songs, or both of them, in addition to the fourth possibility that allowed them to state other possible answers. The objective of this question is for knowing the impact of the integration of songs and the way that teachers are applying it.



2.4 The Teachers' Way of Integrating Songs

As it is shown in the pie chart a large number of teachers representing 70% answered that they are integrating songs by using both audio-video songs. While 10% of teachers respond by using only audio-songs and other 10% said that they use only video-songs and the rest 10% stated other ways such as to make pupils take a part in singing, and suggested the use of games.

The fifth close ended question seeks to know the effectiveness of songs in helping pupils to improve their learning of the English language by asking the teachers to justify their answers.



2.5 The Teachers' Agreement on the Effects of Songs in Improving ELL.

As it is shown in the pie chart above all the teachers agree with the effectiveness of songs in helping pupils to improve their English language because teachers are aware of the importance of songs. Thus, no one of them denies its importance in the learning process. In addition, most of teachers justified their answers by stating that songs would change the atmosphere and encourage pupils to get strongly motivated and like that they would be involved and interact as active members, other teachers confessed that songs make pupils follow the rhythm and repeat the pronunciation of the words and by this way, they learn the correct accent. Teachers also added that songs help pupils to relax and enjoy learning and get new vocabulary and information in an easy way. Besides that, one of the teachers stated that integrating songs within EFL classrooms helps in changing the traditional method of teaching.

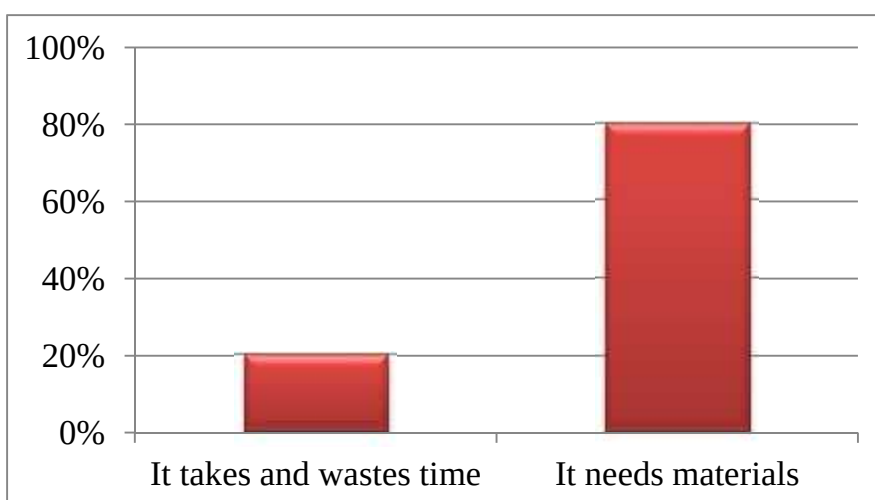
The question number six is a close ended question aims at knowing if songs make pupils motivated or less motivated during the lessons.



2.6 The Teachers' Agreement on the Motivation of Pupils due to the Use of Songs

As the pie chart shows all the teachers(100%)answered by yes, and agree that songs make pupils motivated and no one denies the role that songs play in enhancing the motivation among pupils and inviting them in a delightful atmosphere that pushes them to learn in a helpful way.

Question number seven which is as follow“**do you think that preparing and presenting songs is hard? if yes, is it because: it takes and wastes time or it needs materials**”. This one is a mixed of close ended and multiple choices questions that contains two possibilities. The objective of this question is to know the opinion of teachers towards the preparation and the presentation of songs in addition to specify the reason that may impede the presentation of songs in EFL classrooms.

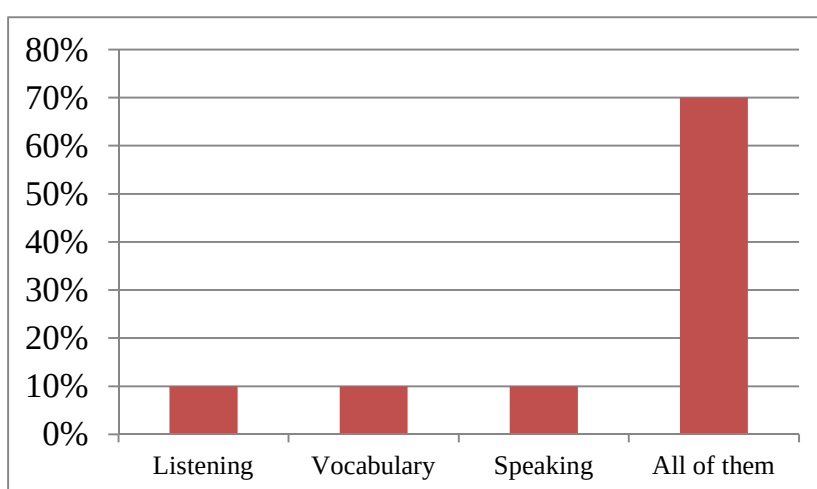


2.7 The teachers' opinion towards the presentation of songs.

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The findings of the bar graph above are quite straightforward, the majority of teachers that represented 80% claimed that preparing and presenting songs need materials, whereas only 20% of them said that this preparation and presentation take and waste a lot of time.

The question number eight is a multiple choices one that contains four possibilities, in which teachers were asked if songs can enhance the four skills or just one of them can be improved. The main objective behind asking this question is to know the influence of songs on the improvement of the four skills and also on the improvement of vocabulary.



2.8 The Influence of Songs in the Improvment of Skills.

As the bar graph shows 70% of teachers mentioned and confessed that songs improve all of the four skills, while 10% of them stated that songs improve listening skill, at the same time 10% of them pointed out that songs enhance the learning of vocabulary skill more than other skills and the rest10% mentioned that songs affect and improve speaking skill more than the other skills.

The question number nine is an open ended question, in which teachers were asked about the obstacles that may be faced when presenting songs to their learners. The aim of this question is to know the hendrances that impeded theintegration of songs within EFL classrooms.

Most teachers stated that the main obstacle that they face when presenting songs is the lack of materials. They claimedthat preparing songs needs materials such as the data

show, the speakers. In addition to the need of materials, teachers pointed out to the big number of students they said when the classroom is crowded it is impossible to manage the class and integrate songs because of the bustling classroom.

Other teachers mentioned that sometimes the time is not enough to use songs when they are obliged to finish the program they have also difficulty sometimes to select the appropriate song that serves the topic or the presented lesson.

Some other teachers stated that they face problem when pupils are not interested in the song or they do not understand the new and strange words and terms. Without forgetting to mention that some of the teachers stated that pupils get shy when they do not get the meaning.

2.7.Classroom Observation

Classroom observation is one of the instruments that are used to collect data about both teachers and pupils attitudes and behavior in the classroom. Moreover, it observes the teacher's role and how pupils behave and interact during the lesson. It also gives the researcher the opportunity to collect data concerning the physical setting.

Dealing with classroom observation is not an easy issue because it is sensible, in this respect and in order not to effect the usual behaviour of both teacher and pupils the researcher should be present in the classroom as simply and only observer without participation during which he/she has to take notes (structured, covert and non-participant observation is followed).

2.8.Classroom Observation Analysis

A group of second year level belongs to the literary stream at “El Shodae El Arbaa Secondary” School has been observed during several sessions, this group consists of 18 pupils divided to 09 females and other 09 males. As a matter of fact, the researcher has to note all what he/she observes in the classroom during the sessions focusing on the ways and strategies of teaching that are integrated by the teacher, in addition to the interaction between the teacher and the pupils, focusing on the behaviour and attitudes of both the teacher and the pupils.

a)Field notes

This part is concerned with stating all the notes and observations that were taken from all the attending sessions by describing the learning atmosphere, in addition to the behaviour of both the teacher and the pupils in the classroom.

Actually, when attending the first session which was on Monday 13 February at 09:00h to 10:00h. It was noticed that the classroom is vast and designed in a very beautiful way, there are pictures and posters on the wall, besides to some proverbs written in a bold types and the pupils' settings were organized, there are 18 pupils as a total number.

During one the second session, which was on 20 February at 09h to 10h the teacher integrated "The Logical Song" by Supertramp in her classroom by using audio video-song. It seemed that the pupils were relaxed and there was a delightful and inviting atmosphere, during which pupils had fun and enjoy listening to that song which pushes them to learn in an enjoyable and motivating way, Another point is that the teacher has organized an activity to do through using "The Logical Song" that is to say while the pupils were listening to the song the teacher wrote the songs' lyrics on the board with some missing words and then asked her pupils to focus and listen carefully to the song and try to fill the gaps. She divided them into two groups one for males and another for females then she allowed them to listen twice to that song and get challenged.

Although, most pupils were motivated and involved but it is noticed that girls were more attentive and faster in filling the gaps. Pupils were challenging in a well organized way and both groups were trying to win the competition. After filling the gaps activity, the teacher asked her pupils to write down some adjectives from the previous song and tried to derive nouns from them, without forgetting to mention that she provided them with an example.

While the pupils were dealing with the activity, it was noticed that the song contains 26 adjectives. It was useful for the teaching of vocabulary because pupils recognized a great amount of adjectives and also some few adverbs. In this regard, it is noticed that

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pupils were doing good with this activity. Moreover, it seemed that it was easy for them and they were working in a collaborative way.

For the third session, which was on 13 March at 09h to 10h the teacher used the song of “Electric Nation” by Earth. Wind and Fire. She used this song to do an activity with her pupils, she was done this by handing out a copy of the song’s lyrics with some underlined words and then, asked them to answer what or who do the underlined words refer to? After that, the teacher was given the pupils another activity to deal with, she wrote a set of words from the lyrics of the song on the board namely (computer, nation, electric, and energy) and drawn a table of four columns. And she asked her pupils to classify the mentioned words according to the number of the syllables. In fact, it seemed that pupils coped with the song’s activity easily and they were trying to answer the questions and it is noticed that all of them were participating because they enjoyed the learning atmosphere provided in the classroom.

Frankly speaking, the teacher was doing well and kind with her pupils from all the attending sessions, it seemed that she entered the classroom with beautiful smile drawn on her face which made her pupils feel comfortable and after greeting them, she began revising the previous lesson then moving to the next one. It is worth mentioning that the teacher has the sense of humor which provides motivation among her pupils and makes them feel comfortable and being involved as active members.

In addition, through the attendance of all the sessions it is remarkable that the teacher has a good relationship with her pupils; they respect each other and also when the pupils face some kind of difficulties in the lesson or when they want extra information they ask the teacher to help them.

b)Checklists

The checklists are concerned with the organization of some notes that were observed during the three attending sessions in tables which explain and demonstrate the level of motivation, participation, and the improvement of the four skills without the integration of songs and then, with the integration of songs and also observing the learning of vocabulary, grammar and culture.

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This part is concerned with testing the level of motivation of pupils during all the sessions; without the use of songs during the lesson and with the integration of songs.

Sessions	Pupils' Motivation					
	Without integrating songs			During the integration of songs		
	Highly motivated	Motivated	Less motivated	Highly motivated	motivated	Less motivated
1 st session			✓			
2 nd session				✓		
3 rd session				✓		

2.1. Testing Pupils' Motivation.

As it is shown in the table, the students' motivation was low in the first session because there was no integration of songs. While for both the second and the third sessions, the level of motivation increased among students and they became highly motivated. It seemed that the integration of songs within the classroom for the second and third sessions has a great influence in helping the students to be involved in the lesson and in making them participating as active members.

The following checklist is about testing and evaluating the improvement of the four skills during all the attending sessions, before the use of songs and after the integration of songs in the classroom.

	The Improvement of The Four Skills							
	Listening		Speaking		Reading		Writing	
	high	low	high	low	High	Low	High	low
1 st session		✓		✓		✓	✓	
2 nd session	✓		✓		✓		✓	
3 rd session	✓		✓		✓		✓	

2.2.The Improvement of The Four Skills.

As it is shown in the table, the pupils during the first session they were not interested in the lesson, they were listening with low level of concentration, and writing

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all what is provided by the teacher and they were doing good but in a low performance. Unlike the second and third sessions which seemed that pupils were improving their skills, it seemed that integrating songs helped them to get more through listening and repeating the song and dealing with activities.

This part is concerned with observing and demonstrating the improvement of vocabulary, grammar, and culture during the sessions with the help of English songs.

	Vocabulary			Grammar			Culture		
	high	med	Low	high	med	Low	High	med	low
1 st session		✓			✓				✓
2 nd session	✓			✓			✓		
3 rd session	✓			✓			✓		

2.3. Testing the Improvement of Vocabulary, Grammar, and Culture.

As it is shown in the table, pupils performance in grasping vocabulary during the first session was low, but for the second and third session the pupils performance increased through the listening to the provided song. For grammar it is noticed that pupil were doing good in the first session and within the integration of songs their performance was better. And for culture, it seemed that pupils acquired some aspects of cultural background through the use of songs.

The following checklist is concerned with the demonstration of the level of participation during the three sessions.

participation sessions	High participation	Low participation	Ignoring the lesson
		✓	
1st session			
2 nd session	✓		
3rd session	✓		

2.4. Pupils' Interaction during The Sessions.

Pupils during the first session were following the lesson with low level of participation. Unlike the second and the third sessions they were extremely participating

due to the integration of songs. It is observed that using songs made pupils interested in the lesson

2.9.Data Interpretations

After dealing with the analysis of the teachers' questionnaire and the classroom observation the data interpretations will be as follow:

According to the teachers' answers of the questionnaire that has been submitted to ten teachers whom are teaching at the secondary school. It seemed that the females dominate the field of teaching rather than males (see pie chart 2.1).

The results obtained from the second question denoted that most of the teachers are young and teaching for three years to eight years and only 20% represents the old or mainly the experienced teachers who are teaching for thirteen years to twenty two years.

Based on the percentages presented in the bar graph (see bar graph 2.3) the results indicate that teachers are aware of the song's technique and they are really using it and integrating this latter within their lessons.

According to the teachers' answers on the fourth question, the majority 80% of them stated that they integrate audio-video songs. Unlike, the minority that they confessed that they use either audio-songs or video-songs only. In contrast to some others who provided other possibilities like giving the pupils the opportunity to take a part in singing. As a matter of fact and from the teachers' answers, all of them confessed that using songs is an effective way which helps pupils to improve their skills and pushes them to be motivated and involved in the classroom because songs provide a relaxing, comfortable and delighting atmosphere, which proved the proposed hypothesis that states that the use of songs makes the learning atmosphere more delightful and entertaining. Additionally, they mentioned that songs are considered as good techniques to be used within EFL classrooms.

The percentages presented in the previously mentioned bar graph (see bar graph 2.7) the results denoted that 80% of teachers agreed with the idea of preparing and presenting

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songs and stated that it needs materials. Whereas, the rest 20% of them claimed that the preparation and the presentation of songs in the classroom takes and wastes time.

Based on the answers of the teachers on the question number eight, the results indicates that the majority of teachers who are represented in 70%, acknowledge that songs play an important role in improving all the skills as well as vocabulary, and 10% of them mentioned that songs improve the listening skill and for other 10% stated that using songs enhance the speaking skill more than the other skills. Unlike 10% of them who said that songs develop the vocabulary.

From the answers of the teachers, most of them acknowledge that the main obstacle which prevents the presentation of songs within EFL classrooms is the lack of materials such as the data show, the speakers, the computers. Additionally, they claimed that the crowded classroom is another obstacle which impedes the integration of songs. In addition, teachers complained of the insufficient time which does not allow them to use songs because they are obliged to finish the program. Furthermore, teachers also state the problem of pupils in getting the new words and terms and those pupils get shy to ask about the meaning of the new terms and words.

From all the attending sessions, it seemed that pupils get motivated and involved in the classroom when the teacher used songs with them; teachers acknowledged the role of songs in providing a relaxing, delightful and entertaining atmosphere and this proved and confirmed the proposed hypothesis (songs make the learning atmosphere more delightful and entertaining).

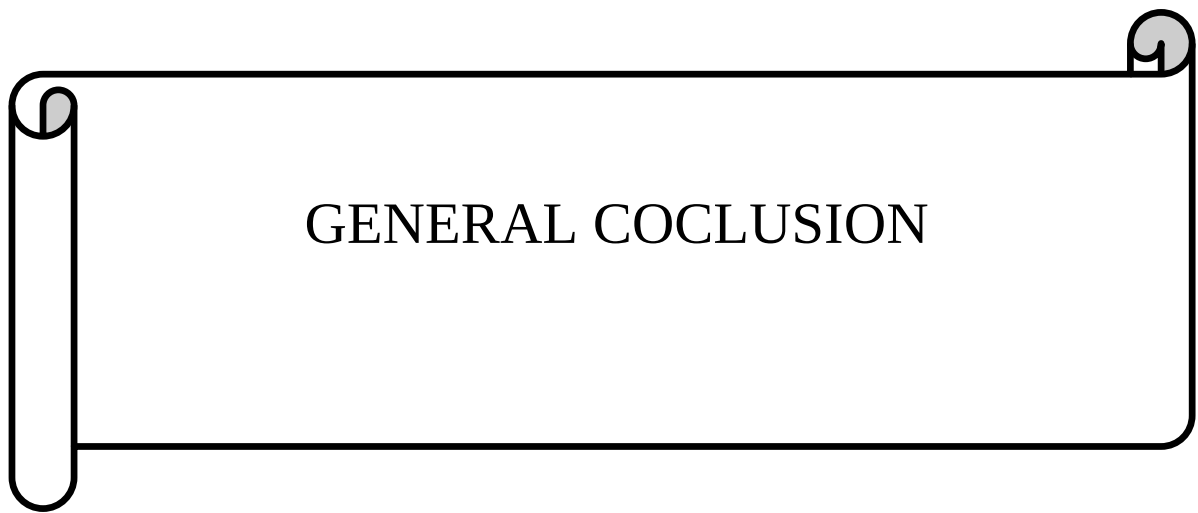
From the previous mentioned checklists, it is noticed that the pupils' motivation enhanced through the use of songs and also their skills improved during the second and the third sessions. Furthermore, it is observed that the teacher was aware of the importance of the presentation of songs in the classroom because she was using songs and integrating only the ones which serve the topic or the lesson.

Additionally, most teachers consider English song as a helpful technique that enhances the improvement of vocabulary, grammar and all the skills because it is

regarded as an authentic material. Besides, using songs pushes pupils to be totally enjoyed the learning sessions due to the inviting and relaxing environment.

2.10. Conclusion

Unlike the first chapter, which was totally theoretical and tackled several points of view about the effects of songs in EFL classrooms. The second chapter was purely practical and was concerned by collecting data from the questionnaire that was submitted to ten teachers at the secondary school and also gathering information from the classroom observation of the random sample that contains 18 pupils of second year at El Shohadae El Arbaa Secondary School. This chapter provided the analysis and interpretations of the results that have been collected from the questionnaire and the classroom observation from which the proposed hypothesis which stated that the use of English songs in EFL classrooms makes the learning atmosphere more delightful and entertaining was proved and confirmed.



GENERAL COCLUSION

General Conclusion

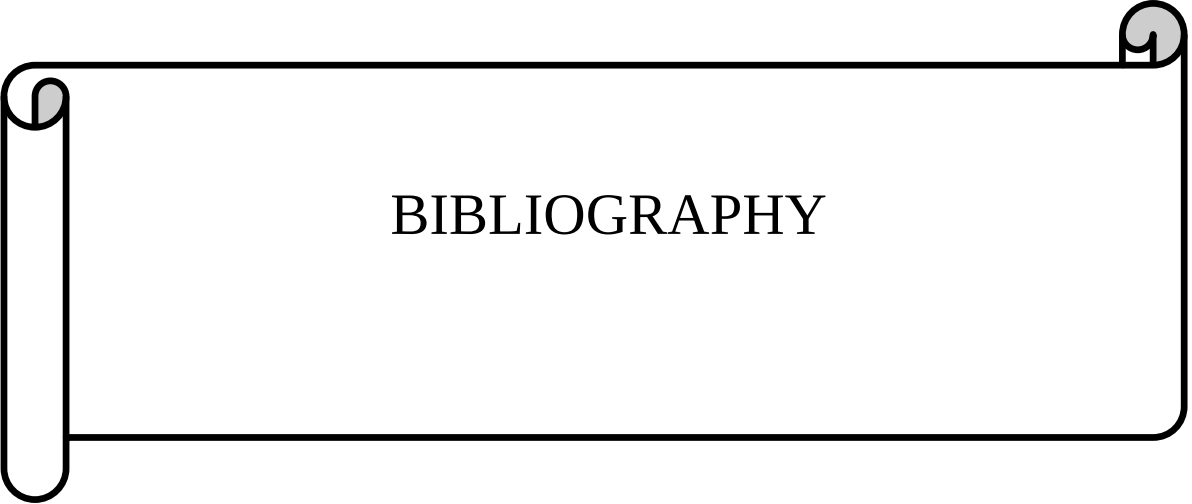
English language is studying all over the world because it plays an important role as a means of communication in the entire world. Teaching English needs more experience in addition to suitable tools and strategies that facilitate the processes of teaching and learning. Using music and English songs in EFL classrooms are said to be powerful techniques that enhance the learning process.

This research work has been devoted to examine the effectiveness of utilizing music and English songs in EFL classrooms and to see how songs can enhance the level of motivation among pupils and also to test how pupils can improve their listening skills as well as pronunciation during the integration of songs.

This research paper has presented two chapters one specified only for the theoretical ground of this research that presented the previous literature review about this topic. While the second one dealt only with the practical side of this research that presented the sample of population and the instruments used such as structured, covert, and non-participant classroom observation in addition to the questionnaire that has been submitted to ten teachers. Then, the data gathered from the analysis of the questionnaire and the classroom observation has been analyzed both quantitatively and qualitatively then, it has been interpreted.

From the interpretation of the results the proposed hypothesis has been proved and confirmed that songs make the learning atmosphere more delightful and entertaining which push pupils to be motivated and involved in the learning process and this lead them to improve the four skills as well as the language skills.

Some suggestions should be provided to help teachers during the use of songs within EFL classrooms among them: to choose the suitable song that serves the topic; in which the lyrics of the song must be clear and appropriate for the subject matter, after that teachers should design activities to deal with through using songs taking into consideration the learners' level and interest.



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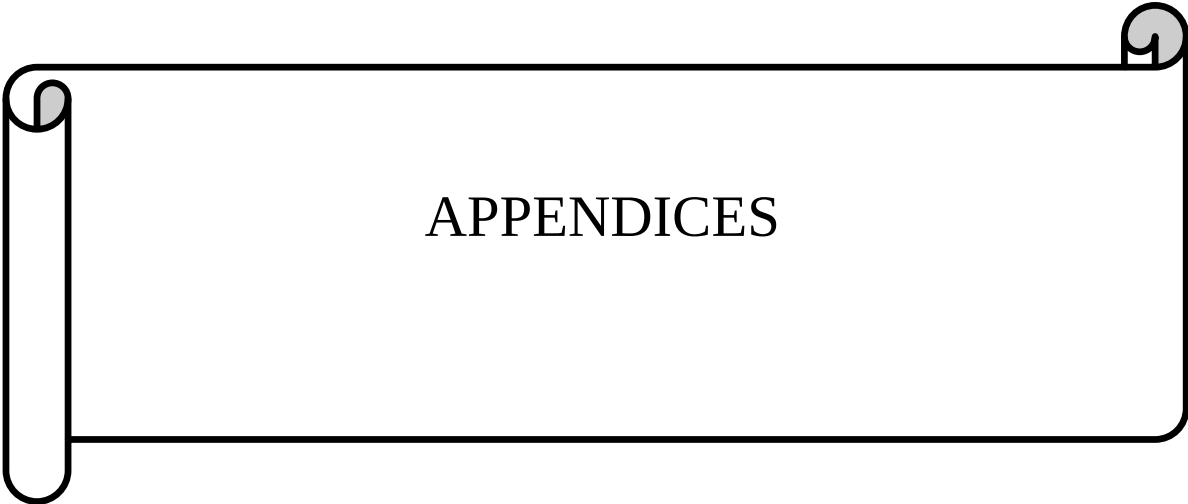
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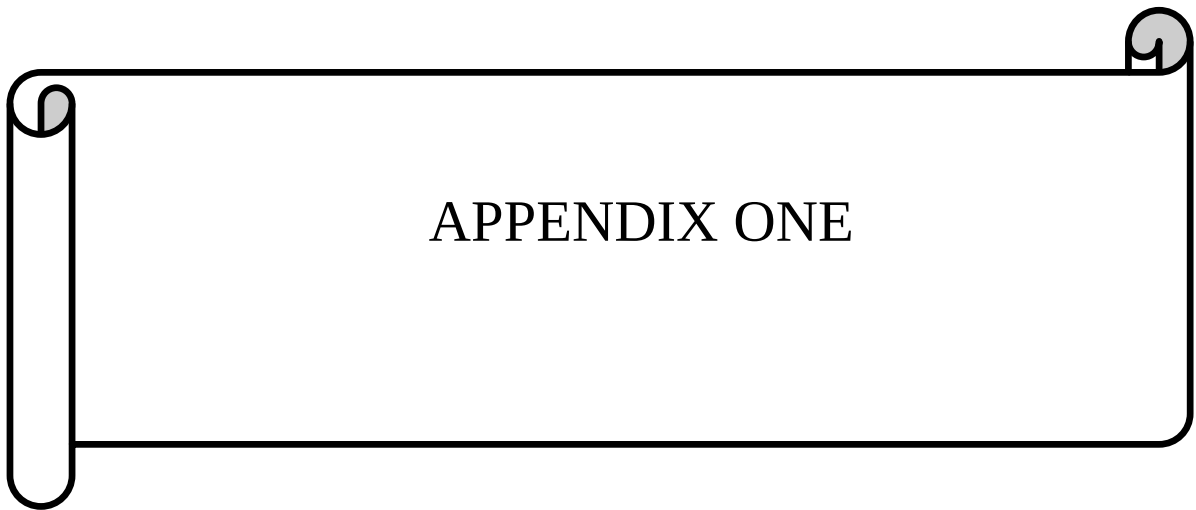
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Appendix One

Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of research work that aims at examining the effectiveness of using music and songs in EFL classrooms; it would be a great honor if you could answer the following questions.

1-Gender: Male ☐ Female ☐

2-How long have you been teaching?

.....

3-How frequently do you use music and songs in your lessons?

Often ☐ Always ☐ Sometimes ☐ Rarely ☐

4-How do you integrate songs in your lessons?

Audio-songs ☐ video-songs ☐ both ☐

Other:.....

5-Do you find using music and songs an effective way to help your pupils?

Yes ☐ No ☐

Justify.....

.....

6-Do you see that music and songs make pupils

Motivated ☐ less motivated ☐

7-Do you think that preparing and presenting songs is hard? If yes is it because:

It takes and wastes time ☐

It needs material ☐

8-What do you think songs can affect more?

Listening ☐

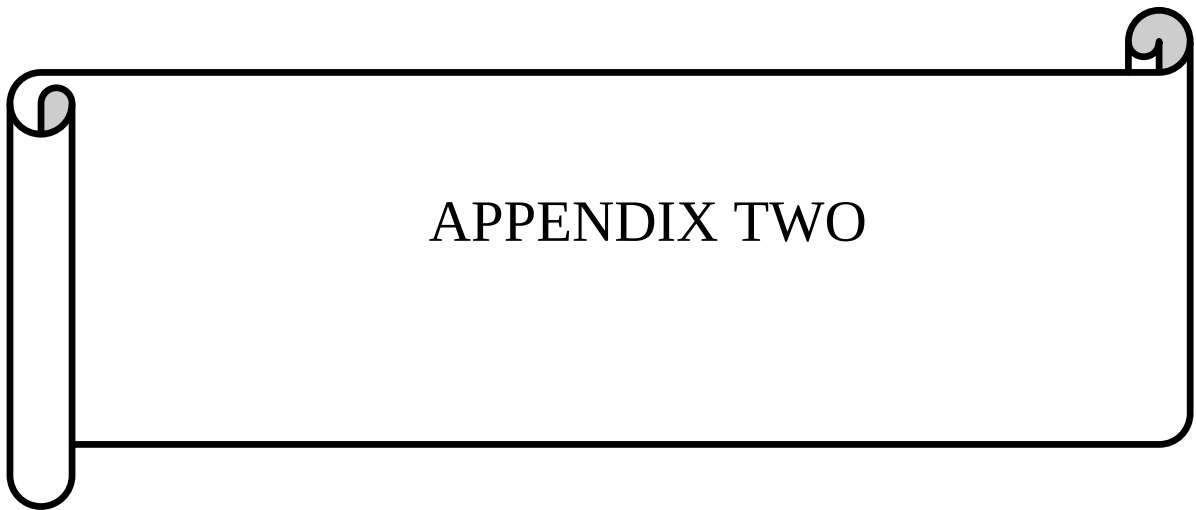
Vocabulary ☐

Speaking ☐

All of them ☐

9-what are the obstacles that you may face when presenting songs to your learners?

Thank you so much for your cooperation in completing this questionnaire



APPENDIX TWO

Appendix Two

Classroom observation worksheet

Date:.....

Session:.....

1) Observation notes

Classroom organization

.....

Classroom atmosphere

.....

Students and teachers relationship.....

.....

2) Checklists

1)Pupil's Motivation

	Pupils' Motivation					
	Without integrating songs			During the integration of songs		
	highly motivated	motivated	Less motivated	highly motivated	motivated	less motivated
1 st S			✓			
2 nd S				✓		
3 rd S				✓		

2)The Improvement of the Four Skills

	The Improvement of The Four Skills							
	Listening		Speaking		Reading		Writing	
	high	low	high	low	High	Low	High	Low
1 st S		✓		✓		✓	✓	
2 nd S	✓		✓		✓		✓	
3 rd S	✓		✓		✓		✓	

3)The Improvement of Vocabulary, Grammar, and Culture

	Vocabulary			Grammar			Culture		
	high	med	low	high	med	Low	High	med	Low
1 st session		✓			✓				✓
2 nd session	✓			✓			✓		
3 rd session	✓			✓					

4)Pupils' Participation

participation sessions	High participation	low participation	Ignoring the lesson
1st session		✓	
2 nd session	✓		
3rd session	✓		