

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

**LARBI BEN M'HIDI UNIVERSITY, OUM EL BOUAGHI**



**FACULTY OF LETTERS AND LANGUAGES**

**DEPARTMENT OF ENGLISH**

# **The Effect of Songs on EFL Learners vocabulary Achievement**

**The Case of First Year Middle School Pupils at Sioud Mohamed, Sigus, Oum  
El Bouaghi**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of  
Master in Language Sciences and Teaching English as a Foreign Language**

**By : RemiliaAicha**

**Supervisor: Mrs. AdjadjDjalila**

**Examiner : SorayaBechoua**

**2015-2016**



## **Dedication**

In the name of Allah the all Mighty, the Sustainer, the Most Merciful, all praise go to Him for enlightening my way to complete this work.

I dedicate this work:

To my parents who provided me with help, care, love, and support to complete this investigation.

To my forever supporter my Husband: Charif

To my sweet and adorable son: Loay

To my dear Brother Bilal whom I wish success in the BAC exam.

To my beloved Sisters: Imen, Karima.

To my dear friends: Zina and Saida.

To Mrs. AdjadjDjalila, and to all my teachers.

To all people whom I know and love.

## **Acknowledgements**

I would like to express my gratitude and respect to my honourable supervisor Mrs. AdjadjDjalila for her guidance, valuable directions, support, and patience to complete the present work.

I am thankful to my examiner

My deepest respect and thanks go to all teachers who taught me during five years at L'Arbi Ben M'Hidi University.

I would like to acknowledge my friends Mona, Zina, Sara and Fatma for the valuable references they have provided me with.

Special thanks to pupils, headmaster, and teachers and to everyone is working at Sioud Mohamed middle school.

## **Abstract**

The aim of this study is to investigate the impact of songs on improving EFL learners vocabulary achievement, with first year middle school learners of Sioud Mohamed middle school –sigus-, In order to full fill the purpose of this study, a quasi-experimental research design was conducted, two groups of learners were chosen for this study using the random sampling technique. Thus, the control group and the experimental group were selected to be the subjects of this study. The participants were pre tested to check their vocabulary repertoire via a list of MCQ questions. After that the experimental group was thought vocabulary through the use of authentic songs. While the control group studied vocabulary via the traditional way. After the treatment period both groups were post tested. The results of the post test and the t test showed that the exposure to authentic songs has improved students vocabulary achievement significantly.

### **Key words:**

Songs, Vocabulary, Achievement, Authentic materials

## **List of Abbreviations**

**EFL:** English as a foreign language

**EFLs:** English as a foreign language learner

**ELT:** English language teaching

**ESP:** English for Specific Purposes

**FL:** Foreign language

**FLLs:** Foreign language learners

**I,e :** It Means

**L 1:** First language

**L2:** Second language

**MA:** Master

**TEFL:** Teaching English as a foreign language

**Vs.:** Versus

## List of Tables

<b>Title</b>	<b>Page</b>
Table 01: Vocabulary learning Strategies.....	8
Table 02: Results of the Pre-test.....	36
Table 03: T test of Equality of Means.....	40
Table 04: Results of Post-test .....	41
Table 05: T test Equality of Means.....	44
Table 06: Experimental Group Pre and Post test.....	45
Table 07: Paired Sample t test of Experimental Group.....	46
Table 08: Control Group Pre and Post test.....	47
Table 09: Paired Sample t test of Control Group.....	48

## List of Figures

<b>Title</b>	<b>Page</b>
Figure 01: The different areas of the Brain .....	18
Figure 02: Areas in the Brain where Dopamine is released .....	19
Figure 03: Research Design.....	31
Figure 05: The Experimental group's lessons .....	34
Figure 06: The Control Groups Lessons.....	35
Figure 07: The Experimental and Control groups Results in the Pre test.....	37
Figure 08: The Experimental and Control Group Results in the Post test .....	41



## Table of content

GeneralIntroduction.....	1
Statement of the Problem.....	1
Aim of the Study.....	1
Research Questions and Hypotheses.....	1
Research Methodology.....	2
Structure of the Dissertation.....	2
<b>Chapter one: TheoreticalBackground.....</b>	<b>3</b>
<b>Section one: Vocabulary teaching and learning.....</b>	<b>4</b>
Introduction.....	5
<b>1</b> _Definition of vocabulary.....	<b>5</b>
<b>2</b> _Types of vocabulary in terms of teaching and learning.....	<b>5</b>
2.1. Esp. vocabulary .....	5
2.2. Active and passive vocabulary.....	6
2.3. Content words.....	6
2.4. Structure or function words.....	6
<b>3</b> _Types of vocabulary in terms of language acquisition.....	<b>6</b>
3.1. _ Listening vocabulary.....	7
3.2. Speaking vocabulary.....	7

3.3. Reading vocabulary.....	7
3.4. Writing vocabulary.....	7
<b>4_ Vocabulary learning and teaching.....</b>	<b>7</b>
4.1. Vocabulary learning.....	7
4.1.1 Definition of language learning strategies.....	8
4.1.2. Definition of vocabulary learning strategies.....	8
4.1.3. Intentional versus incidental vocabulary.....	9
4.1.4. Receptive versus productive vocabulary.....	9
<b>4.2. Teaching vocabulary.....</b>	<b>10</b>
4.2.1. Selecting vocabulary.....	10
4.2.2 Presenting vocabulary.....	10
<b>5. Vocabulary teaching strategies.....</b>	<b>11</b>
5.1. Definition of vocabulary teaching strategies.....	11
5.2. Types of vocabulary teaching strategies.....	11
5.2.1. Unplanned vocabulary teaching strategies.....	11
5.2.2 Planned vocabulary teaching strategies.....	11
<b>6. The role and importance of vocabulary in EFL learning.....</b>	<b>11</b>
Conclusion.....	12
<b>Section two: Music/Songs.....</b>	<b>13</b>
Introduction.....	15

1. History and nature of music.....	15
1.1.History of music.....	16
1.2.Nature of music.....	16
1.2.1. Definition.....	16
1.2.2. Basic traits of music.....	16
2. Role and importance of music.....	16
3. Music and the brain.....	17
3.1.Left and right hemispheres.....	17
3.2.Music as a memory aid.....	17
3.3.Music and aspects of language acquisition.....	20
3.4.Music and first or second language acquisition.....	20
3.5.Music and pronunciation.....	22
3.6.Music and vocabulary.....	22
3.7.Music and cultural awareness.....	23
4. Definition of songs.....	23
5. Types of songs .....	24
6. Elements of songs.....	24
7. The use of songs to focus on sounds.....	25
8. The use of songs to focus on words.....	25
9. The use of songs to focus on connected speech.....	25
10. Ways of presenting educational songs in classroom.....	26
11. Considerations and principals in choosing children songs .....	26
12. General aims of using songs in teaching EFL for the elementary level.....	27
Conclusion.....	27
<b>Chapter two: Fieldwork.....</b>	<b>28</b>
General Introduction.....	30
1. Research design.....	31
1.1 Experimental design.....	31
2. Choice of the method.....	32
3. Population and sample.....	32

4. Procedures.....	32
4.1.The pre test phase.....	32
4.2 The treatment phase .....	33
4.2.The experimental group instructions.....	33
4.3.The control group instructions.....	34
4.4.The post test phase.....	35
4.5.Scoring.....	35
5. Data analysis.....	36
5.1.Results of the pre-test .....	36
5.2.Results of the post test.....	40
5.3.Experimental group results in pre and post test.....	44
5.4.Control group results in pre and post test.....	44
6. Summary of the results.....	49
6.1.Discussion of the results.....	49
6.2.Conclusion.....	50
7. General conclusion.....	51
8. Pedagogical implications.....	52
9. Limitation of the study.....	52
8. References.....	53
9. Appendices.....	56
10. Resume	
11.ملخص	



## **General introduction**

### **1. Problem statement**

Words are the basic unit of the language especially in the second language learning. Intact, they are the most important element to develop the four language skills; Listening, speaking, reading and writing all together. In order to communicate well in foreign languages, students should acquire an adequate number of words and should know how to use them accurately.

Acquisition and learning of vocabulary are a fundamental need; they are the heart of language learning and language use, because through vocabulary students can communicate ideas, emotions and desires. Without vocabulary speakers can neither convey meaning nor communicate with each other in a particular language. In education students usually learn vocabulary passively. In addition they may consider the teacher's explanation for meaning, definition, pronunciation, spelling and grammatical functions 'boring'. In this case language learners do not participate actively in a vocabulary learning session. They just listen to their teacher. Therefore, it is necessary for the teacher of English to have a good method in presenting the lecture in the classroom, thus, songs present a challenge in finding a way to bridge the gap between entertainment and teaching.

### **2. Aim of the study**

The aim of this research is to find out whether or not songs improve EFL learners vocabulary achievement.

### **3. Research questions and hypothesis**

This study redresses the following question:

-Do songs improve EFL Algerian student's vocabulary achievement or not?

This research is built around the following hypothesis:

H1 -If songs are implemented as a pedagogical tool in the classroom context, EFL vocabulary achievement will be enhanced.

H0 -If songs are implemented as a pedagogical tool in the classroom context, EFL vocabulary achievement will not be enhanced.

## **4. Methodology**

### **4.1. Population and sampling**

Subjects participating in this study are first year middle school learners; the population is made up of 200 first year students. Using the quasi-experimental method, a sample made up of 45 students was chosen, 22 students present the control group and 23 students present the experimental group.

### **4.2. Research tools**

In this research an experimental study is employed, data collection includes the completion of three steps (pre-test, treatment, post-test), students in both groups were pre-tested (control and experimental groups), then the experimental group received a treatment by exposing students to songs, whereas, the control group was given the lessons in the traditional way. After that they were post-tested (control and experimental groups); finally the results were analyzed to check the hypothesis.

### **4.3. Structure of the study**

This research is divided into two main chapters. The first chapter is divided into two sections. The first section identifies the first variable “Vocabulary” its importance types and difficulties that faces learners in their vocabulary acquisition. The second section deals with”Songs“ , nature, importance, characteristics and ways of integrating songs in EFL classes. The second chapter represents the field study including the choice of the study, data analysis of the quasi-experimental study and it ends with some pedagogical implications.

## **Chapter one: Theoretical part**

### **Section one: Issues about vocabulary**

1. Introduction
2. \_Definition of vocabulary
3. \_Types of vocabulary in terms of teaching and learning
4. \_ Esp. vocabulary
5. \_ Active and passive vocabulary
6. \_Content words
7. \_ Structure or function words
8. \_Types of vocabulary in terms of language acquisition
9. \_ Listening vocabulary
10. \_ Speaking vocabulary
11. \_ Reading vocabulary
12. \_Writing vocabulary
13. \_Vocabulary learning and teaching
14. \_ Vocabulary learning
15. \_ Definition of language learning strategies
16. \_ Definition of vocabulary learning strategies
17. \_ Intentional versus incidental vocabulary
18. \_Receptive versus productive vocabulary
19. \_Teaching vocabulary
20. \_Selecting vocabulary
21. \_ Presenting vocabulary
22. \_Vocabulary teaching strategies
23. \_Definition of vocabulary teaching strategies
24. \_Types of vocabulary teaching strategies
25. \_Unplanned vocabulary teaching strategies
26. \_Planned vocabulary teaching strategies
27. \_The role and importance of vocabulary in EFL learning



## **Introduction:**

In spite of their huge differences, all human languages lie on the ground of words, with various classes and functions. Vocabulary teaching and learning were undervalued in the field of second/foreign language learning, researchers have given priority to syntax and phonology. But nowadays vocabulary is given a great importance, because teaching vocabulary helps students understand and communicate with others in English, so without words nothing can be conveyed.

There are many ways to bring new words in to the classroom amongst them songs. In this section is an over view about vocabulary in terms of definition, types, vocabulary learning and teaching and vocabulary teaching strategies.

### **1. Definition of Vocabulary**

Oxford Learner's Pocket Dictionary (1991:461) defines Vocabulary as "a list of words with their meanings, especially at the back of a book used for teaching a foreign language". Besides, Hornby (1995:p.331) says that "Vocabulary is the total number of words in a language". Thus, Vocabulary is a group of words or phrases in the language that helps learners to read and write a language. Vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. Antunez, B. (2002)

### **2. Types of vocabulary in terms of teaching and learning**

In teaching and learning vocabulary, it is essential to distinguish between different types of vocabulary.

Open University (1995) specifies the following types of vocabulary:

#### **2.1. ESP vocabulary**

English for Specific Purpose is related to specific interests whether professional or technical. Its vocabulary helps the learners to enlarge their use of the content words. It is the best learned in connection with the job or profession itself. Dudley Evans and St John (1998) are of the opinion that teaching ESP vocabulary is the same as teaching English for general

purposes, the only distinction is between vocabulary for comprehension and vocabulary for production.

Morgan and Rinvoluceri (2004) believe that new words cannot be learned mechanically, but associatively, in relation with something else, Sysoyev (2000) points out that the notion of mediator is a person who helps students achieve what they cannot achieve by themselves. In teaching ESP the role of mediator, will be placed on the teacher, who will start from student's current stage and bring them to the next stage of their needs.

## **2.2. Active and Passive vocabulary**

Productive or (active) vocabulary is utilized in everyday speech. It is learned for performance in any communication act. On the other hand, passive vocabulary is not essential for production in speaking or writing. It is meant for recognition and understanding. This vocabulary is needed for comprehension. The pupils are not asked to utilize it in every day speech but recognize it when occurring in context.

Furthermore , the difference between active and passive vocabulary is that, with passive vocabulary , you can listen and understand, hearing the vocabulary used prompts you to recall its meaning, in other words you have to recall it so it is passive vocabulary. Active vocabulary can be recalled and use at will when the situation requires it. You are choosing to use the word and actively retrieving it from memory.

## **2.3. Content words and structure or function words**

Content words are closely related to one's experience. They are also open-ended in the sense that new nouns, verbs, adjective and adverbs are often coined to name new things or process. Structure or function words are considered as part of the grammatical system of the language since their main functions are grammatical.

## **3. Types of vocabulary in terms of language acquisition**

According to Montgomery (2007) there are 4 types of vocabulary, the first two constitute spoken vocabulary and the last two constitute, written vocabulary. Children start to acquire listening and speaking vocabularies many years before they start to build reading and writing

vocabularies. Spoken language forms the basis for written language. Each type has different purpose and vocabulary development in one type facilitates growth in another.

### **3.1. Listening vocabulary**

Listening vocabulary refers to the words we hear and understand. Starting in the womb, foetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours, and continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words, children who are completely deaf do not get exposed to a listening vocabulary. Instead if they have signing models at home or school, they will be exposed to a visual listening vocabulary, the amount of words modeled is much less than a hearing child's incidental listening vocabulary.

### **3.2. Speaking vocabulary**

Speaking vocabulary, are words we use when we speak. Our speaking vocabulary is relatively limited; most adults use a mere 5,000 to 10,000 words for all their conversations and instructions.

### **3.3. Reading vocabulary**

Reading vocabulary refers to the words we understand when we read a text. We can read and understand many words that we don't use in our speaking vocabulary.

### **3.4. Writing vocabulary**

Writing vocabulary are the words we can retrieve when we write to express ourselves. We generally find it easier to express ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same idea in writing; our writing vocabulary is strongly influenced by the words we can spell.

## **4. Vocabulary learning and teaching**

### **4.1. Vocabulary learning**

#### **4.1.1. Definition of language learning strategies**

Purpura (1999:78) stated that "language learning strategies are conscious or unconscious techniques or activities that an individual invokes in language learning, use, or testing". Ellis (1995) wrote that generally a strategy is a mental or behavioural activity related to some specific stage in the process of language acquisition or language use. Chamot (2004:43) asserted that " learning strategies are the thoughts and actions that individuals use to accomplish a learning goal ".

Language learning strategies can be defined in terms of techniques, actions, tools, behaviours used by learners to develop their competence in the target language, Language learning strategies are actions that students employ to achieve specific goals.

#### 4.1.2. Definition of Vocabulary Learning Strategies

Vocabulary learning strategies are specific techniques used by learners in tasks of learning vocabulary in the target language. Gallo & Zerwekh (2002) asserted that the nature of the language task presented to the participants, that is, vocabulary learning using different strategies, was known to most of them. Most were not aware that there actually were different strategies of learning vocabulary words .According to Schmitt(1997) and Nation (1990), vocabulary leaning strategies can be grouped into two categories which are summarized in the following table.

<b>Vocabulary Learning Strategies</b>	Discovery strategies	Guessing through context
		Dictionary use
		Word part analysis
	Consolidation strategies	Memorization strategies
		Cognitive strategies
		Metacognitive strategies

**Table 01\_ Vocabulary learning Strategies**

Vocabulary learning strategies can be divided into two categories. The first one is discovery strategies used by students to discover new words via guessing their meanings from the context. Discovery strategies include many activities like: guessing through context, using dictionary, word part analysis, i.e., to break the unknown words into prefixes roots and suffixes. The second strategy is consolidation strategies which include; memorization strategies, cognitive strategies, and Meta cognitive strategies. Memorisation strategies are used to make connection between the word being learned and the previous knowledge by using imagery and grouping. Cognitive strategies are based on written and verbal repetition, taking notes, making tape recording of word lists and studying by listening. Metacognitive strategies include setting goals, planning of learning, and evaluating the result of the learning process. These strategies involve the learners awareness of their strategies i.e., their consciousness of the strategy they use in different learning situations, they help them focus on their language learning and control their progress. Meta cognitive strategies include person knowledge, task knowledge and strategic knowledge. First, person knowledge is the knowledge that learners have about themselves as learners. Second task knowledge is all about what students need to know in order to function effectively in a particular task such as knowing about the aim, the nature and the demands of the task. Third, strategic knowledge, i.e., the knowledge of the strategy that works best.

#### **4.1.3. Intentional versus incidental vocabulary learning strategies**

##### **4.1.3.1. Intentional vocabulary**

Vocabulary can be learnt intentionally i.e., vocabulary can be planned through different activities which require the student to:

- Put words into different sentence or read play word games.
- Pick out key vocabulary items from the context in which they were used
- Carry a notebook to write down new items.
- Use a dictionary.

### **4.1.3.2. Incidental Vocabulary**

Vocabulary can be learnt incidentally, i.e., without any preparation or intention on the part of the learner. Incidental learning of vocabulary happens when new vocabulary is picked up incidentally, through exposure to dialogues, songs, or other reading passages. Schmitt (2000) stated that incidental vocabulary learning through exposure when one's attention is focused on the use of language, rather than on learning itself.

### **4.1.4. Receptive versus Productive Vocabulary**

Another distinction is made between receptive and productive vocabulary which is also referred to as passive and active vocabulary. Passive vocabulary is used in listening and reading, while active is used in speaking and writing. Palmer (1921) stated that receptive carries the ideas that we receive language input from other through listening and reading and try to comprehend it productive that we produce language forms by speaking and writing to convey message to other. In other words, passive/receptive vocabulary is word that learners recognize but do not use, whereas active/ productive vocabulary refers to words that learners recognize, and use in speaking and writing.

## **4.2. Teaching Vocabulary**

### **4.2.1. Selecting Vocabulary**

When teachers select vocabulary to teach, they should take into account two factors: frequency and coverage. Frequency means how frequently the word is used by native speakers, i.e., teachers should teach words which are used more frequently Coverage means that the word which covers a lot of things is more useful than a word with one specific meaning. For instance, the word book occurs in different compounds like notebook, additionally, teachers may take into consideration other criteria like: whether or not the word is useful, and that it fits certain topics , and whether or not it can be used in structures that students already know.

### **4.2.2. Presenting Vocabulary**

To teach vocabulary teachers have to consider three major stages: conveying meaning checking understanding and consolidation

#### **4.2.2.1. The first stage: conveying meanings**

Depending on the type of the word, teachers can use visual presentations to present something concrete such as verbs like climbing, nouns like a doctor, and adjectives like slim or fat, synonyms or giving definitions, descriptions, or putting the target word into context. Additionally, teachers should use several techniques to present vocabulary so that the meaning of the word can be grasped by different learner's types.

Also teachers have to personalize the new vocabulary item by using the private context of students, so that they will be more motivated and the new word will stick to their memories.

#### **4.2.2.2. The next stage: checking understanding**

In order to check the understanding of their students, teachers can ask them to use the new words in different contexts, for example; in a new dialogue, manipulating the song to refer to another person or state, or give synonyms, antonyms, or definition of the specific words.

#### **4.2.2.3. The third stage: consolidation**

The consolidation is based on different types of practice whether it is controlled; semi controlled, or free practice. Concerning controlled and semi controlled stages, language accuracy is emphasised and mistakes must be corrected. Free practice can be a role play activity for instance, describing somebody, or a language competition, at this stage gentle correction is used.

### **5. Vocabulary teaching strategies**

#### **5.1. Definition of vocabulary teaching strategies**

According to Hatch and Brown (2000:401) "Teaching strategies refer to everything teachers do in order to help their learners to learn ". In other words, vocabulary teaching strategies are techniques, tools, procedures, that teachers may use to help their learners to acquire vocabulary better. Thus, the teaching strategy a teacher may employ depends on the time available, the content and its value for the learners.

## **5.2. Types of vocabulary teaching strategies**

Seal (1991) classified vocabulary teaching strategies into two types.

### **5.2.1. Unplanned vocabulary teaching strategies**

They are based on three steps. Conveying the meaning, checking the meaning via asking questions and consolidating the meaning in learners; memory by relating it to the context or personal experience (activities and tasks about the songs)

### **5.2.2. Planned Vocabulary Teaching Strategies**

They refer to direct and explicit vocabulary teaching. It involves introducing and presenting the meaning and the form of the lexical item (in our case it is songs), encouraging learners to practice (listen to and sing the song), in addition to evaluating the level of acquisition of lexical knowledge (evaluation of the activities and tasks done on the song).

## **6. The Role and the Importance of Vocabulary in Learning EFL.**

Vocabulary plays a very important role in teaching other elements of languages and skills. Vocabulary is the tool of thought, self-expression, translation and communication. In any language teaching, vocabulary plays a tremendously important role.

Harmer (1991: 153) tries to confirm the relationship between vocabulary and structures as important elements of language by saying, "If language structures make up the selection of language, then it is vocabulary that provides the vital organs and the flesh." Kohli (1997) also says that students should be able to read with speed and to prepare notes on the material read. Thus they can do only if they have a large vocabulary. While speaking and writing, one can make use of a minimum vocabulary of 30,000 words. But listening and reading a student needs a large vocabulary because he cannot choose the words. Furthermore, Thornbury (2002: 13) says that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Native English speakers can understand those language materials with correct vocabulary but not so proper in grammar rules rather than those with correct grammar rules but not so proper in vocabulary use. Lewis (1993) also says that vocabulary acquisition is the main task of Second Language Acquisition. These language skills are listening; speaking, reading, writing and translating all cannot go without vocabulary. Non-native language



learners usually tend to make mistakes about vocabulary; the most difficult thing in listening is vocabulary. Foreign language teaching methods are various; however, all show the importance of vocabulary teaching. To start learning a foreign language is connected with learning words. Scrivener (1994:75) also adds five conclusions of the role of vocabulary in the classroom to what Lewis suggested:

-Vocabulary is very important and needs to be dealt with systematically in its own right;

It is not simply an add-on to grammar or skills lessons.

-Teachers' job does not finish as soon as a learner has first met some new vocabulary; we need to help them practice, learn, store, recall and use the items.

-Training in the use of English-English dictionaries provides learners with a vital tool for self-study.

-We need to distinguish between vocabulary for 'productive' use and for 'receptive' recognition and adapt our classroom work appropriately.

-We need to deal not only with single word lexical items, but also with longer, multiword items.

From the previous views, the researcher concludes that:

Vocabulary is very necessary because students cannot speak, read, listen and write without vocabulary, they cannot convey any message to others because it is very important in learning any foreign language, it can play an important role in designing the materials in which students can learn words in an organized and motivating way according to their different levels and needs.

## **Conclusion**

Vocabulary is the most essential component in learning or teaching any foreign language. In order to expand ones vocabulary repertoire, an extensive exposure to language is needed. This exposure should be interesting and motivating to better acquire the new words. The materials that can be relied on are including rhythm and intonation to words because it is considered as the most preferable way to learn or teach new words.

## **Chapter one: theoretical part**

### **Section two: Music/Songs**

1. Introduction
2. History and nature of music
  - History of music
  - Nature of music
3. -Definition
4. -Basic traits of music
5. -Definition of songs
6. Types of songs
7. Elements of songs
8. Role and importance of music
9. Music and the brain
10. -Left and right hemispheres
11. -Music as a memory aid
12. Music and aspects of language acquisition
13. -Music and first or second language acquisition
14. -Music and pronunciation
15. -Music and vocabulary
16. -Music and cultural awareness
17. Ways of presenting educational songs in classroom
18. Considerations and principals in choosing children songs
19. General aims of using songs in teaching EFL for the elementary level
20. Conclusion

## **Introduction**

Much research has been done on how music in language classroom can benefit learners in learning the language through creating a fun and comfortable learning environment. Moreover, songs are full of core vocabulary that we need and use in everyday activities in real situations; therefore, this study will explore the extent of success in teaching vocabulary using songs in Learning English as an international language.

In this section we are going to make an overview about the history and nature of music, its role and importance, music and the brain, psychological response to it, the relationship between it and aspects of language acquisition and language learning and finally ways of integrating it in EFL classes.

### **1. History and nature of music**

#### **1.1 History of music**

The history of music relates language and music together which supports the idea that teaching vocabulary through songs should work. According to Geist (2012) there are three theories connecting the origins of music to the history of speech.

The First theory was developed by Darwins (1871), He claimed that speech arose from singing; he believed that screams changed into tones before they become articulations, and that is why music can be more easily acquired than speech. The second theory was supported by Deutch (2012) and many others, who claimed that speech and music were originally connected. However, this theory has not been proven. The third theory which is a scientifically verified one argued that singing originate from excited speech which is caused by inner emotional states, for example; Happiness or sadness , this means that , singing and talking is the same thing. Stalons (1970)

This brief account of history of music proves that there has always been a connection between music and language; this implies that teaching the vocabulary of a foreign language through songs could be effective.

## **1.2 Nature of music**

### **1.2.1. Definition**

According to Cambridge dictionary of English; music is a pattern of sounds made by musical instruments, voices, computers, or a combination of these, intended to give pleasure to people listening to it. Music is a complex amalgam of melody, harmony, rhythm, timber and silence in particular (intended) structure, a Sonora event between noise and silence.

Music is an art or science of combining vocal or instrument sounds to produce beauty to form, harmony, and expression of emotion. It is a way to communicate or send a message. Music is the most powerful thing ever to be heard. Through music we get healing we fall in love and get to experience all sorts of emotions of musicians. Nokwanda (2013)

### **1.2.2. Basic traits of music**

According to Nokwand (2013) there are three characteristics:

#### **1.2.2.1. Concerted simultaneity and collective identity**

Musical communication can take place between; an individual and himself, two individuals, an individual and a group, a group and an individual. Individuals within the same group, members of one group and those of another.

#### **1.2.2.2. Intra and extra generic**

Intra generic; is music only refers to music i.e., music just for pleasure. Extra generic; is music related to society i.e., music that deals with social issues.

#### **1.2.2.3. Musical universals:**

Are the traits or phenomenon that is common place in human experience. Some examples include the following; loudness, smiling voice, breath-holding, laughter, pitch and aggression (Shared by all humans).

## **2. The role and importance of music**

Music has always played a crucial role in human lives, beginning with child birth and mothers singing lullabies to their children. It is also present during all important occasions of human lives beginning with child's birthday, circumcision, through weddings..... Music has also been important during many revolutions and was even the cause of some of them. Dagmar siskova (2008)

Pilka (1959) believes that every piece of art is a gift since it deals with big issues like social ideals and inward matters of every one of us. Murphey (1992:9) made the following list about what people usually do with songs;

\_"listen, sing, hum, whistle, use music in dreams, use music and song to make internal associations between the peoples, places and times in our lives, so they become the personal sound-track of our lives".

Nowadays it is almost impossible to escape music. It is used in films, advertisements, on radio, shops, restaurants, also current technological inventions; such as I-Pod, mobile phones , MP3 players..... This enables people to enjoy their favourite music anywhere and at any time, people listen to music while traveling, walking in the street. In fact some students get into trouble for listening to music during lessons, so why don't we use it to our advantage.

Murphey (1992: 8) writes that "songs can be appropriated by listeners for their own purpose because songs seem to have no specific place time or people but tightly related to one's own life".

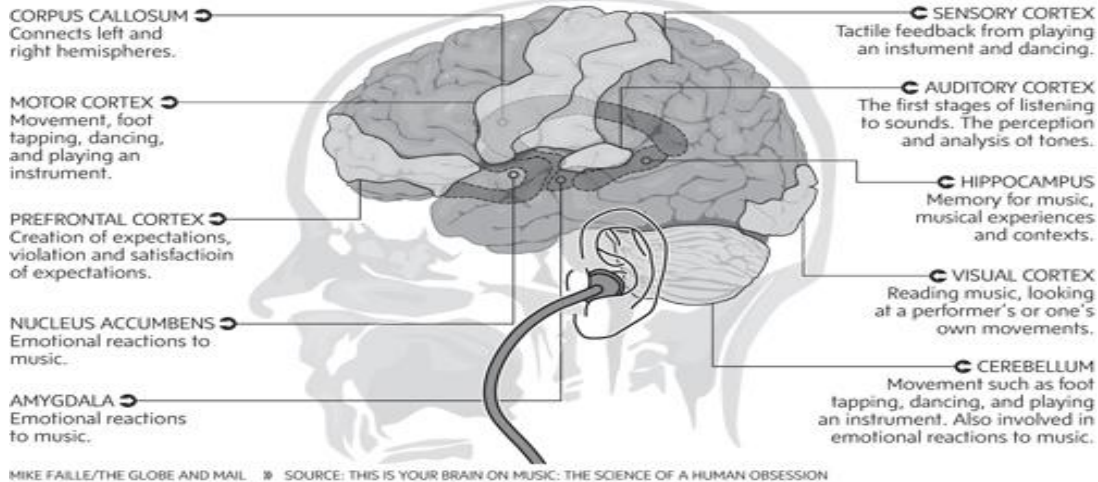
## **3. Music and the brain**

### **3.1. Left and right hemispheres**

Using music to solve learning problems was justified by Gardner (1985:285) who stated that " all normal none (brain-damaged) people possess some musical intelligence". The concept of (right brain) and (left brain) is a proven one; the right side of the brain largely governs creative and intuitive thinking, while the left side largely governs logic, mathematics and rote learning. The two hemispheres are physically separated and are joined only by one fibrous connection called (the corpus callusum) which allows communication between the two hemispheres; therefore helps balance our thinking or functioning, Laurie Rilly (2012).

## Music on the mind

When we listen to music, it's processed in many different areas of our brain. The extent of the brain's involvement was scarcely imagined until the early nineties, when functional brain imaging became possible. The major computational centres include:



MIKE FAILLE/THE GLOBE AND MAIL ■ SOURCE: THIS IS YOUR BRAIN ON MUSIC: THE SCIENCE OF A HUMAN OBSESSION

**Figure01-The Different areas of the Brain that can be stimulated by Music**

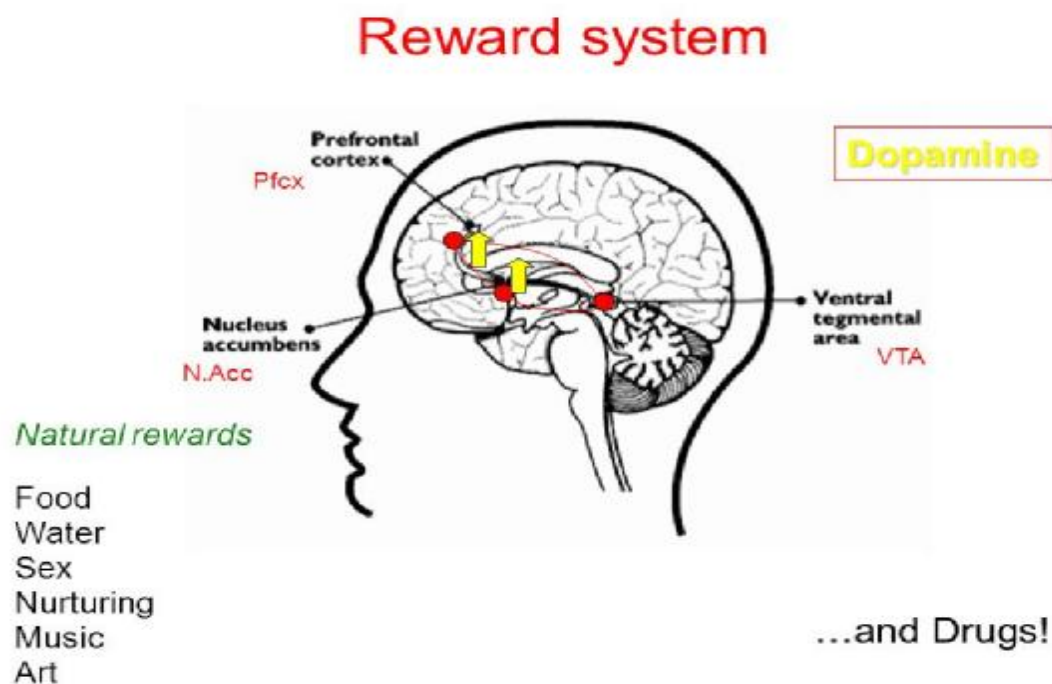
Guglielmino (1986: 20) states that "songs bridge the brain's hemispheres, strengthening retention through a complementary function as the right hemisphere learns the melody, the left the words". Claere and Gargan (1984) also claimed that the major benefit that music offers is the relaxing and motivating effect which helps learners increase their language practice. Besides Anton (1990: 1170) found that "when both hemispheres of the brain are simultaneously engaged in a particular activity, an ideal learning situation will occur." This indicates that music possesses a valuable key to incorporate the whole brain in the learning process by using a variety of input methods including music. There may be more opportunities to create a productive situation for optimal learning and flexible thinking to make connections between subject matters.

### 3.2. Music as a memory aid

"Many people often remember rhyme, rhythm or melody better than ordinary speech" Fabion (1993:93). Some people especially students think that listening to music helps the memory. Historically, supporters of this practice have referred to this as 'Mozart effect'; of course

nowadays most students listen to pop music while studying , so the question is why isn't music a distraction .

Many experiments were recently reported on whether or not music is a good thing or beneficial, one of the experiments was conducted in Finland on a group of students resulted in the fact that listening to music that people considers as pleasurable, increased the release of dopamine in the brain, and dopamine is well known as "feel good" neurotransmitter. William R.Klemm (2013) . It is widely known that good memories last for a long time in the memory , so the best way to remember facts might be to set them to music .Annie M.P (2013)



**Figure 02 - Areas in the Brain where dopamine is released ( Feelgoudnurotransmitter)**

Another experiment was done by the Bulgarian psychiatrist D.GeorgiLozanov (1960). He was one of the first people to discover that music has a measurable effect on the brain; He spent 30 years studying the effect of music on memory and learning. Eventually he comes to the conclusion that there is in fact specific music that helps you learn faster and remember more.

Music is also increasingly being tested as a way to help bringing back forgotten autobiographical memories of people who had suffered traumatic brain injuries (T.B.I.s) such

as in car accidents , falls ....., because music is so powerful in activating large areas of the brain (Auditory,motor,limbic regions ) .Alluri et al (2013)

The power of the link between music and memory is sometimes frightening, Some people who listen to music a lot , those songs will be deeply rooted in their memory that they start having musical hallucinations which can become a life destruction or an illness.

All these previous studies lend a strong support to the belief that music serves as an effective mental process that aids the retrieval of information stored in memory when that information was stored along with music.

#### **4. Music and Aspects of Language Acquisition**

Generally speaking, music and language have intrinsic features in common; such as pitch, volume, stress tone, rhythm and pauses .Another shared feature is that we learn both of them through exposure. There is apparently no language that can be acquired without oral or written input, approximately like music which can only be acquired from what we hear around us.

Researchers like Jolly (1957) have proposed music in the foreign language classroom to lower anxiety, provide psychological benefit, guide lesson planning and practical classroom use, improve speaking and pronunciation, enhance cultural awareness and sensitivity, contribute to the development of the whole being through the aesthetic domain .

##### **4.1. Music and First or Second language Acquisition**

Since music is acquired through aural sense, musical activities are suggested to aid in first or second language acquisition; Furthermore, several studies have already reported a positive relationship between musical competence and the processing and imitation of foreign accent Schon etal (2004), Many studies have found that music plays a key role in early language acquisition and can also help boost language learning.

Inside the classroom music can be a great way to motivate students of all levels to learn their native language and the world languages by practicing grammar retain vocabulary and improve pronunciation.



The benefits of using music as a tool for first or second language acquisition are extensive. First and foremost, songs teach linguistic elements such as vocabulary, grammar and syntax, help in teach language and culture simultaneously.

Songs often use a conversational tone, including day to day vocabulary and lots of personal pronouns. Lyrics are often repetitive which help students understand the global comprehension of the aural text, reinforcing grammatical structures without rote memorization.

Most of songs are written to be easily understood and enjoyed . They tend to use high frequency lyrics that have emotional content, this makes them strong candidates for reinforcing words already learned through written means .However, songs should be carefully selected for ESL classroom , Lems (1996) and Pobelton (2001), make the following suggestions:

- Song's lyrics should be clear and loud, not submerged in the instrumental music.

- The vocabulary load for the song should be appropriate to the proficiency level.

- Songs should be pre- screened for potentially problematic content, such as explicit language, referencing to violent acts or sex, or inappropriate religious illusions.

Additionally, Griffee (1990) recommends using short slow songs for beginning-level students and activities such as song word puzzles, showing related pictures. With higher levels, he suggests using songs that tell stories, moving toward short, fast songs, and finally longer, fast songs that have fewer high frequency vocabulary items.

#### **4.2. Music and pronunciation:**

Most learners who study foreign languages have a special accent which is derived from phonetic differences between their mother tongue and the target language, This problem might be healed through music, because music can be effective in improving phonetic skills in a variety of ways, Leith (1979: 540) stated that "there is probably no better nor quicker way to teach phonetics than with songs ".

Music has huge benefits to foreign language learners amongst them; less pronunciation mistakes, easier ability to detect the vocal subtleties, easier to imitate natural intonation, enliven your classes and develop your student's mental language in novel ways.

Songs provide examples of authentic memorable and rhythmic language, they can be motivating for students keen to repeatedly listen to and imitate their musical heroes, and these are aspects of pronunciation that can be focused on through songs.

#### **4.3. Music and vocabulary**

Songs help in learning vocabulary in the mother/first language, why would it not be the same in a foreign language, listening to a song in a language you are trying to learn will help enrich your vocabulary quicker, you will hear words as well as word combinations that you might not have heard in any other circumstances, some people know some words in a foreign language that they had never study before, thanks to the lyrics of some songs they heard before. Teaching vocabulary is very difficult and complicated .Some of the teachers teaches vocabulary by asking their students to memorize the words. This way of teaching process makes the students get bored and face difficulties in memorizing new words.

To overcome those problems ,an option is offered ; the use of songs for teaching vocabulary as an interesting way to teach it ,in order to create a fun and interesting atmosphere in learning process. From the result of the previous studies, who found out that the use of songs for coaching vocabulary helped students to increase motivation, enthusiasm, and to remember new vocabulary. Since songs were applied in English class especially in teaching vocabulary, it can be explained that this way of teaching is applicable and students gave good responses in it.

The researcher concludes that the use of songs in teaching vocabulary helps the teacher in creating an enjoying situation in the class; it also helps the students in understanding the lesson and remembering the new vocabulary.

#### **4.4. Music and cultural awareness**

Singing is not only a powerful means of human communication, but is also an expression of lifestyles, values and belief systems, found in most societies across the world, Nettle (1983). Songs are passed down so to transmit sociocultural values and customs to new generations.

Examples are many such as learning to sing songs about acceptable or desirable manners in pre-school, or singing hymns and chants about one's affiliation to a particular religious denomination.

How culture affects children's development and learning is central to music education; two learning processes that have been commonly associated with culture are; enculturation and socialization. Enculturation is a process whereby individuals achieve cultural competence by way of absorbing lifestyles within the family, community and culture. Socialization, in turn, refers to the ways through which members of a social group interact with children in order to transmit social beliefs and values. Campbell (2011)

Enculturation and socialization often overlap in the course of a child's life; therefore it is central to honour all types of musical experiences of children—from informal to formal ones—as they have clear implications for child development. Campbell (2012).

Music provides an interesting mirror of the history, literature and culture of a country that can be seen in song texts and musical styles. It provides learners with opportunities to express themselves, learn about their own heritage and discover the cultures of others.

## **5. Definition of Songs**

Ratnasari (2007:11) defines songs as "a kind of art work that is intended to be sung either with or without instrumental accompaniments". Similarly, the free encyclopaedia (2011) defines songs as a piece of music for accompanied or unaccompanied voice or voices. Simms (1993:29) defines a song as "a short of piece in one concise movement for the medium of solo voice and piano". From the previous definitions songs can be defined as ; music, instruments, tunes and rhymes and it is not an ordinary message or ordinary words but according to specific rhymes, repetition and structure.

## **6. Types of Songs**

Hubbard, et al (1991:93) divided songs into five types:

a. Special occasion songs which are sung in England only on certain occasions or at certain times of the year. Teaching this type of song may give students an insight into English culture.

- b. Songs and games usually children's songs, which are sung with certain games.
- c. Action songs that require some mime or action to be performed while singing them.
- d. Songs where one structure or a lot is repeated more and more, specially written songs.
- e. Songs which tell a story.

Kailani (2007: 134136) also classify three kinds of songs:

- a. Communication songs. Which is songs with a language that closely approximate normal speech styles.
- b. Language songs where one structure or a lot of lexis is repeated over and over again.
- c. Action songs which require actions or some sort of mime to be performed while singing them.

## **7. Elements of Songs**

When a song is played, the listeners will not only listen to its lyrics, but also its melody. They enjoy the harmony, the expression and the rhythm. It means that a song is a unity of some music elements.

Ratnasari (2007: 11) divides the elements of music into two categories. The first category is the main elements. It consists of rhythm, melody, harmony and lyrics. Rhythm is the stretch of movement of the sounds. It becomes the base element in music. It is like how to sound a word. Melody is the arrangement of stretch sound. Harmony is the unity of two or more tones that have different level played together. The last is lyrics; it can be said as musical sentences.

The second category is the expression element. It is the way of the musicians expressing their mind and feeling that consists of tempo (The pace at which music moves, based on the speed of the underlying beat), dynamic (The volume of sound; the loudness or softness of a musical passage), and voice color. It is concluded that all the elements above are needed when someone creates a song.

### **7.1. The use of Songs to Focus on Sounds**

Sounds are the smallest unit in words formation, they are categorized as vowels and consonants, they are considered difficult to learn because of two reasons; first, languages differ in their range of sounds, second, learners may find some sounds difficult to pick out and neglect focusing on them. In this case songs can help because they are authentic examples of spoken English, they provide listeners with repetition of similar sounds and give a kind of pleasure that the listener wants to listen to them again and again.

### **7.2. The Use of Songs to focus on Words**

Words are combinations of sounds which form together to give meaning, they are difficult because of three reasons. First, the difference of syllable number in each language (first and second language) , Second , each word has its own stress pattern , Third , the extra focus on weak syllables which are central to English makes them over emphasised (not weakening).

In this case songs can help students to associate the number of syllables, stress in the words by memorable rhymes, the relaxed atmosphere that songs create expose learners to difficult pronunciations without realizing it. Balina.E,Marta.J (2007)

### **7.3. The Use of Songs to focus on Connected Speech**

According to Brinton (2009) , in spoken discourse English words typically *\_run together\_* are not pronounced in an isolated manner within the stream of speech, connected speech feature reinforces the regularity of English rhythm, It is considered difficult to learners because they focus on learning words individually and separately. Songs can help by its flow of words which are full of contractions and students will be keen to reproduce it again and again until they learn it well.

Finally, the choice of songs for teaching pronunciation depends on the different pronunciation aspects because each song stresses a different pronunciation aspect; however, we try to choose the suitable song according to the level, age and background of the learners.

## **8. Ways of Presenting Educational Songs in Classroom**

There are different types of songs and the way of presenting educational songs should depend on the type of song. Hubbard, et al (1991: 94) suggested the following procedure to present a song:

The teacher first explains the words, and plays the whole song to establish rhythm, Then he use gestures activities where necessary and makes the singing period light and lively, after that the teacher encourages children to memorize the song through different interesting ways of helping them with their memorization. Finally, the Teacher lets children sing the song.

Songs are mainly used to minimize the use of mother tongue and expose pupils to the target language so explaining words should be limited in order to decrease the distraction from enjoying actions or singing. The teacher uses these steps in presenting a song in the classroom because they are very useful and help pupils to learn song easily.

## **9. Considerations and Principles in Choosing Children Songs**

There are some considerations and principles in choosing educational songs , Hubbard ,et al (1991:9394) suggest some considerations amongst them; " Structure and lexis and whether they are known, or indeed of any use to their students , Songs are suitable for the language level of students, (elementary, intermediation, advanced), The age level of students, so song should be suitable for the age of students, Teacher chooses songs that should have words which fit the tune naturally, Songs should be more appealing to the students".

Tassoni et al ( 2002 :424 – 428 ) also suggest some of principles ;" Songs and rhymes for young children should be fun and easy to learn, They should have a relevance to the children environment, They also should be linked to the theme and its very necessary to avoid songs or rhymes which are theme related but uninteresting".

AL Shenawi (2001:149) mentions the following principles:

" Songs should be not too short or too long, have clear and easy glossary and vocabulary. And the latter should be familiar with content of songs, have rhythm and melody, appropriate to the content and the students level and culture".

From the previous principles and considerations the researcher concludes that teachers should keep in mind these considerations when choosing a song. They must choose the song that is suitable for the students' level, interest and social context.

#### **10. General Aims of Using Songs in Teaching EFL for young learners**

There are some advantages and reasons for using songs in teaching EFL to young learners. Abu Mallouh (2001) proposed some advantages of using songs in the classroom such as, enjoyment and motivation, language reinforcement (structure, spelling, etc), vocabulary practice and presentation, pronunciation practice, They maintain interest and enthusiasm on the part of the students and create an atmosphere of relaxation in the classroom. In addition, they are a way of giving children a complete text with a complete piece of meaning from the first lesson of learning the foreign language, and introduce children naturally and effectively to the complete sounds of English as well as to the melody of language.

#### **Conclusion**

The main objective of this section was to analyse the importance of music and songs in English language teaching. Many studies and researches show that songs play an important role in EFL learning and teaching especially in vocabulary acquisition. All the information gathered aim at supporting and strengthening the idea that songs have a positive effect on improving vocabulary acquisition because of the relaxing and motivating atmosphere they provide to students in order to do well.

## **Chapter two: Field Works**

### General Introduction

8. Research design
  1. Experimental design
  2. Choice of the method
  3. Population and sample
9. Procedures
  1. The pre-test phase
  2. The treatment phase
    1. The experimental group instructions
    2. The control group instructions
  3. The post test phase
  4. Scoring
10. Data analysis
  1. Results of the pre-test
  2. Results of the post test
  3. Experimental group results in pre and post test
  4. Control group results in pre and post test
11. Summary of the results
  1. Discussion of the results
  2. conclusion
12. General conclusion
13. Pedagogical implications
14. Limitation of the study



## **Introduction**

In the previous chapter, we have tackled the idea that the use of songs is an effective strategy for teachers, to carry out in EFL classes since it stimulates learner's attention and motivation inside the classroom, and foster their language learning through pleasure. As well as it strengthen and enriches their vocabulary repertoire. Furthermore, the importance of vocabulary instruction along with teaching and learning strategies. In addition, the importance of music and songs as successful pedagogical tool in EFL classes that might have a positive result on learner's vocabulary.

In addition to discussing the methodology followed in this research, this chapter deals with the specification of the population and the sample, and the different procedures starting from data collection to the analysis of the findings to check the hypothesis.

## 1. Research Design

### 1.1 The Experimental Design

The current study is conducted with an experimental design to answer the research question:

- Do songs have a positive effect on learner's vocabulary achievement?

The previous question, statistically speaking, is read:

Is there a significant difference in the English vocabulary repertoire of pupils who are taught vocabulary via the use of songs and those who are taught via casual vocabulary teaching techniques?

Accordingly, the following hypotheses are formulated:

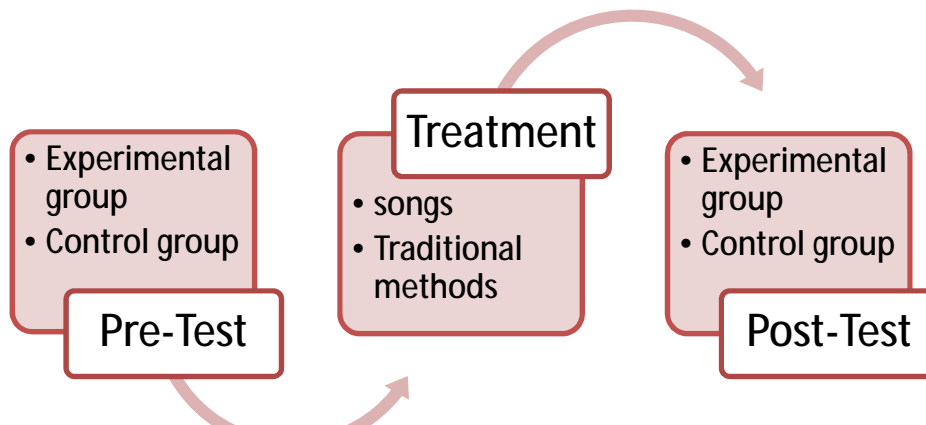
**H<sub>1</sub>**: If pupils are taught vocabulary throughout the use of songs then their English vocabulary stock would be significantly spread out.

**H<sub>0</sub>**: If pupils are taught vocabulary throughout the use of songs then there would not be a significant progress in their vocabulary repertoires.

Hence, the two variables put under scope are:

- ***The Independent Variable***: The Use of Songs.
- ***The Dependent Variable***: Vocabulary Achievement.

In this respect, the experimental design is illustrated in the following figure



**Figure 03: Research Design**

## 2. Choice of the method

The choice of method plays an important role in any research, The method chosen for this study follows a quasi-experimental design, because both groups were already divided from the beginning of the school year, 2015-2016, this method allows us to control the variables being on circle of this study to fulfill the purpose of the hole research. In addition it shows a clear image about the genre of cause-effect relationship that governs the two variables and therefore limits our interpretation.

## 3. Population and sample

The population of our research is first year learners at Sioud Mohamed middle school in Sigus\_ Oum El-Bouaghi, in the academic year, 2015-2016. The thing that makes these learners the perfect candidates for our study is the premise that vocabulary is better introduced at early stages ,i-e, since they are beginners the effect of the experiment will be easily noticed. The total number of students in the population is 206 students. The sample consists of 43 students; it divided into two groups; the experimental group with 22 students, and the control group with 21 students.

## **4. Procedures**

### **4.1. The pre-test phase**

The pre-test, is in the form of a list of MCQ questions. It consists of 20 multiple choice questions about words learners tackled during the academic year. Students were informed about their involvement in the experiment so that they take the test seriously. The pre-test was administered two weeks before the treatment period, for both control and experimental groups. Students were asked to work on the test individually, taking all the time they need to answer the questions. The test was completed in 30 minutes, but most students finished before the time was over. However, some of the learners were anxious whether the test results is going to be included in their assessment, so we informed them that the test is not related to any of their assignments, evaluation, or assessments. The pre-test and post-test were identical concerning the structure and the questions asked.

### **4.2. The treatment phase**

After conducting the pre-test, the experimental group received the treatment in six sessions, four sessions before the holidays and two after it, with one hour each. The experimental group was exposed to the target language vocabulary through intensive listening to English songs, since music is known to carry rich and authentic vocabulary. Moreover, song-lyrics stimulate learners attention and motivation towards the lecture being presented, in a fun and interesting manner. The songs we used in our study were chosen carefully based on a number of criteria.

Songs that use the appropriate kind of language; we choose songs with a language that is too easy because of the learners level. In fact those chosen songs are nursery rhymes used in the foreign language countries to teach their kids new vocabulary before they start going to school, it is approximately the same case we are dealing with. In other words, first year middle school English learners are exposed to English for the first time, in fact they have just learned the alphabet.

Motivating songs; we preferred songs that have a fun and interesting content to drive attention.

Each session was divided into several stages in the form of a lesson plan.

### **4.3. The experimental group instruction**

During the treatment the experimental group was exposed to authentic songs accompanied by written lyrics of that song. In the first session the lecture was about \*Greeting expressions\*. Students were exposed to a song (see appendix 02) for 5 minutes and after that they were given a task to answer some questions. Next, they were exposed to the song again and another task was administered in the form of matching arrows, after answering them, we give them feedback through discussion in the classroom, by the end of the lecture they were asked if anyone can repeat or sing the song in the form of role play to be better engaged in the process.

The second treatment, takes the same manner as the first one; the lecture is about \* countries and nationalities\* students were exposed to listen to another song (see appendix 03) followed by filling in the gaps exercise and a second time listening with matching arrows task and at the end feedback was provided.

In the third treatment, the lecture was about \*physical appearance \*, a song was played for 5 minutes (see appendix 04) followed by a task of filling in the gaps with the right answer, the song was about describing a person and were asked each one to describe his class-mates physical appearance in the same way the song did, by the end they were given a home work to describe one of their family members.

In the fourth treatment, the lecture was also about physical appearance more adjectives, first the home work was corrected and the lecture was the same manner as the previous one.

In the fifth treatment, about or \*jobs\*, at the beginning a song was introduced named \*people work\* (see appendix 05) ,next they were given a fill in the gaps exercise with the appropriate job, after that another exercise were given in the form of questions.

The sixth treatment was about the same lecture with more jobs, at the first five minutes they listened to the song again, and let three volunteers to sing the song and were rewarded, and the treatment took the same manner as the previous one.

Session	Lesson	Longs
01	Greeting expressions	Good morning
02	Countries and nationalities	Where are youfrom
04	Physicalapearances	What do you look like
05	Physical appearances	What do you look like
06	Jobs	People work
07	Jobs	People work

**Figure04\_ The Experimental Groups Lessons**

#### **4.4.The control group instruction**

The control group was taught by the traditional ways without integrating any music or songs, Almost in all the lectures they started the lesson or the lesson introduction was in the form of either a dialogue or a short passage that contains all the elements of the lecture (the new vocabulary), followed by exercises off filling in the gaps or matching arrows..., the control group received the same topics in harmony with the experimental group and after each activity the teacher provided the corrective feedback.

Session	Lesson
01	Greeting expressions
02	Countries and nationalities
04	Physical appearances
05	Physical appearances
06	Jobs
07	Jobs

**Figure05\_ The Control Groups Lessons**

#### **4.5.The post-test phase**

The post-test format was the same as the pre-test one; the aim was to measure changes and progress in the participant's vocabulary achievement. The post-test took place at the end of the treatment phase, in a period of 30 minutes, as in the pre-test. Students were asked to answer individually.

#### **5. Scoring**

The maximum score for both pre and post test is twenty (20) points, it consists of 15 questions, 5 questions somehow difficult were scored on (2) points each and the rest of the questions were scored on one (1) point each.

## 6. Data analysis

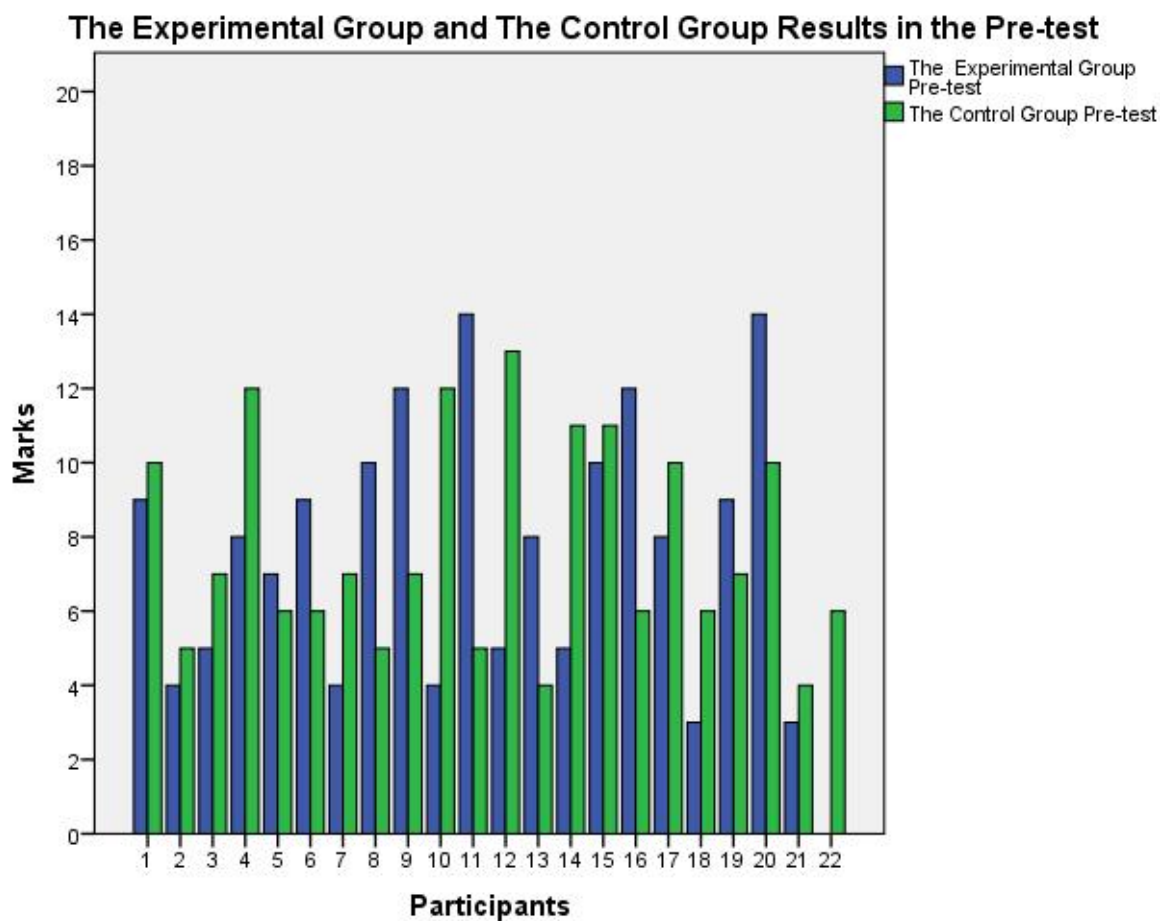
### 6.1. Results of the pre-test

	The experimental Group	The control group
<b>1</b>	9	10
<b>2</b>	4	5
<b>3</b>	5	7
<b>4</b>	8	12
<b>5</b>	7	6
<b>6</b>	9	6
<b>7</b>	4	7
<b>8</b>	10	5
<b>9</b>	12	7
<b>10</b>	4	12
<b>11</b>	14	5
<b>12</b>	5	13
<b>13</b>	8	4
<b>14</b>	5	11
<b>15</b>	10	11
<b>16</b>	12	6



17	8	10
18	3	6
19	9	7
20	14	10
21	3	4
22		6
$\Sigma$	$\Sigma X=163$	$\Sigma Y=170$
M	$\bar{X}_{ex}=7,76$	$\bar{X}_{co}=7,73$
	$\sigma_x=11,990$	$\sigma_y=8,017$

**Table 02\_ Results of the Pre-Test.**



**Figure06\_ The Experimental group and the Control group Results in the Pre-Test**

**Mean of the Control Group ( $X_{co}$ )**

$$X_{co} = \Sigma x / N1$$

$\Sigma x$ : The sum of the gain results of the control group

$N1$ : The number of students

$$X_{co} = 170 / 22 = 7,761$$

The control group gained below the medium average in the pre-test.

**The Variance of the Control Group**

To calculate the Variance, we take each difference, square it, and then average the result:

$$\sigma_x^2 = \frac{\sum (x - \bar{X}_{co})^2}{N}$$

$$\sigma_x^2 = 8,017$$

Depending on the formula above, the variance of the control group in the pre-test is 8,017

### **The Standard Deviation of the Control Group**

$$\sigma_x = \sqrt{8,017}$$

$$\sigma_x = 2,8314$$

The standard deviation of the control group in the pre-test is 2,8314.

### **The Mean of the Experimental Group ( $\bar{X}_{ex}$ )**

$\bar{X}$

$$\bar{X}_{ex} = \frac{\sum y}{N_2}$$

$\sum y$ : The sum of the gain results of the experimental group

$N_2$ : The number of students in the experimental group

$$\bar{X}_{ex} = 163 / 21 = 7,7619$$

The experimental group scored below the medium average (7,7617) and approximately the same as the control group in the pre-test.

### **The Variance of the Experimental Group**

To calculate the Variance, we take each difference, square it, and then average the result:

$$\sigma_y^2$$

$$= \frac{\sum (x - \bar{X}_{ex})^2}{N}$$

$$\sigma_y^2 = 11,990$$

Depending on the formula mentioned above, the variance of the experimental group in the pre-test is 11,990

### The Standard Deviation of the Experimental Group

$$\sigma_y = \sqrt{11,990}$$

$$\sigma_y = 3,4626$$

The standard deviation of the experimental group in the pre-test is 3,4626

### The t test

The *t* test is one type of inferential statistics. It is used to determine whether there is a significant difference between the means of two groups.

		t-test for Equality of Means					
		t	df	Sig. (2-tailed)	MeanDifference	Std. ErrorDifference	90% Confidence Interval of the Difference
		Lower					
Pre-test	Equal variances assumed	-.048-	40	.962	-.04762-	.98204	-2.03239-
	Equal variances not assumed	-.048-	38.689	.962	-.04762-	.98204	-2.03449-

**Table03\_ t test for equality of mean**

Consulting the t table at the p degree (0.05), we find the t value of 0,962 at the

level of confidence 90%. The calculated t value is higher than the p value ( $0,962 > 0,05$ ).

We can deduce that there is no significant difference between the experimental group and compared to the control group.

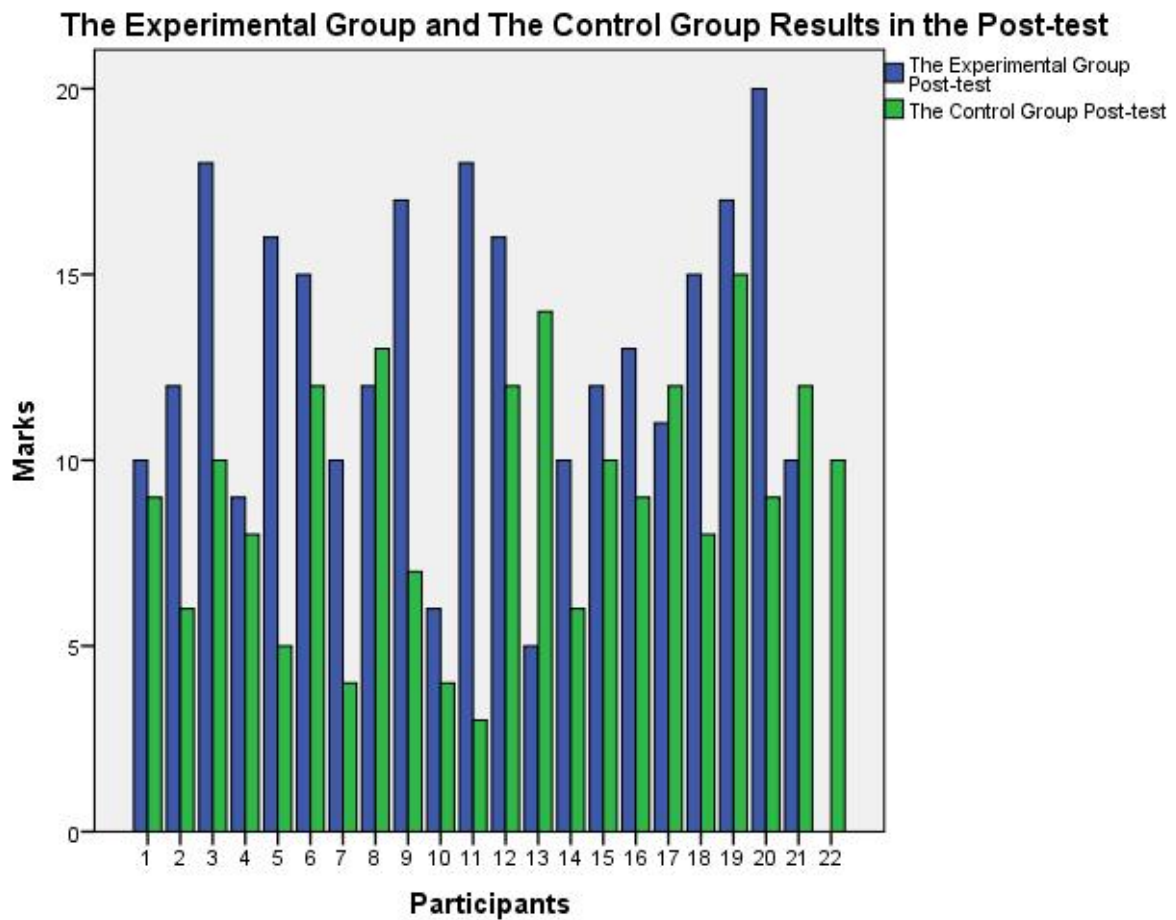
## 2. Results of the Post-Test

### The Control Group and the Experimental Group's Results in the Post-test

	Expérimental group	Control group
1	10	9
2	12	6
3	18	10
4	9	8
5	16	5
6	15	12
7	10	4
8	12	13
9	17	7
10	6	4
11	18	3
12	16	12
13	5	14
14	10	6

15	12	10
16	13	9
17	11	12
18	15	8
19	17	15
20	20	9
21	10	12
22		10
$\Sigma$	$\Sigma=272$	$\Sigma=198$
M	$X_{ex}=12,95$	$X_{co}=9,00$
	$\sigma X=16,448$	$\sigma y=11,524$

**Table 04\_ Results of the Post-Test**



**Figure 07\_ The Control group and the Experimental group Results of the post-Test**

**The Mean of The experimental Group ( $X_{co}$ )**

$$X_{ex} = \Sigma x / N1$$

$\Sigma x$ : The sum of the gain results of the control group

$N1$ : The number of students

$$X_{ex} = 272/21 = 12,95$$

After applying the formula, we calculated the mean to be 12, 95 the control groups

average increased in the post-test (from 7,67 to 12,95).

### **The Variance of the Experimental Group**

To calculate the Variance, we take each difference, square it, and then average the result:

$$\sigma_x^2 = \frac{\sum (x - \bar{X}_{ex})^2}{N}$$

$$\sigma_x^2 = 16,448$$

After calculating the variance of the data with the proposed formula above, we find that the

Variance of the experimental group in the post-test is 16,448

### **The Standard Deviation of the experimental Group**

$$\sigma_x = \sqrt{16,448}$$

$$\sigma_x = 4,0556$$

The standard deviation of the control group in the post-test is 4,0556

### **The Mean of the control Group ( $\bar{X}_{co}$ )**

$$\bar{X}_{co} = \frac{\sum Y}{(N_2)}$$

$\sum Y$ : The sum of the gain results of the experimental group

$N_2$ : The number of students in the experimental group

$$\bar{X}_{co} = 198/22 = 9,00$$

We calculated the mean of the experimental group to be 9,00. The experimental group's average increased (from 7,73 to 9,00) and is higher than the control group in the post-test.

### **The Variance of the control Group**

To calculate the Variance, take each difference, square it, and then average the result:

$$\sigma_y^2 = \frac{\sum (x - \bar{X}_{co})^2}{N}$$



$$\sigma^2 = 11,524$$

Depending on the formula mentioned above, we find that the variance of the experimental group in the post-test is 11,524

### The Standard Deviation of the control Group

$$\sigma = \sqrt{11,524}$$

$$\sigma = 3,3947$$

The standard deviation of the experimental group in the post-test is 3,3947

### The t test

		t-test for Equality of Means					
		t	df	Sig. (2-tailed)	MeanDifference	Std. ErrorDifference	90% Confidence Interval of the Difference
		Lower					
Post-test	Equal variances assumed	3.434	40	.001	4.00000	1.16487	2.03854
	Equal variances not assumed	3.434	39.068	.001	4.00000	1.16487	2.03743

**Table 05\_ T test equality of means**

Consulting the t table at p value ( 0,05 ), we find the t value of 0,05 at the level of confidence 90%. The calculated t value is lower than the observed p value (0.001<0,05 ).We can deduce that there is a statistically significant improvement achieved by the experimental group compared to the control group

### 3.3 Experimental Group's Results in the Pre-test and Post-test

#### Results of the Experimental Group in the Pre-test and the Post-test

Before (the pre-test) After (the post-test) Difference (D) D-M

Before(pre-test)	After(post-test)	Difference(D)	(D_M)
9	10	1	-11,95
4	12	8	-4,95
5	18	10	-2,95
8	9	1	-11,95
7	16	9	-3,95
9	15	6	-5,95
4	10	6	-5,95
10	12	2	-10,95
12	17	5	-7,95
4	6	2	-10,95
14	18	4	-8,95
5	16	11	-1,95
8	5	-3	-15,95
5	10	5	-7,95
10	12	2	-10,95

12	13	1	-11,95
8	11	3	-9,95
3	15	12	-0,95
9	17	8	-4,95
14	20	6	-6,95
3	10	7	-5,95
M=7,76	M=12,95		(D-M) <sup>2</sup> = 8658,3025

**Table 06\_ Experimental group Pre and Post Test Difference**

**The Mean Difference**

$\bar{d}$  = the difference scores

N= The number of students in the experimental group

$\Sigma$ = the total sum

**$\bar{d}, \bar{d} = 7,6$**

PairedSamples Test		PairedDifferences					t	df
		Mean	Std. Deviation	Std. ErrorMean	90% Confidence Interval of the Difference			
Lower	Upper							
Pair 1	The Experimental Group Pre-test - The Experimental Group Post-test	-5.190	4.082	.891	-6.727	-3.654	-5.827	20

**Table 07\_ Paired Sample t-test of Experimental Group**

We set a  $P$ -value of 0.05 which implies that there is 5% chance that the null  $H_0$  hypothesis is correct. Typically, the  $P$ -value is related to the confidence interval which is set to be 90%, that we are comfortable with when rejecting the Null hypothesis .

$P < 0.05$  then there is a statistical significant difference between the two means; and then, the null  $H_0$  hypothesis would be rejected and  $H_1$  would be accepted.

Sig. (2-tailed) = 0.00

**(P) 0.00 < 0.05**

## 2. Results of the Control Group in the Pre-test and the Post-test

Before (the pre-test) after (the post-test) Difference (D) D-M

Before(pre-test)	After(post-test)	Difference(D)	(D_M)
10	9	-1	-10,00
5	6	1	-8,00
7	10	3	-6,00
12	8	-4	-13,00
6	5	-1	-10,00
6	12	6	-3,00
7	4	-3	-12,00
5	13	8	-1,00
7	7	0	-9,00
12	4	8	-1,00
5	3	-2	-11,00
13	12	-1	-10,00
4	14	10	1,00
11	6	-5	-14,00
11	10	-1	-10,00
6	9	3	-6,00
10	12	2	-7,00
6	8	2	-7,00

7	15	8	-1,00
10	9	-1	-10,00
4	12	8	-1,00
6	10	4	-5,00

M=7,73	M=9,00		(D-M) <sup>2</sup> =1225,00
--------	--------	--	-----------------------------

**Table 08\_ Control Group Pre and Post Tests**

**The Mean Difference**

$$\bar{d} = \frac{\sum d}{N}$$

**d**= the difference scores

**N**= The number of students in the control group

**Σ**= the total sum

**d**= 2

PairedSamples Test		PairedDifferences					t	df
		Mean	Std. Deviation	Std. ErrorMean	90% Confidence Interval of the Difference			
					Lower	Upper		
					Pair 1	The Control Group Pre-test - The Control Group Post-test		

**Table 09\_ Paired Sample t-test of Control Group**

We set a *P*-value of 0.05. Typically, the *P*-value is related to the confidence interval which is set to be 90% .

$P > 0.05$  then there is no significant difference between the two means of the control group in both pre and post tests

Sig. (2-tailed) = 0.293

**(*P*) 0.293 > 0.05**

#### 4. Summary of the Results

##### 4.1. Discussion of the Results

The current study is an attempt to investigate the research aim to discover the effect of using songs as a teaching strategy on middle school pupils' vocabulary acquisition. Typically, the question raised in this context is: Can songs help learners expand their English vocabulary stock?

Accordingly, to answer the previous research question, two hypotheses were put forward:

**H<sub>1</sub>:** If pupils are taught vocabulary through the use of songs, then their English vocabulary stock would be significantly spread out.

**H<sub>0</sub>:** If pupils are taught vocabulary through the use of songs, then there would not be a significant progress in their vocabulary repertoire.

Data analysis and interpretation proved that the manipulated independent variable, songs, has a significant effect on enhancing middle school learners' vocabulary acquisition. Typically, this indicates that **H<sub>1</sub>** is accepted, yet **H<sub>0</sub>** is rejected.

By means of descriptive statistics, we have proved that the over scoring of the experimental group in the pre-test with **X<sub>exp</sub>=7,76, X<sub>cont</sub>=7,73** with a mean difference **d=0,03** was that participants of both groups, before the treatment, have the same knowledge of the target vocabulary items. However, after being exposed to the words via the use of authentic songs, with the experimental group, and via ordinary vocabulary teaching techniques, with the control group, both groups showed an improvement, **X<sub>exp</sub>= 12,95** for the experimental group which is significantly different from the control group mean score **X<sub>cont</sub>= 9,00**. The independent samples t-test reveals that the **P-value 0.00 < 0.05**, and **t<sub>calculated</sub>>t<sub>critical</sub>** which leads us to confirm the alternative hypothesis and reject the null hypothesis. Therefore, these findings proved that using songs as a teaching strategy is significantly effective than the casual vocabulary teaching strategies.

## **Conclusion**

Since our aim was to investigate whether the use of songs has a vital role in improving students vocabulary achievement, the analysis of the experiments results showed that learners who were taught vocabulary via songs developed and enriched their vocabulary repertoire, better than the students who were taught vocabulary via the traditional ways. Furthermore, the results obtained from the pre and post-test demonstrate that, the use of songs positively effects student's vocabulary repertoire. In addition, authentic songs also raised motivation and interest inside classroom. The results from the quasi experimental study, confirmed the hypothesis that stated; songs has a positive effect on students vocabulary achievement, since t observe is highly significant than p value.



## **General conclusion**

Songs are considered as a very powerful tool in teaching and learning foreign languages. This chapter is divided into two parts, a theoretical and a practical part. The aim of the first part was to provide a theoretical background of the study, and the second part was devoted to the field work.

The aim of this study is to investigate the effect of songs in improving EFL learner's vocabulary achievement. Concerning the field work , the tools and process that we used in our experiment has been already described in the description and data analysis of the experiment carried out , we have also explained the population and sample of the study, after that the analysis and discussion of the findings and then came out with the conclusion that the null hypothesis was rejected by the data and results of the study, and the previously given hypothesis was confirmed ; that songs improve vocabulary achievement. Moreover, the results of the experimental study supported the main aim of the study that songs have a vital role in improving EFL student's vocabulary repertoire.

Finally applying new strategies in EFL classes is a good way for researchers and teachers to raise the level of education in Algeria and kill boredom in foreign language classrooms and push learners to do all their effort.

## **Pedagogical implications**

This study was carried out to prove the powerful effect of songs in improving vocabulary, moreover this study was suggested after along study and research to be selected as a pedagogical tool for EFL classes. In addition teachers are recommended to use such authentic materials to raise their learners' motivation and interest especially with first year middle school learners, since it is their first exposure to the language. Thus, it is considered as the basic level to build a solid background in English, and it is also recommended for EFL teachers to be wise in choosing the appropriate and suitable songs depending on their learner's level.

## **Limitations of the study**

When conducting this study we have faced certain constraints like:

→Time span: this study should take more time since it is a (longitudinal study), unfortunately it took 6 sessions for each group.

→lack of technological equipment: lack of laboratories because aural sessions demand laboratories and multimedia equipment to facilitate teachers task and help students to develop their understanding of the language and use it effectively.

→This study also needs a questionnaire to provide more valid results concerning students and teachers attitudes towards the use of songs as a pedagogical tool to enhance learning.

## Reference

- Abu-Malouh, M. (2001) *Teaching English as a Foreign language in the Gaza Strip school* , from theory to practice. American world university.
- Antunez . B (2009) *Implementing Reading first with English language Learners*. Directions in language and education (15) , 1-2.
- Capbell, Mark .R., Thompson , Linda K, &Biarret, Jannet R. (2011) . *Constracting a personel orientation to music teaching*. New york :Routledge.
- Chamot, A. U. (2004) *,Issues In Language Learning Strategy*. Research and teaching . Electronic Journal of Foreign language teaching . 1/1: 14-26
- Darwin C (1871) *.The descent of man and selection in relation to sex*. (John Marry. London) , 1sted
- Deutch, D., Heithorn , T , &Lapidis R. (2011) . *Illusory transformation from speach to song* .*Journal of the Accoustical society of America*. 129. (4) , 2245-2252.
- Dudlly Evans and ST. Jhon (1998).*Development in English for specific purposes: A multi disciplinary approach*. Cambridge: Cambridge University press.
- Ellis ,R .(1995), *The Study of second language acquisition* . Oxford: Oxford university press.
- Erso , A. (2007) . *Teaching English to young learnes* , Ankara: KozamOfset.
- Gallo-Crail , R .,&. Zermekh, R. (2002), *Language learning and the internet: Students strategies in vocabulary acquisition* .In ,C . A ,Spreen (ed) , new technologies and language learning . 75-79.
- Gardner , H . *Frames of Mind :The theory of multiple intelligence*. Basic books, New York.
- Griffee . D, (1992) . *Songs in action* (1 ed ). New York: Prentice Hall.
- Griffee .D .T (1995), *Songs in Action*.Hertfordshire : Phoenix.

Guglielmino , L. M. (1986), *The Effective edge. Using songs and music in ESL instructions: Adult literacy and basic education*, 10: 19-26.

Harmer Gerremy , (1991). *The practice of English language teaching*, Longman group, London, 153.

Hatch , EE. & . Brown , C. (2000). *Vocabulary, semantics and language education* (3 ed printing). Cambridge University Press.

Horenby (1995) .BasseEdemantia, *Terminology and language planning*, 131.

Hubbard , M, et al. (1991). *A training course for TEFL*. (10 ed). Oxford University press.Hong Kong.

Jannet , R. (2011). *Constructing a personal orientation to music teaching*.New York :Routledge.

Jolly .Y., (1975) .*The use of songs in teaching foreign languages*. Modern language journal, 59 (1) , 11-14.

Judy , K . Montgomery.*The Bridge of vocabulary*. Evidence based activities for academic success (NCS ,pearson ink,2007).

Kailani , T. Z., (2007) . *Teaching English to Elementary school children* . Al qudsUniversity . Amman.

Kohli A, L ., (1997). *Techniques of teaching English* : (15 ed) . ChampatRai publishing.

Leith , W , D. (1979) . *Advanced French conversation through popular music*.The French review, 52, 537-551.

Lewis .A., (1993).*The lexical approach*. London: Language teaching publication.

Morgan , J., & , Rinvoluceri, M . (2004) .*Vocabulary* (2 ed). Oxford: Oxford university press.

Murphy , T. (1992). *Music and Song*. Oxford, England: Oxford university press.

Nettle , Bruno (1965) , *Folk and traditional music of the western continents*. Engelwood Cliffs, NG: Prentice hall

NokwandaLangendi , A bachelor of art ( FB account).

Palmer, H .E , (1921). *The principals of language study*, London : George ,G.&Harrap publication.

Pilka ,Jin . Svetludby.Praha: *StatniNakladetelsnikrasneliteratory*, hudby a umenin,p, 1959, 1 st published 1959-3145.

Purpura, J., (1999), *Learner characteristics and l2 test performance*. In R, L Oxford (ed), *Language learning strategies in the context of autonomy, synthesis of findings from the international invitational conference of learning strategy research* (pp. 61-63).

Ratnassari , H. (2007) , *Songs to improve students achievement. In pronunciation of English words, Final project* . English educational programme .Bachelorsdegree .Semarang state university.

Shmitt , N.,(1997) . In N, Shmitt.& M, McCarthy (eds), *Vocabulary description, Acquisition and pedagogy* (pp: 199-227) , Cambridge university press.

Shmitt, N.,(2000). *Vocabulary acquisition*. In N. Shmitt (ed) , *Vocabulary in language teaching*. Cambridge: Cambridge language education.

Simms, R, B. (1993). *The art of music.An introduction*, USA Harper Colinscolleges publishers.

Skrivner, J . (1994). *Learning and teaching*, Oxford :Heinmen.

Siscova , D . (2008) ,*Teaching vocabulary through music* , unpublished diploma thesis, Masaryk , University in Brno, Brno.

Sysoyev, P. V. (2000), *developing an English for specific purposes course using a learner centred approach* ,A Russian experience. The internet TESL journal V retrieved from the web on November 9, 2007.

Tassoni , P, et al . (2002) .*Diploma in child care and education* , Oxford

Heinmen.Thorenburry , S. (2002). *How to teach vocabulary*.Pearson education limited.

## Appendices

### Appendix 01

#### Students PRE and Post-Test

\_Circle the right answer (A, B, C, D)

1\_ It is a type of food?.....

A\_ Table

B\_ Sandwich

C\_ Pen

D\_ Guitar

2\_ Name of an animal?.....

A\_ John

B\_ Elephant

C\_ Vase

D\_ Orange

3\_ Name of job?.....

A\_ Taxi

B\_ school

C\_ fire-fighter

D\_ Calculator

4\_ The number 19 in letters?.....

A\_ Sixteen

B\_ Jeans

C\_ Twenty

D\_ Nineteen

4\_ Linda is from England she is English.....

Petter and Harry .....from England, They are.....?

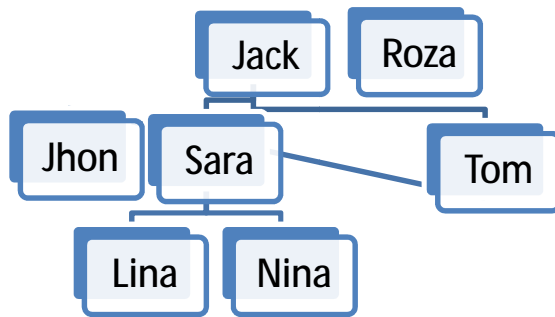
A\_ Are; Frensh

B\_ Are; francian

C\_ Am; France

D\_ Is; frencian

5\_ Jack is Sara s.....?.....



A\_ Father

B\_ Mother

C\_ Sister

D\_ Daughter

6\_ Sara is lina s.....? .....

A\_ Sister

B\_ Uncle

C\_ Daughter

D\_ Aunt



7\_ The opposite of fat?.....

A\_ Slim

B\_ Tall

C\_ Short

D\_ Long

8\_ The synonym of tall?.....

A\_ Small

B\_ Long

C\_ Thin

D\_ Short

9\_ She takes care of children when their parents are not home, so she is...?

A\_ Nurse

B\_ Baby-sitter

C\_ Doctor

D\_ Farmer

10\_ You call him whenever you have a leak, so he is....?

A\_ Dentist

B\_ Backer

C\_ Head-Master

D\_ Plumber

11\_ My name is tom, I have brown eyes and short.....?

A\_ Hair

B\_ Skin

C\_ Short

D\_ Skirt

12\_ I am Liza I am 15 years.....? .....

A\_ Yong

B\_ Old

C\_ short

D\_ High

13\_ People call him when they have a pain, so he is..?.....

A\_ Doctor

B\_ Spanish

C\_ French

D\_ Librarian

14\_ He makes trousers, suits, and shirts, so he is...?.....

A\_ Tailor

B\_ Teacher

C\_ Post-man

D\_ Farmer

15\_ The opposite of soft?.....

A\_ Near

B\_ Nice

C\_ Hard

D\_ Dark

**Appendix 02**

**The greeting song**

**Good morning**

Good morning.....good morning

Good after noon

Hy.....hello

See you

Good evening.....good evening

Good night.....good night

Nice to meet you.....nice to meet you too

Good bye..... goodbye

See you

**Activity one:** listen to the song and answer the following questions

What is the song about?

.....

When someone says hay to you what is your respond?

.....

When someone says nice to meet you what do you say?

.....

When someone say good bay what do you respond?

.....

**Activity two:** match the greeting expression with the appropriate time

Good morning                      12:00 mid-day

Good afternoon                  9:00 pm

Good evening                      7:00 am

Good night                         4:00 pm

### Appendix 03

#### Places and Countries

##### Where are you from

My name is Margarita      I am from the sunny Spain      I am Spanish

How are you                  how are you                  how are you today

My name is Richard Greenland      I am from England      I am English

How are you      how are you                  how are you today

My name is buddy Smithson      I am from America      I American

How are you      how are you                  how are you again

My name is Ali Habibe      I am from the dessert of Africa      I am African

How are you                  How are you                  how are you and ferry well.

**Activity one:** listen to the song then fill in the gaps.

My name is Margarita      I am from the sunny .....      I am Spanish

How are you                  .....how are you today

My name is Richard Greenland      I am from England      I am.....

How are you      how are you                  how are you today

My name is buddy Smithson      I am from.....      I American

How are you                  how are you                  how are you again

My name is Ali Habibe      I am from the dessert of Africa      I am .....

How are you                  How are you                  how are you and ferry well.

**Activity two:** listen to the song and answer the question.

What is the song about?

.....

Where is Ali Habib from?

.....

Ali Habib is.....?

Where are you from?

.....

You are.....?

**Activity 03:**

Match the right country with the right nationality

- |         |          |
|---------|----------|
| Africa  | Egyptian |
| America | Tunisian |
| France  | African  |
| Egypt   | French   |
| Tunes   | American |

## Appendix 04

### What do you look like?

Physical appearances (the song was cut in to two parts and used in two sessions)

What do you look like            what color is your hair

What do you look like            what clothes do you like to wear

My names Jean                    I am medium height

I have got long, purple hair; A color that I like

My eyes are green my skirt is bleu, I am wearing funky clothes

I look very trendy, from head down to my toes

What do you look like            what color is your hair

What do you look like            what clothes do you like to wear

His name is Dima, he is looking pretty good

His hair is short; he is wearing a top with a hood

What do you look like            what color is your hair

What do you look like            what clothes do you like to wear

Her name is Louise, her hair is long and brown

She is tall and looks so cool; when she is walking around the town

What do you look like            what color is your hair

What do you look like            what clothes do you like to wear

Now here comes Mish, wearing his favourite clothes

His hair is black                his eyes are brown

He has got a piercing on his nose

What do you look like            what color is your hair

What do you look like            what clothes do you like to wear

**(First lecture)**

**Activity one:** listen to the song then fill in the gaps.

What do you look like            what color is your hair

What do you look like            what clothes do you like to.....

My names Jean                    I am medium height

I have got long, .....; A color that I like

My eyes are..... my skirt is bleu, I am wearing funky.....

I look very trendy, from head down to my toes

What do you look like            what color is your hair

What do you .....what clothes do you like to wear

His name is Dima, he is looking pretty good

His hair is .....; he is wearing a top with a hood

What do you look like            what ..... is your hair

What do you look like            what clothes do ..... to wear

**Activity two:** complete the following paragraph by describing your friend's physical appearance.

My friend's name is.....,He has.....eyes, and a.....hair

He likes to wear.....

**Activity three:** Now describe your physical appearance at the same manner.



**(Second lecture)**

**Activity one:** listen to the song and fill in the gaps.

Her name is....., her hair is .....and.....

She is tall and looks so cool; when she is walking around the town

What ..... what color is your.....

What do you look like what clothes do you like to wear

Now here comes Mish, wearing his favourite clothes

His .....is..... his eyes are.....

He has got a piercing on his .....

..... what .....is your hair

What do you look like .....like to wear?

**Activity two:** complete the following paragraph by describing one of your family member's physical appearances.

**Activity three:** Rewrite the song describing your friend's physical appearance.

(This song was divided into two parts and done in 2 sessions)

## Appendix 05

### People Works

Nigel Naylor, he is a **Tailor**, he makes trousers suits and shirts.

Penny Proctor, she is a **Doctor**, comes to see you when it hurts.

Petter Palmer, he is a **Farmer**, he's got cows and pigs and cows.

Windy witter, **Baby sitter**, minds the kids when they are asleep.

People work in the country §§§ People work in the town

People work day and night §§§ to make the world go around

Mabel Michel, language **Teacher**, teaches English, French and Greek

Garry Garmmer, he is a **Plumber**, call him when you have got a leak.

Patty Prentice, she is a **Dentist**, keeps your teeth both clean and white.

Ronnie Ryman, he is a **Fireman**, comes when there is a fire to fight.

People work in the country §§§ People work in the town

People work day and night §§§ to make the world go around

**(First lecture)**

**Activity one:** listen to the song then fill in the gaps.

### People Works

Nigel Naylor, he is a....., he makes trousers suits and shirts.

Penny Proctor, she is a **Doctor**, comes to see you when .....

Petter Palmer, he is a....., he's got cows and pigs and cows.

Windy witter, .....**sitter**, minds the kids when they are .....

People work in the .....§§§ People work in the.....

People work day and .....§§§ to make the world go around

**Activity two** : listen to the song one more time and answer the following questions.

What does the doctor do?

.....

What does the Tailor do?

.....

What does the farmer do?

.....

What does the baby-sitter do?

.....

**(Lecture two)**

**Activity one:** listen to the song then fill in the gaps.

Mabel Michel, language ....., teaches English, French and Greek

Garry Garmmer, he is a ....., call him when you have got a leak.

Patty Prentice, she is a ....., keeps your teeth both clean and white.

Ronnie Ryman, he is a....., comes when there is a fire to fight.

People work in the country §§§ People work in the town

People work ..... §§§ to make the ..... go around

**Activity two:** answer the following questions.

What does the teacher do?

.....

What does the plumber do?

.....

What does the dentist do?

.....

What does the fire-fighter do?

.....

## Résumé

Afin d'être compétent en Anglais l'apprenant doit être un maître des quatre compétences principales (écouter, parler, lire et écrire), en outre à celui de ces sous-compétences linguistiques (Vocabulaire, Grammaire, Prononciation et Orthographe), malheureusement, parmi ces sous-compétences; Vocabulaire d'étudiés et d'enseigners n'a pas reçu son attention souhaitable dans les classes EFL jusqu'à ce temps actuel, si le vocabulaire des apprenants n'est pas assez riche, ils vont affronter des difficultés de compréhension d'un texte ou une conversation, les chercheurs ont proposé de nombreux outils pour enseigner cette compétence. Et parmi ces outils pédagogiques, c'est l'utilisation des chansons authentiques. L'objectif de cette étude est d'investiguer l'impact des chansons sur l'amélioration des EFL. Apprentissage dans le vocabulaire, avec la première année moyenne apprenants de Sioud Mohamed \_Sigus\_. Pour obtenir le but de cette étude, une conception de recherche quasi-expérimentale a été effectuée, deux groupes d'apprenants ont été choisis pour cette étude à l'aide de la technique de l'échantillonnage aléatoire. Le groupe contrôle et le groupe expérimental ont été choisis pour être les sujets de cette étude, dans une part, le groupe expérimental étudiait le vocabulaire grâce à l'utilisation de chansons authentiques. En revanche, le groupe contrôle étudiait le vocabulaire via le mode traditionnel. Les participants ont été pré-testés pour vérifier leur répertoire vocabulaire via une liste de QSM questions, les résultats du test-post et t-test ont montré que l'exposition aux chansons authentiques a un impact significatif sur la réalisation du vocabulaire des étudiants, pour conclure, les chansons authentiques ont un impact positif sur la réalisation du vocabulaire des apprenants par répétition et activités.

## ملخص

ليكون بارعاً في اللغة الإنجليزية يجب أن يكون المتعلم على دراية بالماجستير من المهارات الأساسية الأربع (الاستماع والتحدث والقراءة والكتابة)، ليكون (المفردات، والقواعد، والنطق والإملاء)، للأسف، من بين هذه المهارات الفرعية. المفردات المتناقلة اهتماماً غريباً بالكاملاً فيدرج اللغة الإنجليزية كلغة مفردات المتعلمين ليست غنية بما فيها الكفاية، توجّه صعباً بتفهم نصوصاً ومحادثة الباحثين جنوبيه تحت الوقت الحاضر، وإذا كانت لدينا عرض العديد من الأدوات لتعليم هذه المهارات. وبين هذه الأدوات التعليمية هو استخدام الأغاني الأصلية.

طالهد فمن هذا الدرسة هذ للتحقيق تأثير الأغاني على تحسين اللغة الإنجليزية كلغة أجنبية التعلم في المفردات الانتها، معتموس

\_Sigus\_ محمد Sioud المتعلمين السنة الأولى

لأغراض هذا الدرسة، كانت صميم البحث شبيهاً بالتجريبية لقيامها، وقد تم اختيار مجموعتين من الطلاب لهذا الدرسة باستخدام تقنية أخذ العينات العشوائية

وقد تم اختيار المجموعتين الضابطة والمجموعتين التجريبية لتكون عينة الدرسة، فيجزء منه، وكانت المجموعتين التجريبية الذين يدرسون نيفضلاً للمفردات التلاستخداماً للأغاني الأصلية في المقابل، كانت المجموعتين الضابطة الذين يدرسون المفردات عبر الطريقة.

التقليدية، وظيفتها نتائج الاختبار، وأظهر اختبار (ت) QSM وكان المشاركون ماقبل الاختبار للتحقق خيرة المفردات عبر قائمة من الأسئلة

النتيجة ضالاً الأغاني الأصلية لديها تأثير كبير على تحقيق مفردات الطلاب، لوأخيراً، والأغاني الأصلية لديها أثر كبير

في المفردات المتعلمين بالأساسية عن طريق التكرار والأنشطة

