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**The Effect of Using Songs on First year
Middle Schoolers and Their Motivation for
Learning English**

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Languages in Candidacy for the Master Degree in Language and
Communication

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DEDICATION

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List of Abbreviations

EFL: English as a Foreign Language.

ELT: English Language Teaching.

EM: English Motivation.

EPI: English Proficiency Index.

ESL: English as a Second Language.

2L: Second Language.

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Abstract

Songs contribute greatly to the development of young children learning a second language. Are used in English language teaching (ELT) classrooms all over the world, they can be used to teach and develop every aspect of language. This study confirmed the effectiveness of using songs as a means to improve students English language vocabulary. It also discussed how songs can help students improve their learning skills especially listening skills and pronunciation. Our research was based on a questionnaire which is used as a research instrument in order to collect information about motivation provided by songs. The population of the study are 1st year students from “Mohamed Maghraoui” middle school in the area of Djelida Ain Defla, and for the sample that was relied upon, it is divided into experimental and control group. The results showed that songs have a positive influence on students, are suitable for different learning styles and they encourage learning experience and enhance their knowledge. Therefore, songs as a modern and useful tool that helps in motivation are important to use in EFL classes.

Keywords: Songs, Motivation, Vocabulary, listening skills, EFL classes.

ملخص

تساهم الأغاني بشكل كبير في تطوير الاطفال الذين يتعلمون لغة ثانية وتستخدم في صوف تدريس اللغة الإنجليزية في جميع أنحاء العالم، ويمكن استخدامها لتعليم وتطوير كل جانب من جوانب اللغة وتؤكد هذه الدراسة فاعلية استخدام الأغاني كوسيلة لتحسين مفردات اللغة الإنجليزية لدى التلاميذ، وتناقش أيضا كيف يمكن أن تساعدهم الأغاني في تحسين مهاراتهم التعليمية خاصة مهارات الاستماع والنطق، اعتمد بحثنا على استبيان يستخدم كأداة لجمع المعلومات حول الدافع الذي توفره الاغاني.

سكان دراستنا هم تلاميذ السنة الأولى من مدرسة " محمد مغراوي " الإعدادية في منطقة جديدة، عين الدفلى وبالنسبة للعينة التي تم الاعتماد عليها في هذا البحث، تنقسم إلى مجموعتين وهما مجموعة تجريبية وضابطة، أظهرت النتائج أن الأغاني لها تأثير إيجابي على التلاميذ ومناسبة لأساليب التعلم المختلفة، تشجع على تجربة التعلم وتعزز معرفتهم، لذلك فإن الأغاني كأداة مفيدة وحديثة من المهم استعمالها في صفوف اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: الأغاني، تحفيز، تلاميذ، مفردات، مهارات الاستماع، تعلم الإنجليزية كلغة أجنبية.

Introduction

General Introduction

The English language as an international language is one of the important language used in the world, and it's constantly evolving. The second language acquisition enhances the skill of using songs additional grammar besides the mother tongue. Nowadays, teaching English varies with different means of education. This is what made teachers face difficult challenges in teaching English to students, in order to do this it is important to demonstrate songs in classrooms which are useful tool in facilitating learning the language. Adem, J. Simpson (2015) asserted that:

“We often have to be very creative in the techniques that we use, what makes songs such a great teaching tool it's universal appeal, connecting all culture and languages, this make it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner”.

However,. Dzanić. N.D & Pejić. A (2016, p. 40) explained that “they can be used at any stage of a lesson and there are many ways to incorporate them into a lesson. Sometimes, they are used just as gap fillers and warm-ups, sometimes as the main part of a lesson, but sometimes they are there to provide a fun atmosphere”. According to Neil T. Millington (2011, p.134): “ Most Children enjoy singing songs, and they can often be a welcome change from the routine of learning foreign language for the teacher, using songs in the classroom can also be a nice break from following a set curriculum”. According to Glenn M. Davis (2017), “Songs have been a common feature of young learners classrooms for decades and numerous publications describe how songs should be employed in order to improve motivation and facilitate the acquisition of various aspects of language, including vocabulary, grammar, pronunciation and listening skills”.

1. Statement of the problem:

Despite the existence of modern educational means that can improve and raise the educational level in Algeria, our schools are still suffering from poor teaching. A crisis that has become difficult to solve due to the spread of its causes. According to the EF Education First, which is specializes in language courses and its annual ranking of

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countries in the world. Algeria is at the low level in the world's largest ranking of English language proficiency Index 2021 (EPI), it was ranked 75th out of 112 countries.

Hassane Saadoun (2018) mentioned that, Flora Stienne, former president of the France Algeria campus current direction of Education First Algeria. Explained by several factors, the most important in which, according to her is the lack of interest that Algerians have for this language. Among the important reasons, she mentioned that teaching English in Algeria starting from the intermediate stage is considered as a delay. If Algerian schools teach English starting from the primary school, the student's level will improve and they will have an idea about this new language which is considered a basic language for communication. Flora Stienne said: "plus on apprend L'anglais jeune, mieux on le maîtrise, mais malheureusement, ce n'est pas le cas en Algérie". Also, the competition between the French and English language is another reason, in which Flora Stienne added: "une bonne partie de la population est francophone et leur parents transmettent cette langue à leur enfants". The Algerian schools still adhere to the French language this is what made students not show interest in learning English.

In another hand, Ramy, et al (2013) found that the reasons for the low mastery of English speaking skills were:

- English teachers were not trained and used their mother tongue when teaching so they could not attract students to be interested
- The students lacked a background in teaching.
- Students lack confidence in using English because they are afraid of making mistakes and feelings embarrassed.

"when first learning a new language, it can be very overwhelming it natural to feel embarrassed when practicing especially around people who are fluent in English already" (Max Korneev, 2020).

- An inappropriate curriculum to help students improve their English skills. In light of the multiplicity of modern educational curriculum, schools have become indispensable for the old curriculum which is effects the results of the students and their lack of interest in learning English.

To sum up, the ministry of Education's adoption of the new curriculum, which is to integrate songs in schools as a modern way to develop the study patterns, can be a

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very successful and effective way to teach students English as foreign language (EFL).

2. Research Aims:

Nowadays, English as a foreign language has become important in our educational institutions, besides the mother tongue. In this study aims to investigating the difficulties and challenges faced by the teachers in teaching a second language (2L), to enhance and promote the quality of learning, and find solutions to solve the student's lack of interest in English classes. Also, to explore to what extent could songs influence students and to demonstrate the level of motivation caused by using songs in learning English.

3. Research question:

The following questions are guiding our research:

- To what extent could the songs influence the students and improve their English learning skills?
- Can the use of songs in middle school motivate students to learn?
- Are there satisfactory results when songs are used in EFL classes?

4. Hypothesis:

Our research hypothesis can be formulated as following:

If teachers rely on songs and activities in teaching English as foreign language, then it will increase motivation among EFL students and improve their ability to demonstrate their learning skills.

5. Data Collection Tool:

To gather the necessary data analysis, our research based on a questionnaire which is the useful tools that helped us to collect information about the songs and their impact on students, and how to achieve EFL student's motivation. Also, to test our hypothesis.

6. Population and Sample:

The population of our research is 1st year middle schoolers at "Mohamed Maghraoui" middle school in Ain Defla, exactly in Djelida area, during the academic year 2021 / 2022. In addition, the sample is divided into two groups are experimental

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and control group.

7. Definitions:

According to Oxford basic English dictionary (2012), the definition of words is as follows:

- ❖ **Bilingual:** /,baɪˈlɪŋɡwəl/ **adjective** **1** able to speak two languages equally well: *Their children are bilingual.* **2** having or using two languages: *a bilingual dictionary.*
- ❖ **Enthusiasm:** /ɪnˈθuːzi,æzəm/ **noun** (no plural) a strong feeling of wanting to do something or liking something: *the pupils showed great enthusiasm for the new project.*
- ❖ **Curriculum:** /kəˈrɪkjələm/ **noun** (plural **curricula** /kəˈrɪkjələ / or **curriculum**s) all the subjects that you study in a school or college: *Latin is not on the curriculum at our school.*
- ❖ **Behaviour:** (British) (American **behavior**), **noun** (no plural) the way you are; the way that you do and say things: *He was sent out of the class for bad behaviour.*
- ❖ **Criticism:** **noun**; what you think is bad about somebody or something. *I listened to all their of my plan.*

8. Structure of dissertation:

Our research is divided into three main chapters:

- **Introduction:** This research composed of the general introduction, we provided an explanation of the statement of the problem, the research questions, the aim of the study and hypothesis, an overview of the data collection tool, the sample and population, some definitions and we conclude this section with the structure of dissertation.
- **Chapter One :** literature review
This chapter is a theoretical part of the research. Its includes two sections: the first one is about the use of songs in classrooms as a means of learning English as foreign language (EFL), and English as a second language (ESL). Additionally, the second one is about the motivation and its importance in learning, and everything related to it.
- **Chapter Two:** Research methodology and design.

Introduction

This chapter includes the methodology and design, the research instruments to conduct this research such as questionnaire that we relied on to get data collection.

➤ **Chapter Three:** Finding and discussion

This chapter is the practical part of the research. it divided into two section; the first one we presented the main results and data analysis obtained. While the second section, we added implications, the limitations and some suggestions for further research.

➤ **Conclusion:** work ends with general conclusion in which we summarize the study and answer the research question.



Chapter one

Literature review

Chapter One: Literature Review

Section One: The use of Songs in Teaching EFL/ESL Classrooms.

Introduction

Language is the basic of life and the focus interaction between races. Lamia Benadla (2013) assumed that “English is the language of globalization; it is assigned a primordial role in science, technology, business and commerce. Due to globalization, knowing English and being part of the world became synonymous” (pp. 158-165). Additionally, David Niemeijer (2018) mentioned that “having language means that you are able to communicate in such a way that others understand you. Language is not a key of component of communication; it is also a key aspect of identity”. He added that through language you become part of the community that speaks that language. Hence, learning second language besides the mother tongue gives you the power of bilingualism, which is allows you to be more than one language community.

“Algerian curriculum developers incorporated English as another foreign language besides French to be taught in the national educational programm, as the potential of teaching this foreign language in a more positive environment in Algeria is available, this work attempts to conduct a brief exploration of the teaching of English as a foreign language (EFL) in the Algerian context” (Slimani Said, 2016, pp.33-34).

The issue of the low level of achievement of students receives great attention from the ministry of Education, and the issue of student’s weakness and lack of interest in learning English has become so important that it cannot be overlooked or neglected. So, from here comes the greatest role that the teacher plays in finding alternatives and solutions that are appropriate to solve the problem.

Therefore, incorporating songs into schools and listening to songs to learn English as foreign language is a fun and effective tool in helping second language student’s acquire grammar, vocabulary and improve spelling. Claudia S. Salcedo (2010) states that “music represents an integrate part of human culture, and particularly language and communication. Music can be powerful tool in learning experience”.

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1. Definition of Songs :

According to Terri Paglusch (2017)“ it’s challenging to truly describe music in words. We all know how it makes us feel, and we know what we like when we hear it, but actually communicating this is the hard part”.

Hornby (1995) defines a song as a short poem that is set with music and intended to be sung. Furthermore, El-Nahhal (2011) sees children’s song as“ music, instruments, tunes and rhymes, and it is not an ordinary message or ordinary word but according to specific rhymes, repetition and structure” (p. 18). Moreover, Papa and Lantorno (1989, p.8), claiming that“ singing is certainly one of the activities which generates the greatest enthusiasm and is a pleasant and stimulating approach to the culture of foreign people”. According to Kristin Lems (2018);

“Music is part of our lives in ways both big and small, from musical rites of passage to the “ wraparound” musical landscape we can now program into our earbobs. Young adults in particular listen to music almost nonstop, and their playlists form an important part of their identities. In only makes sense to use student’s interest in music as a motivator for their English studies. Even if you do not lead a choir or sing songs with students around a campfire, there are many ways you can bring music and songs into your English classroom, some techniques can be enhanced by technology”.

2. Songs in ESL/EFL classrooms :

Boukhatem Nadera (2015) found that “teaching and learning English as a second or foreign language has not been easy either for teachers or for learners. Teachers face problems while teaching it while learners face difficulties while learning it”. In this respect, Boukhatem Nadera confirmed that“ motivating learners through music attempt has also been done to systematically propose certain practical strategies for teachers to learn so that the aims and objectives of teaching English are fulfilled easily”. Additionally, the role of the teacher in the classroom is very important to students.

Accordingly, in Algeria where first year middle schoolers are starting to learn English for the first time, the teacher tends to use and incorporate songs into the classroom as a part of their learning curriculum. For example, to teach students the alphabet the teacher can do this with a song that contain all the letters in an entertaining way so that it is easy for them to memorize. Repeating song’s lyrics allows students to

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learn quickly. “Teaching alphabet of young learners through song can describe the benefits of song to support English language learning method, and conjointly review some strategies to use songs in English room” (Mira Yeni & Rosmalita Amelia, 2020).

2.1. The importance of using Songs in teaching ESL/EFL:

Maria Alegria (2017) explained that it is not difficult to include songs in any class because their sources are easy to find, and no special training is required. Also, it can be a great way to teach content. “Using songs and movement is one of the best ways to ensure that second and foreign language classrooms demonstrate all these qualities” (J.K. Shin, 2017, pp. 14-25).

Mohamed Ramadan (2019) assumed that “what makes songs so useful in a language learning context is that the Songs have characteristics that help learning a second language”. Some of them are as follows:

- Songs often contain common, short words.
- The language in songs is often conversational.
- The lyrics are often sung at a slower rate than spoken words and there is repetition of words and grammar.
- Songs address the effective side in learners so they can motivate them to learn.

In addition, songs contribute the learner’s development in the following sides:

- **Socio_emotional:** singing songs in and with a class is a social act which allows learners to participate in a group, and express their feelings.
- **Physical:** songs provide a great opportunity for young learners to move around.
- **Cognitive:** it is easy to use this phenomenon to get learners to know what to say, and to produce language rapidly without pausing.
- **Cultural:** songs used in English classes can, in that way, shed light on interesting musical traditions in countries, but can also teach teens, young adults and adults to appreciate other cultures.
- **Language learning:** through singing authentic songs, learners would have the opportunity to listen to pronunciation in wide range of varieties of the language.

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Accordingly, the importance of teaching English using songs in classrooms, is that it is an entertaining and enjoyable tool in itself rather than a method of teaching, that makes it listeners more attractive to it, and that allows the learners to discover a new language in a different way. Kevin Schoepp (2001, n.p) asserted that “songs have been a part of human experience for as long as we can remember”.

2.2. The reasons for using Songs in the ESL/EFL classrooms:

“Teachers may adopt songs in EFL classes for many reasons and they mainly come from three different aspects: affective, cognitive, and linguistic” (Schoepp, 2001).

a. Affective Reasons:

Credited to Stephen Krashen, an expert in the field of linguistics. Krashen (1982) explains that for optimal learning to occur the affective filter must be weak. A weak affective filter means that the positive attitude toward learning is present, if the affective filter is strong the learners will not speak language input, and in turn, not to be open for language acquisition. The practical application of the affective filter Hypothesis is that teachers must provide a positive atmosphere conducive to language learning. Songs are one method for achieving a weak affective filter and promoting language learning.

With the affective filter weak, Saricoban and Matin (2000) have found that songs can develop the four skill areas of reading, writing, listening and speaking. Eken (1996,p.46) states that songs can be used:

- To present a topic, a language point, lexis, ect.
- To practice a language point, lexis, ect.
- To focus on common learner errors in a more direct way.
- To encourage extensive and intensive listening.
- To stimulate discussion of attitudes and feelings.
- To bring a relaxed classroom atmosphere.
- To bring variety and fun to learning.

Lo and Li (1998) offer similar suggestions, writing that songs provide a break from classrooms routine, and that learning English through songs develops a nonthreatening classroom atmosphere in which the four language skills can be enhanced.

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Therefore, the most important thing is that songs are a fun way to study and highlight the language skills of learners, so adopting them in the educational program as a new curriculum will make it easier for many to learn quickly, and does not make the learning atmosphere boring. Additionally, one of the advantages of using songs in classes is that it develops the mind with new vocabulary, especially for those who are learning a second language for the first time. There are many other authors who have noted that songs provide fun and develop language skills.

b. Cognitive Reasons:

Songs also present opportunities for developing automaticity which is the main cognitive reason for using songs in the classroom. Gatbonton and Segalowitz (1988, p.473) define automaticity as “a component of language fluency which involves both knowing what to say and producing language rapidly without pauses”. In this context, using songs through the repetition process can help develop automaticity. Richard Middleton (1990) argues that “while repetition is a feature of all music, of any sort, a high level of repetition may be a specific mark of “the popular” and that this allows an enabling of an inclusive rather than exclusive audience” (p.139). However, the major shift towards the communicative teaching methodology requires that automatization occur in a different manner. Gatbonton and Segalowitz (1988, p.476) state that we must “place students in an environment in which it is appropriate to use target utterances in a genuinely communicative fashion”. The nature of songs is fairly repetitive and consistent. For example, a song such as “Sailing” by Rod Stewart provides ample opportunities for students to focus on the present progressive tense. The repetitive style of the song lends itself to an activity in which students create their own present progressive sentences based upon their own interest. After listening to the song, students create their own lyrics following the same tune as the song.

c. Linguistic Reasons:

There is another reason which is linguistic reason for using songs in the classroom. Some songs are excellent examples of colloquial English, that is, the language of informal conversation. A song such as “My Best Was Never Good Enough” by Bruce Springsteen is a prime example of a song that demonstrates colloquial language use. This song is full of phrases like “Every cloud has a silver lining”, and “Every dog has his day”. Of course, the majority of language most ESL students will

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encounter is in fact informal. Using songs can prepare students for genuine language they will be faced with.

Additionally, two studies, Domoney and Harris (1993) and Little (1983) investigated the prevalence of pop music in the lives of EFL students. Both studies found that music is often the major source of English outside of the classroom. The exposure to authentic English is an important factor in promoting language learning. It relates directly to both the affective filter and automaticity. If students are exposed to songs they enjoy, more learning is likely to happen because they may be looking for music outside of the classroom. The repetitive style of songs then helps to promote automatization of colloquial language.

Therefore, the three theoretical reasons are all intertwined and help to demonstrate the value of using songs in the classroom. These make it easy for the teachers to integrate songs into their lessons in learning English to students, and to improve their language skills.

2.3. Songs Selection Criteria:

Before a teacher adopts songs into the curriculum, he should realize that the selection of songs is essential to benefits the students. Adam J. Simpson (2015) explained that “ the process of selecting a song is one of the most difficult aspects of using music in a lesson”. He added some things that the teacher should follow to ensure that he gets the right song:

- a) **Carefully examine what it is you want your class to learn in the class:** the content of the lesson is very important such as: vocabulary, grammar, pronunciation, or particular topic. Whatever your focus, remember that this doesn't necessarily place a limit on what you can do with the song.
- b) **Think about the language level of your class:** the language level of your class will determine not only which song you can use, but also what other activities such as games or written exercises you will use to develop the lesson.
- c) **How old are your learners?:** Teachers should know the age of their learners, to select the right songs which are repetitive and easy to understand. Use songs that are interesting to their age group.
- d) **Are there any specific cultural issues regarding the make-up of your class:** whatever you do, don't use music solely based on your own cultural norms. Let students choose the song that they use.

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- e) **What kind of access do you have to the song:** nowadays, YouTube become the most important source to find any song. Nevertheless, an Mp3, which doesn't require a connection, or even a good old-fashioned CD, can often be a useful backup.

3. The influence of using songs on learner's motivation :

Since learning English in Algeria began in middle school, this stage is very important for students to develop language acquisition skills and the ability to learn a new language. "Improving learner's motivation is an essential task for teachers. This is why teachers employ numerous motivational strategies in order to enhance learner's motivation. One of the strategies that can enhance learner's motivation is using songs in English classrooms" (Adara. R. A, 2020).

In addition. Luke Wilcox (2018) explained that there are teachers who have believe that it is not their duty to make the student interested in studying, and to strengthen his motivation to learn within the framework of the so-called it is not my job. Students should find their own motivation by themselves. Wilcox objected saying that: "This old-fashioned idea is what limit many teachers to being average. A great teachers recognized that students motivation is necessary for success in learning and that teachers are in the perfect position to improve students motivation".

In this context, Luke Wilcox (2018) sets 5 techniques, strategies in which the teachers can use in order to motivate their students and manage their classrooms:

- **Promote growth mindset over fixed mindset:**

A fixed mindset belief suggests that people are born with or without abilities and talents, and that abilities cannot be changed. Fixed mindset learners try to prove themselves and will often shy away from challenges because they do not want to appear to be struggling. A growth mindset learner, on the other hand, believes that abilities and talents can be cultivated and improved through hard work. Learners with a growth mindset are certainly more motivated to work hard. Sometimes rewording students for their big efforts in what motivate them the most. Kind words, encouragement, and cooperation are all examples of how to motivate them in classroom. As teachers, we can model the growth mindset. Have courage! Ask students for feedback about your teaching and be willing to make necessary changes. Be dedicated! Work hard for students and share how hard work and dedication translates to success and growth. This feedback shows that we, too, are learners. It also invites our students to continue on

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learning journey alongside us. Students are always willing to work hard for a teacher that is reciprocating that hard work.

- **Develop meaningful and respectful relationship with your students:**

If we are going to truly inspire and motivate all of our students, we should know each of them on a personal level. We need to know their interests and hobbies, who they hang out with, their family situation, and what gets them excited. Each student is going to require different motivational strategies, and we have to know them to be able to predict what strategies might work. It is a good idea for the teacher to take time to get acquainted with the news of the students. When teachers are willing to share personally and become vulnerable, students are more likely to do the same because it makes them feel comfortable. This work results in our ability to know the students which leads to a more cohesive, open learning community.

- **Grow a community of learners in your classroom:**

Students need a classroom environment that is safe, where they are willing to take risks and struggle. To achieve this goal, the students and teacher must work together towards common collective goals. Students must be willing to work with and assist other students in class. Struggle should be acceptable and encouraged as a part of the learning process. Traditional teaching consists of teachers lecturing and learners taking notes, followed by the learners doing independent work to check for understanding. Transforming this outdated model to include more time where students are talking to students brings about true community. Giving the students the opportunity to participate in the classroom, express their opinions, and exchange ideas gives the student a sense of how important their participation is. Learners participate in what could be considered the "problem solving" phase of their development with new ideas, and together they come to new learning. Students work should be proudly displayed throughout the classroom. Additionally, teachers can use language that promotes the community of learners. For instance, instead of using "I" and "You" try to use "We" and "Our".

- **Establish high expectations and establish clear goals:**

Setting high expectations and supporting students as they struggle allows learners to rise to meet those expectations. A clear goal gives students a purpose for their learning. Maintaining high expectations for academics is tantamount to learning, but high standards for behavior, academic language, group work, and even the length

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and format for individual work is also necessary for deep learning. Learning becomes the most important action in the classroom.

- **Be inspirational:**

Inspirational teachers represent success to their students. Teacher's success might be: completing a 10k race, owning a small business, or receiving a teaching award. We each have successes to share. Through our triumphs, students can learn what success looks like and go after it. Once our students decide that they want success, they pay close attention to the behaviors and choices and even sacrifices that led us to our success. These behaviors include hard work, willingness to struggle, and ability to learn from our mistakes. Students internalize our behaviors and strategies as a way to accomplish their own goals. We give them an opportunity to do so in our everyday routines, assignments and encounters with them.

4. Defects of using Songs in EFL/ESL classrooms:

Songs have a positive side as well as a negative side, and this is what teachers should take care of. Sometimes the wrong use of songs may negatively affect the students, as well as the teacher as a role model for the learners. According to Andy Arleo (2000): "Music can be used profitably with virtually all language learners. However, the choice of types of music obviously depends on many factors, including the age, language level, cultural background and musical interests of the learners as well as the general learning context..."

Accordingly, the teacher should choose the song that the students interact with, and not the song he prefers so that they do not get bored. Griffie (1992), suggests taking into account both the student and the teacher: "it is not wise to use music that you do not like. It is also unwise to use music students do not like. The answer is to find common ground" (pp. 6-7). Moreover, considering that songs are an educational and entertainment tool, it is important to use songs for the purpose of education and study only. I don't mind the fact that songs are an effective tool for acquiring a second language, but irrational use of songs will expose the teacher to problems, including student's lack of interest in other activities. The teacher also checks the student's mood and whether he is in a position to learn through songs. As Murphy (1992, p. 13) points out, "student interest in the topic of music and song can be used to stimulate language learning, even if the students do not actually hear music". Good teacher management in

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the use of songs during the education stage can be an important step in teaching English as a foreign language (EFL).

Conclusion:

In short, although there are downsides to songs in classrooms, this does not prevent it from being an effective means of motivation in our time. It is an important tool adopted by the teachers in teaching English to achieve second language acquisition, and improve learning skills: listening, speaking, reading, and writing. In addition, teaching English through songs allows the learners to acquire new vocabulary. Although there is other more effective ways to understand and master grammar well, songs help to some extent in determining and improving grammar.

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Section Two: Motivation in Teaching/Learning process.

Introduction

Teaching students English as a foreign language is a challenge for teachers, and it is not easy to achieve. That is why they strive to give learners the best by motivating them to acquire a second language in any way. “Motivation plays an important role in foreign language learning. Learning motivation once formed, the students will use an active learning attitude to learn, and express keen interest in learning, and can focus attention in class to master knowledge” (Long, Ming, & Chen, 2013, pp.136-145).

Motivation is a complex part of human psychology and behavior that influence how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist in the task (Baker, 2014). Bakar added that motivation reflect in student’s choices of learning task, the time and effort they devote to them, their persistence on learning task, and in coping with the obstacles they encounter in the learners process.

There’s no doubt that being motivated means having a desire to learn, and this is what makes motivation the most important step in the educational process. As Alizadeh Mitra (2016) asserted that “motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated “. On other hand, the Algerian teachers noticed student’s lack of motivation in learning English language in classroom. As Chern (2002, p.97) argues “student’s motivation for learning English had reminded at the level sufficient either to fulfill the course requirements or to pass the entrance examinations to the next level of schooling”.

Middleton stated that:“ repetition may be a feature specific to “ Popular public” to allow inclusive rather than exclusive public”; the result of music and song specificities of ”repeating composition”, “ catchy rhythm or beat”, “ memorable words on lines ”. Gives the learner the opportunity to learn efficiently new lexis in a pleasant enjoyable atmosphere inciting and motivating the listeners (Middleton, 1990-2002, pp. 139-141).

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1. Definition of Motivation:

There are many different definitions of the term motivation, which many researchers have resorted to defining what motivation is. According to Gardner (1985), motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language. Pardee (1990) said that motive is what encourages the person to act in a certain way or develop an inclination for particular behavior.

Dornyei (1998, p. 117) declares that, “ Although motivation is a term frequently used in educational and research contexts, it is rather surprising how little agreement one can find in the literature of motivation with regards to the exact meaning of the concept”. He added in (2005) “ during 1959-1990, a new insight toward language learning has shifted main implications of traditional and educational point of view. From a theoretical view point, we can say that focus on individual which was the main emphasis in traditional motivation research, has shifted into considering between first and second language communities”. Additionally, Broussard and Garrison (2004) defined motivation as the attribute that moves us to do or not to do something.

1.2. Types of motivation:

There are two main types of motivation that can influence a person, this include: Intrinsic and Extrinsic motivation.

1.2.1. Intrinsic motivation:

According to Ryan and Deci (2000, p.56) Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external product, pressures, or rewards.

Oudeyer. P-Y and Kolpan. F (2007) assumed that Intrinsic motivation, centrally involved in spontaneous exploration and curiosity, is a crucial concept in developmental psychology, it has been argued to be a crucial mechanism for open-ended cognitive development in humans, and as such has gathered a growing interest from developmental roboticists in the recent year.

Richard M. Ryan and Edward L. Deci (1985, pp. 54-55) asserted that “ intrinsic motivation is an important construct (theory), reflecting the natural human propensity to

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learn and assimilate. It refers to behavior that internal rewards drive. It refers to doing something because it is inherently interesting or enjoyable”.

1.2.2. Extrinsic motivation :

Deci and Ryan (1985, pp.54-55) assumed that “extrinsic motivation is argued to vary considerably in its relative autonomy, and thus can either reflect external control or true self-regulation which refers to doing something because it leads to a separable outcome”. Accordingly, Deci and Ryan (1985) extrinsic motivation is defined as “ a drive to behave in certain ways that comes from external sources and results in external rewards. It is construct that pertains whenever an activity is done to attain some separable outcome”.

In another hand, Elizabeth Mulvahill (2018) gives example about extrinsic motivation (EM) which is, “ a student studies for a test because they want to earn a good grade. Or they mind their behavior because they don’t want to lose their recess. Students choose behaviors not because they enjoy them or find them satisfying, but in order to get something in return or avoid an adverse outcome”.

1.3. Theories of Motivation:

Psychologists have proposed many different theories of motivation that explains all of human motivation. Many second language acquisition theories have confirmed the effectiveness of motivation in learning. In this context, we focus on those theories which deal with motivation in learning, and these are the main theories of motivation:

1.3.1. Maslow’s Hierarchy of Human Needs:

Maslow’s Hierarchy of Needs is one of the most frequently cited motivation theories in psychology, this motivational theory is developed by Abraham Maslow. Accordingly, Maslow (1943-1954) stated that people are motivated to achieve certain needs and that some needs take precedence over other. This hierarchy consists of five motivational needs: physiological, safety, love and belongingness, esteem and self-actualization. It represented within a pyramid:

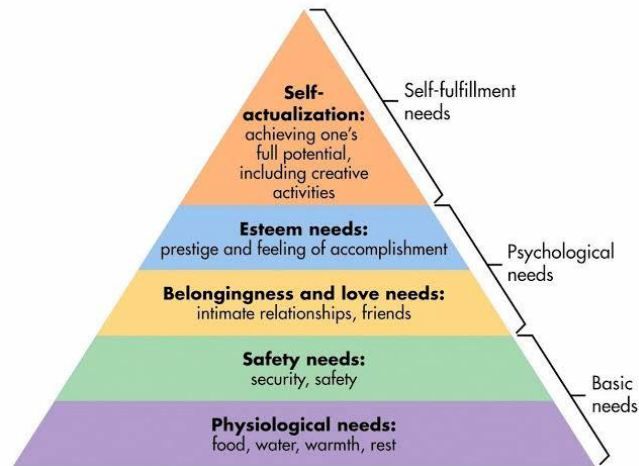


Figure 1. Maslow's Hierarchy of Human Needs, Abraham Maslow, 1943

1.3.1.1. Deficiency needs Vs Growth needs:

Maslow's hierarchy of needs can be divided into two levels of needs, which are: lower (deficiency needs), and higher (growth needs). When deficiency needs are not met this leads to feelings of deprivation and inferiority, and this is what creates motivation in people. For example, the longer a person goes without food, the more hungry they will become (McLeod, S. A, 2018).

According to Abraham Maslow (1987,p. 69),“ lower level needs are not before processing higher level needs, also called self-actualization”. It is not difficult to have a desire to move on towards self-actualization, but sometimes progress is disrupted by a failure to meet lower level. Life experiences, including divorce and loss of a job, many causes an individual to fluctuate between types of need (McLeod, 2018).

1.3.1.2. The expanded hierarchy of needs:

Maslow's pyramid has been expanded five stage model (1970a, 1970b). It includes:

1. Biological and physiological needs as air, food, drink, shelter, warmth, sex and sleep.
2. Safety needs as protection from elements, security, order, low, stability, freedom from fear.
3. Love and belongingness needs as friendship, intimacy, trust, and acceptance, ect.
4. Esteem needs as achievement, dignity, mastery and independence.
5. Cognitive needs- knowledge and understanding, ect.
6. Aesthetic needs- appreciation and search for beauty , balance, form, ect.

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7. Self-actualization needs as realizing personal potential, self fulfillment, ect.
8. Transcendence needs as mystical experiences and certain experiences with nature, religion faith, ect.

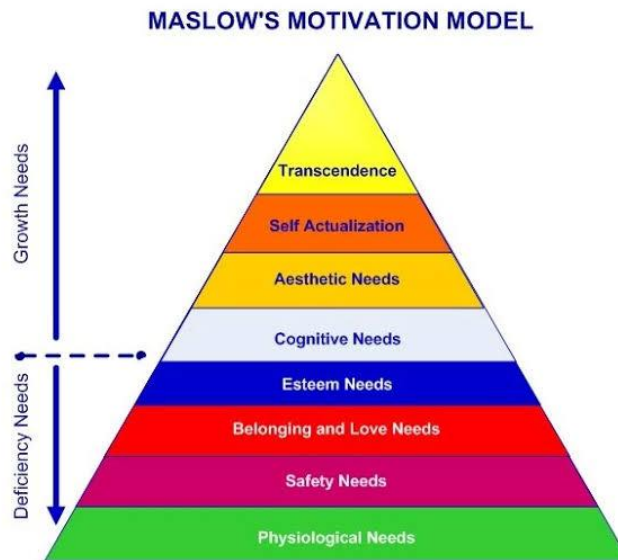


Figure 2. The expanded hierarchy of needs, Abraham Maslow, 1970a- 1970b.

1.3.2. Achievement Motivation Theory:

Achievement Motivation Theory is one of the theories that explain the process of motivation; this theory was developed by American psychologist David McClellan in his 1961 book *“The Achieving Society”*. It revolves three important motivators that he believed we all have: a need for achievement, a need for affiliation, and a need for power. “Achievement Motivation Theory attempts to explain and predict behavior and performance based on person’s need for achievement, power, affiliation “(Lussier & Achua, 2007, p.42).

McClellan described these motivators as follows:

1. Need for Achievement:

Daft (2008) stated the need for achievement is “the desire to accomplish something difficult, attain a high standard of success, master complex tasks, and surpass others” (p. 233).

- Needs to set and accomplish challenging goals.

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- Needs to take calculated risks to accomplish their goals .
- Needs of regular feedback.
- Needs to work alone.

2. Need for Affiliation:

McClellan (1961) stated, “Affiliation... establishing, maintaining, or restoring a positive effective relationship with another person. This relationship is most adequately described by the word friendship” (p. 160). Therefore, “the need for affiliation is the unconscious concern for developing, maintaining and restoring close personal relationship” (Lussier & Achua, 2007, p.43).

- Wants to belong to a group.
- Wants to be liked and often goes along with whatever the group wants to do.
- Favors collaboration over competition.
- Does not like high risk and uncertainly.

3. Need for Power:

McClellan (1961) defined the need for power as a “concern with the control of the means of influencing a person” (p. 167). In context, Daft (2008) also defined the need for power as “the desire to influence or control others, be responsible for others, and have authority over others (p.233). Additionally, it divided into two groups: personal and institutional:

- Wants to control and influence others.
- Needs to win arguments.
- Enjoys completion and winning.
- Enjoys status and recognition.
- Wants control over others.
- Wants to organize the efforts of a team to further the group goals.

1.3.3. Self-determination Theory- SDT:

SDT is a motivational theory. The term self-determination was introduced by psychologists Deci and Ryan in their book “*Intrinsic Motivation and Self-Determination in Human Behavior*” 1985. They emphasize the concepts of basic human needs for autonomy, competence, and relatedness as a key to motives. Self-

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determination refers to two types of motivation which are: Intrinsic and Extrinsic motivation.“ SDT is concerned not only with the specific nature of positive developmental tendencies, but it also examines social environments that are antagonistic toward these tendencies” (Deci & Ryan, 2000,p. 69).

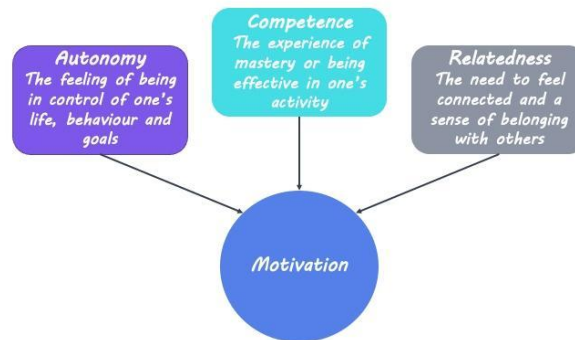


Figure 3. Basic Psychological Needs

Basic Psychological Needs:

- 1. Need for Autonomy:** The need for Autonomy is the need “to self-organize and regulate one’s own behavior (and avoid heteronomous control), which includes the tendency to work toward inner coherence and integration among regulatory demands and goals” (Deci & Ryan, 2000, p.252).
- 2. Need for Competence:** The need for Competence is the need “ to engage optimal challenges and experiences mastery or effectiveness in the physical and social worlds”(Deci & Ryan, 2000, p.252).
- 3. Need for Relatedness:** The need for Relatedness is the need “to seek attachments and experience feeling of security, belonging, and intimacy with others” (Deci & Ryan, 2000, p.252).

1.4. The Factors Affecting Student’s Motivation:

Yilmaz, et al (2017, pp.112-120) emphasizes that there are three main factors that affect student’s motivation: the fields of teacher, teacher’s classroom management skills, and their teaching methods.

“the most important areas affecting student motivation is the factors of classroom management skills of the teacher. In general, effective classroom management is a practice that enhances the student’s independent learning abilities, productivity and achievement, and the important purpose is to prevent teaching and learning process from being interrupted and to continue in a well-

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organized teaching and learning environment” (Yilmaz, Sahin & Turgut, 2017, pp.116-117).

Additionally, teacher’s attitudes play an important role in affecting student’s motivation, they need to create a positive atmosphere in classroom in order to improve learning and increase motivation. Yilmaz et al (2017) states that “teachers in the classroom should try to show positive attitudes and avoid student embarrassment, criticism, humiliation and punishment” (p. 117).

Teaching methods of teacher is another reason (factor) that influence on student’s motivation. According to Bayraktar’s research (2015), to create an effective teaching and learning atmosphere in a classroom, it has been achieved that teacher’s effective use of methods, techniques, tools and materials in relevant teaching field had an important effect in student motivation.

Conclusion:

In this last section of our chapter, we have presented Motivation and its importance in general in learning EFL to students, and the keys behind a second language acquisition. Moreover, the factors that affect student’s motivation they can be divided into internal and external factors, regardless of whether they increase or decrease the level of motivation. In conclusion, motivation in education is the only thing that motivates a student to succeed in his academic career.

Chapter two

Research methodology and design

Chapter Two: Research methodology and design

Introduction

This chapter is methodological, research plan, and how to obtain information about our topic. In this section, we try to describe the research design and methodology used for our study, the instrument that we focused on in this research, and its importance in collecting data. Also, we mentioned the population and the sample involved in the study, and the research Variables which are divided into dependent and independent variables. The present work aims to investigate the effectiveness of using songs as a method of teaching used by the teachers in improving student's motivation in learning English as a second and foreign language, it outlines the research methodology and design, we have provided a theoretical background about the topic under investigation. In this present study, we have adopted one kind of instrument; a questionnaire as a design methodology and a collector of information that will help us to discover the research results.

1. The description of the research methodology and design:

This study aims to explore the research methodology and design. According to Kothari (2004), The research methodology is the systematic, theoretical analysis of the procedures applied to a field of study. In another hand, research design is a plan, a roadmap and blueprint strategy of investigation conceived so as to obtain answer to research questions (Kothari, 2004), it is the heart of any study. In addition, our study based on experimental design. Thus, it is appropriate to our study since its aim is to investigate the effectiveness of using songs as a method of teaching used by the teachers in order to motivate middle school students in learning English language.

Our present study is based on quantitative method because we deal with numbers and statistics. We have presented the main variables that our study is based on. Accordingly, the purpose of this section is to describe the research design and methodology used for our study through the description of the instruments used for collecting information. Additionally, this section presents the population and the sample that is used in our study as participants in the questionnaire

Moreover, we designed a pre-questionnaire and post-questionnaire to the EFL learners because they help us gather available information, and to collect necessary data so that any further research would be conducted. Finally, the results of the questionnaire

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are interpreted into specific tables to make them clear, and under each table we discuss what we get from them as results, and through that we can confirm our hypothesis.

2. Description of the population and the sample:

According to Marczyk, DeMatteo & Festinger (2005), population is “all individuals of interest of the research”, and the sample “is a subset of the population”. This is an important step in this research which is contain the students that are going to participate in this questionnaire, in order to gather necessary information about our study, and answer the research questions.

2.1. The Population:

In this present study, the population is first year middle school students of “Mohamed Maghraoui” from the area of Djelida, Ain Defla. For the academic year 2021/2022, they study English language for the first time as a second foreign language besides the mother tongue the Arabic language. They were informed about the aim of the study and they accepted to answer the questionnaire. This step of the research is very important since is to gather necessary data in order to confirm our hypothesis, and answer the research questions.

2.2. The Sample:

Our sample is contain of 71 students males and females, of “Mohammed Maghraoui” middle schoolers; first grade, they was randomly selected. Moreover, their age is between 8 to 11 years, there are some students were absent so only 57 students participate in this questionnaire, thirty-one males and twenty-six females. In addition, our sample is divided into two main groups which are: experimental and control group. Our questionnaire consists of a series of questions, each one have a multiple choice with understandable language to respond easily.

3. Research Variables:

This study focuses on the effect of using English songs in English classrooms on student’s motivation in learning English language. So this research contains two main variables which are:

- ❖ The independent variable (cause): English songs.
- ❖ The dependent variable (effect): Student’s motivation.

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The songs are a fun and effective tool used by the teachers in classroom in order to teach students English language, and improve their learning skills. In the other hand, motivation is an important part in every aspects especially in learning new languages, which is considered a useful way to succeed and achieve goals. In this section, our study present English songs and student's motivation as two main variables that our research based on. Accordingly, songs are the effect that brings motivation so using them in classroom may increase or decrease student's motivation, and that what we wanted to confirm in our study.

4. Description of the data collecting Instruments:

The questionnaire is considered as the simplest and the most important method that is used for collecting data. In this study, we focus on the ways of how we get answers that help us to gather the main results about this research. The questionnaire was based on several closed questions, and only 57 respondents were selected to continue the experiment.

The pre and post questionnaire was designed to middle school students, to get the answers about the effectiveness of using songs in classrooms to motivate students in learning English language. We relied on quantitative method in our questionnaire in order to test our hypothesis and answer the research questions. In this section, we described the major instrument that we used in this research to obtain the main results, which are:

4.1. Pre-Questionnaire and its importance in collecting necessary data:

During the investigation, we depends on questionnaire as a research instrument on which our study will be based, in order to collect information about this research, we addressed pre-questionnaire to the students. According to many researchers, different names have been attributed to pre-questionnaire such as: pre-testing or piloting. According to Reynolds, Diamantopoulos, & Schlegelmilch (2017), pre-testing or pilot testing is “the stage in the development of a questionnaire that determines the potential effectiveness of the questionnaire, the protest is conduct prior to the final distribution of the questionnaire to the target population”. This chapter is devoted to explain the method used to carry out this study and to help us gather important data (Appendix one).

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4.1.1 Aim of the student's pre-questionnaire:

The purpose of the pre-questionnaire as a research tool, is to gather the necessary data information for the present study, and to explore students attitude towards using songs as a means of education to develop language learning skills. Additionally, the questionnaire is designed for students which were divided into experimental and control group. The purpose was to make sure that the questions were clear, to make sure that they understood them.

4.1.2. The description of the Student's pre-questionnaire:

As mentioned before, our questionnaire was contained a several closed questions handed to 71 noticed many absences because of the school system, so we only exemplars.

The whole student's pre-questionnaire encompass 16 questions which aim to get valid answers to our research question. Hence, each question have a multiple choice that the students could select only one option, besides yes or no questions using easy and understandable language to avoid complicate it for students. The questionnaire is divided into two main sections:

- Section one deals with the student's personal questions about: Age, gender.
- Section two of the questionnaire contain mixed questions between songs and motivation so we collect them in one section to get the participants answers in order to collect information about the use of songs in classroom to motivate students in learning English language.

4.2. The Post-Questionnaire:

In the other hand, we have post-questionnaire which is administered for experimental and control group, it is also a very important step in this questionnaire The purpose of this post-questionnaire is to collect data about the effectiveness of using songs on the first year middle school students and their attitude to it. Also, the goal of this post-questionnaire is to know if songs motivate those students in learning English language. Post-questionnaire is necessary to confirm the participant's answers (Appendix two).

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4.2.1 Aim of Student's Post-Questionnaire:

This questionnaire is designed to confirm whether the 1st year middle school students experience learning English with songs and what is their attitude towards this instrument, which is not new in our educational institutions curriculum. Also, this post-questionnaire is for students in order to know their feelings towards the songs in teaching English language and if they found it enjoyable in education, and what is the main idea that they took about songs in classroom.

4.2.2. The description of Student's post-questionnaire:

The questionnaire which used in this research is composed of different closed questions; we relied on this post-questionnaire to see if there any changes in student's opinions. However, we depend on 13 different questions. Additionally, we have removed some questions or replaced them with others to eliminate the prejudice prevailing in the pre-questionnaire. This questionnaire is divided into two sections which are:

- Section one is dealing with the student's profile which contains the personal questions such as; Age and gender.
- Section two of our post-questionnaire is about songs in class and their motivation on middle school students in learning English language.

Through this questionnaire, we tried to examine the role of songs in motivating students in learning English language, and through it we attempted to collect information related to our study.

Conclusion:

In this chapter, we have discussed the research design and methodology in order to achieve the aim of our study, which is to investigate the effectiveness of using songs as a method of teaching in classroom to motivate middle school students to learn English as a second and foreign language; we mentioned the main variables of our research. Also, we have presented the instrument that used in this study as a useful tool to gather data, this research deals with the population and sample as a participants that helps us conduct the questionnaire to provide us with necessary information. The data obtained from the pre and post questionnaire designed to the participants to get answers, test our hypothesis and answer the research questions. To conclude, research methodology and design chapter is important because it contains elements that helped

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us as researchers to complete this study. We interpreted the results in separate tables and with specific statistics to facilitate analysis, and this is what we did in the third chapter.

Chapter three
Finding and Discussion

Chapter three: Finding and discussion

Section one: finding and discussion

Introduction

According to Arikunto (2006,p.151) said that “Questionnaire is a number of questions which is used to gain the information from the respondents that’s deals with their personality report(statement), or everything they know”.

This study investigates the data analysis of the use of songs as a pedagogy tool to motivate middle school students. In this section, we presented various finding and outcomes which are explored in depth. Overall, all the results obtained in order to reach the aim of study, test our hypothesis and answer the research question to get better understanding.

in this study the respondents of the questionnaire were students themselves A questions was given to get information from the students based on their needs ,interest like , dislike, about teaching learning English with songs, this questionnaire aimed to get information about student’s opinions in the learning English which used as media improving student’s motivation, there are 27 multiple choice items.

1. Analysis and discussion of the student’s pre questionnaire:

in this part we deals with a question pre questionnaire we give the students 71 paper of our questions and the returned to us just 57 questions and the questions of the pre qualification are 16 questions.

Chapter three: Finding and discussion

General questions:

Q1. How old are you?

Age	Number	Percentage
10	30	52.63%
11	25	43.85%
12	2	3.50%
Total	57	100%

Table 1: Age distribution.

In table 1 we notice that the medium age is 11 years old it's about 43,85% of the population and the 10 years old is the youngest student's age is 52,63% and the old one of students is 12 years.

Q2. Your gender ?

Gender	Number	Percentage
Male	31	54.38%
Female	26	45.61%
Total	57	100%

Table 2: table of gender.

Illustrates the population which represent 54.38% males and 45.61% females.

Q3. Do you like your classes in English?

Option	Number	Percentage
Yes	44	77.19%
No	13	22.8%

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Total	57	100%
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Table 3: student's attitude towards English classes.

In table 3 the data collected at this level of the questionnaire demonstrate that a consider number of the respondents don't like the English and they represent 22,8% of the participants,77,19% of them like their classes in English.

Q4.Do you like English songs?

Option	Number	Percentage
Yes	55	96.49%
No	2	3.90%
Total	57	100%

Table 4: Student's attitude towards English songs.

In table 4 we noticed that the number of the respondents who like English is 96,49% whereas just 3.50% represent the percentage of the students who don't like English songs.

Q5. To which extent do you enjoy your English classes with using songs?

Option	Number	Percentage
I don't enjoy	04	7.01%
I enjoy	31	54.38%
Sometimes enjoy	02	3.50%
I enjoy very well	20	35.08%
Total	57	100%

Table 5: degree of enjoyable.

The data collected at this level of questionnaire shows that 54,38% of the participants are enjoying English classes by using songs,35,08% of the participants are

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enjoying very well,3.50% of the participants are enjoying sometime, whereas 7,01% of the participants doesn't enjoying their English classes with using songs.

Q6.does using songs have any effect on motivation of learning?

Group	Number	Percentage
Control group (no)	20	35.08%
Experimental group (yes)	37	64.91%

Table 6: songs improve motivation.

Table 6 was used to examine the difference in the average between the experimental group and the control group regarding the effect of using songs on student's motivation in learning English so the control group (35,08%) less positive about using songs whereas the experimental group (64,91%)is more positive and with using songs in learning English because it's develop their levels better than before.

Q7.Do you like to listen to songs while doing school work?

Option	Number	Percentage
Yes	45	78.94%
No	12	21.04%
Total	57	100%

Table 7: listening to songs during school works

The data collected in table 7 show that 78,94% most of the participants like to listen songs while doing school works,21,04% of the participants don't like to listen to songs while doing their work schools.

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Q8. Do you think English songs can help you in learning English?

Option	Number	Percentage
Yes, I think	41	71.92%
I don't know	05	8.77%
No, I don't think	11	19.29%
Total	57	100%

Table 8: the role of songs in learning English.

The data collected in table 8 show that 71,92% of the population respondents thinks English songs can help them in learning,8,77% of the participants don't show any opinions and they don't know.19,29% of the participants don't think English songs can help them in learning English.

Q9. Does the gender of English Learners have any effect on their motivation in learning English with songs?

Gender	Number	Percentage
Male motivate by songs.	22	38.59%
Female motivate by songs.	35	61.40%
Total	57	100%

Table 9: the effect of gender in motivation by using songs.

Table 9 show the difference between the average of male and female regarding the effect of using songs in motivate them in learning English 38,59% of the participants are the male who motivated by using songs,64,40% is the female motivated by using songs and this indicated that the gender of the learners has an effect on their motivation in learning English with songs.

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Q10. Do you face difficulties in the English songs?

Option	Number	Percentage
Yes	20	35.08%
No	25	43.85%
Sometimes	12	21.05%
Total	57	100%

Table 10: the English songs' difficulties.

Among the participants under investigation 35,08% face problems and difficulties in English songs, it followed by 43,85% who are not meet with problems in English songs and they understand it very well, whereas 21,05% of the participants are sometimes face difficulties in learning with English songs.

Q11. If yes, what kind of difficulties do you face?

Kind of difficulties	Number	Percentage
Spelling	21	36.84%
Pronunciation	21	36.84%
Understanding	11	19.29%
Grammar	04	7,01%
Total	57	100%

Table 11: kind of difficulties.

In table 11 the obtained results reveal that 36,84% of the participants meet difficulties in spelling and pronunciation ,19,29% of the participants faced problems in understanding, it followed by 7,01% of the participants who enduring problems of grammar

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Q12. Which one of the following can help you in learning English?

Option	Number	Percentage
listening to song	30	52,63%
Watching films	15	26,31%
Photos	10	17,54%
Dictionary	02	3,50%
Total	57	100%

Table 12: strategies help in learning English.

The collected data which gathered in table 12 show that 52,63% of the participants claims that listening to songs help them very well in learning English, 26,31% of the participants claims that watching films can help them in learning English, whereas 17,54% of the participants claims photos help them, while just 3,50% of the participants claims that the dictionary help them in learning English

Q13. Which style of English songs do you prefer listening to?

Style of songs	Number	Percentage
Rock	0	0%
Classical	13	22,80%
Rap	30	52,63%
Jazz	0	0%
Pop	3	5,26%
Others	11	19,29%
Total	57	100%

Table 13: the style of English songs.

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The data obtained in table 13 show that 22,80% of the participants prefer the classical songs, whereas 52,63% of participants like rap. 5,26% of the participants are like pop songs. 19,29% of the participants prefer others style of songs, while no one likes both of rock and jazz songs

Q14. Does songs creates a sense of like English language for you?

Option	Number	Percentage
Yes	35	61,40%
No	22	38,59%
Total	57	100%

Table 14: songs creates sense of loving English

In table 14 the students were asked if the songs creates a sense of love English language for them, the whole respondents are positive because 61,40% of the participants claims that songs creates a sense of loving English for them, whereas just 38,59% of the participants don't think so.

Q15. Do you think songs can motivate your focus?

Option	Number	Percentage
Yes	41	71,92%
No	5	8,77%
Sometimes	11	19,29%
Total	57	100%

Table 15: the effect of songs in motivating focus

The display table show that 71,92% of the participants thinks songs can motivate their focus. 8,77% thinks songs can motivate their focus just sometimes

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Q16. Which songs help you to learning English?

Songs	Number	Percentage
Ok ok by Hoko	22	38,59%
Me by Taylor Swift	20	35,08%
Colors by Black pumas	10	17,54%
Jump by van Halen	5	8,77%
Total	57	100%

Table 16: songs help in learning English.

The data collected from the display table show that 38,59% of the students prefer the songs of “Hoko ok ok” and think it helps them in learning english.35,08% of students prefer songs of” Taylor Swift Me”.17,54% of the students like songs of “Black pumas Colors”.8,77% of the participants like songs of “Van Halen Jump” .

2. Discussion of the pre questionnaire results:

Well from the data that we obtained from the pre questionnaire the results analysis provide us with a number of the respondents answer the basic questions like what the pre existing age of the participants, their attitude towards English songs and using it in classrooms, considering the primary data collected most of the students like English songs 36,49% of the participants prefer learning English with songs, whereas less percentage don't like it and they are about 3,50% just two students, and both of the experimental and control group are motivated by songs and interesting to learn English with songs whereas 35,08% of the participants did not give any opinions on the matter.

Accordingly, all what we must know about that is songs had a positive effect on 1st years middle school learners it's give them a sense of fun and make them enjoyable when they learning English also it's give them opportunity to learn with other way, songs help

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students in memorising and learning new things and different. this questionnaire which used in this research is composed of different questions and the survey questionnaire are handed out students in 1 at years middle school of Ain Defla the main feature of our questionnaire is that all the questions which we ask it related together and has a relationship from one to another, the most of students has a positive answers just a few percentage don't give answers or has a negative ones from all the questions.

3. Analysis and Discussion of post questionnaire:

Introduction:

This part of our questionnaire deals with the data and the information which gathered from our post questionnaire it's mentioned just for the experimental group(29 students).

General questions: we have 11 questions in our post questionnaire.

Q1.How old are you?

Age	Number	Percentage
10	4	13,79%
11	12	41,37%
12	13	44,82%
Total	29	100%

Table 1: the student's age.

The data gathered in table 1 show that the middle age of the students in the experimental group is 11 years old, and the oldest is 12 years old, and the least is 10 years .

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Q2.Do you like songs?

Options	Number	Percentage
Yes	22	75,86%
No	7	24,13%
Total	29	100%

Table 2: attitude towards songs.

The data collected in table 2 shows that most of students are like songs they are about 75,86% of students, whereas 24,13% of participants don't like songs.

Q3. Which kind of English songs do you prefer?

Kind of songs	Number	Percentage
Rap	12	41,37%
Jazz	0	0%
Rock	4	13,79%
Country	1	3,44%
Classical	10	34,48%
Others	2	6,89%
Total	29	100%

Table 3 : kind of songs

Well the data obtained in table 3 show that 41,37% of the students prefer rap songs,13,79% of participants prefer rock songs.3,44% of participants like country songs, 43,48% of them like classical songs and no one of the students like jazz songs.

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Q4. Do songs help you to learning English?

Option	Number	Percentage
Yes	24	82,75%
No	5	17,24%
Don't know	0	0%
Total	29	100%

Table 4: the role of songs in learning English

The display table shows that 82,75% of the participants claims that songs help them in learning English, whereas 17,24% of the participants don't think so.

Q5. What are the contributions of using songs in learning English?

Contribution	Number	Percentage
Improve speaking	14	48,27%
Facilitate grammar	1	3,44%
Source of vocabulary	14	48,27%
Total	29	100%

Table 5: contribution of using songs.

The data collected from table 5 shows that 48,27% of the participants claims that songs is improving their speaking skills and develop their sources of vocabulary.3,44% of the participants find their contribution in facilitating in grammar thanks to songs.

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Q6. How do you feel when you learn English with songs ?

Felling	Number	Percentage
Relax	14	48,29%
Active	13	44,82%
Productive	2	6,89%
Inspired	0	0%
Total	29	100%

Table 6: Song's felling.

In table 6 the data obtained show that 48,29% of the participants feels relaxing when they learn English with songs. 44,82% of students feeling active. 6,89% of the students feeling productive when they learning English with songs and no one felling inspired.

Q7: How many times do you listen to English songs?

Options	Number	Percentage
Every day	15	51,72%
Every weekend	14	48,27%
No day	0	0%
Total	29	100%

Table 7: time of listen to songs.

In table 7 the data collected show that 51,72% of students listening to English songs every day. 48,27% of the students listening to songs every weekend and all of them listening to songs even in weekend or every day.

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Q8 :Do you think songs may improve your motivation to learning English better?

Option	Number	Percentage
Yes	25	86,20%
No	2	6,89%
Don't know	2	6,89%
Total	29	100%

Table 8: songs improve motivation

In table 8 among the participants 86,20% think that songs may improving their motivation to learning better,6,89% of students don't think so,6,89% of the participants don't have any answers just say don't know.

Q9: where do you prefer to listening songs in?

Option	Number	Percentage
In classroom	16	55,17%
In house	13	44,82%
In street	0	0%
Total	29	100%

Table 9: place of listening to songs.

In table 9 the data collected show that 55,17% of students prefer listening to songs in classroom,44,82% of students in their houses, and no one of them prefer listening songs in the streets.

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Q10. what is your experience in learning English with songs?

Option	Number	Percentage
Good	12	41,37%
Very good	2	6,89%
Excellent	15	51,72%
Bad	0	0%
Total	29	100%

Table 10: learning English with songs experience.

In table 10 the obtained data results reveal that 41,37% of the students claims that it's was very good,51,72% of the students claims that it's was excellent, whereas no one of them describe the experience of learning English neither songs as bad ones

Q11. Do you think songs are beneficial in learning English?

Option	Number	Percentage
Yes	20	68,96%
No	8	27,58%
I don't know	1	3,44%
Total	29	100%

Table 11: opinions in learning English with songs

In table 11 the data gathered show that 68,96% of the participants thinks songs is beneficial in learning English,27,58% of the participants don't think it's beneficial, and just 3,44% of the participants don't give any opinions.

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4. Discussion and analysis of the results (comparing between the pre-questionnaire & post questionnaire):

The purpose of this study was to examine how songs effect in learning English and motivate students, we beginning this study by a pre-questionnaire with 57 students and we asked them if they like songs, how much they listen to it, their attitude towards English songs, we deals also with post questionnaire with the experimental group of 29 students we asked them also some questions about songs most of them show their love to songs and they want to learn with songs because they find it enjoyable and help them to learn, 71,92% of the participants claims that songs can give them opportunity to learn English as well, just 19,29% of the participants don't think so.54,38% of the participants enjoy their English classes by using songs,35,08% are enjoying very well just 3.50% don't enjoy and they are from the control group whereas the post questionnaire was administrated for the experimental group (29 students) about 75,86% of the participants love songs and just 24,13% of the participants don't.

We notice that the results of participants in pre questionnaire is different than in the post questionnaire because most of students in pre questionnaire are liking using songs when they learning English, all in all the 1st year middle School of "Mohamed Maghraoui" show a big interesting to the classes with using songs in learning English.

Conclusion:

The results which gathered from this study in both of the pre questionnaire and post questionnaire songs are highly motivational because its increase understanding, inspired and motivate students, it's making the act of learning funny, repeating the songs several times makes learners Better in English. According to Murphy (1992) "asserts that songs aid the development of language for young learners and influence short and long term memory" songs make learners creative's, eager to learn and succeed, songs is the better way to learning English it's creates a sense of enjoyable for learners and let them learning without boring, songs is the most effective tool which motivate young learners.

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Section two: Implications, Limitations, Suggestions of further research:

1. Implications:

The results of our research is that songs is beneficial in teaching English and this research provide us that songs are suitable for young learners it's enhance their knowledge, aid motivations and help learners to develop and love the English language, songs has a positive effect on 1 at years middle school by stating its value and the lessons of songs which the students were taking in classrooms is better for them and they understand it as well as because song help their memories and can motivate them.

2. Limitations:

Several Limitations needs to be noted regarding the research of the effect of songs on 1 at years middle school students of "Mohamed Maghraoui" first of all the numbers of students who participating in this research don't provide with all answers because we give them 71 paper of our questions and they returned just 57paper and we don't know the reason, secondary the numbers of students who took part in the research varied Because some of students were present in the presentation classes not in the some place when we give our questions.

3. Suggestion of the further research:

Based on the research that have been reached represented in the great and effective role that songs play in improving English learning skills, and acquiring a new language. Also, we confirmed the effectiveness and the importance of motivation in achieving educational goals, and the major role of the teachers and their method of teaching in Motivating learners in classroom. In addition, including songs as an educational tool in middle school is the best idea and have received a lot of attention from students, especially those who have learned English language for the first time.

According to the researchers songs ignites all areas of learners development and skills for school readiness, songs education is important in child motivation because it help the brain make connections between the right and left sides it helps connect motor(moving) and cognitive (thinking) development, creativity 12 June 2018.

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According to Kusénierk who believes that songs can work as a tool to motivate EFL learners for learning English as popular songs from different language offer learners an opportunity to relate to different daily life experiences as well as cultures outside their classrooms furthermore songs is also a one of the effective ways to influence EFL learners emotions and behaviours as they do not interpret singing as an academic obligations or process, the use of music and songs serves the dual function of relaxing the learners associate songs with recreational and fun, hence, a peer pressured activity of language learning in presence of music are associated with pleasant experience.

Conclusion:

This chapter present the finding and the data collected through student's pre and post questionnaire, the finding have been presented in terms of the study questions, also this finding of our study revealed that the use of the songs in English classroom has a positive impact on young learners achievement, and they have a positive attitude towards the use of songs in learning English. The results obtained from this pre and post-questionnaire proved that songs are suitable for the first year middle school students, as they encourage positive learning experience, and enhance their language learning skills. Moreover, songs aid motivation which is a key element in teaching and learning a second and foreign language. In this chapter, we gathered data analysis to test our hypothesis and to answer the research questions, and that what we have confirmed in our study.

According to Ulate(2007) investigation the important of songs in teaching pronunciation EFL students she find that listening to songs creates enthusiasm and challenges for learners ,she also noticed that students prefer listening to songs to practice pronunciation because they found them useful for this purpose. Finally, we proposed some suggestions that researchers can use them for further studies.

Conclusion

Conclusion

General Conclusion

Teaching English language to students through songs is a valuable project for teachers; songs are not the only but the best way to acquire a second language besides the mother tongue. Ettie Zilber (2018) assumed that “if songs are so socially and emotionally engaging and so instrumental in the cognitive and physical development of children’s first language, think of how useful they could be in teaching and learning multiples languages”. Many studies have proven the effectiveness of using songs in the classroom because of its benefits in improving the four language skills. It is very important to create a fun atmosphere to students in classroom and prepare them to start the lesson with a positive energy; Kusénierék (2016) stated that “songs may be used to relax students since for many learning a new language is a new experience”.

In this study, we shed the light on the effectiveness of using songs in classroom to motivate middle school students to learn English language. In this context, motivation is a must in any aspect of life, especially when it comes to learning a new language. The teachers plays a major role in motivating students to learn English, and manage their classrooms, in which the student considers the teacher a role model, and if he guides him well, the student’s motivation increase and he becomes enthusiastic and interested in classroom. “The role of the teacher in supporting their learning and creating the right environment will further enhance their motivation to learn” (Davion Johnson, 2017, p.48). Motivation opens up the learning field for students and allows them to fulfill their desires. In this research, we discussed the importance of using songs as a mean to improve English language learning skills, and the role of motivation in achieving goals.

The results found in this research work brought answers to the research questions that guided out investigation:

- ❖ To what extent could the songs influence the students and improve their English learning skills?

In the first part of the question, we will discuss the impact of using songs on students. The results obtained through the instrument that used in order to collect information, showed that the majority of the students (if not all), prefer to use songs in class and include them in the curriculum. Songs and being an entertaining medium, if properly credited by the teachers, students have fun during the lesson, and making them

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excited to study. We have noticed in the questionnaire that was done, that the student's interaction with the idea of incorporating songs into the lessons is evidence of their need for a modern, different, and effective way to increase their interest in studying.

In the second part of this question, the results of the questionnaire showed that a large percentage of students like English language, and do not face difficulties in learning it in classroom. In Algeria, English is in great demand by educational institutions, as this language is new to students especially the first year of middle school, English is very popular in Algerian schools.

Songs plays a vital role in improving learning skills especially listening and speaking skills. According to Neil T. Millington (2011) "Songs can also help to improve listening skills because they provide students with practice listening to different forms of intonation and rhythm" (p. 135). In addition, songs can improve student's pronunciation, Lems (2001) explained that features of speech that effect pronunciation can be introduced to students through songs- rhythm, intonation, and stress. The power of songs helps to acquire fluency in the use of language: vocabulary, grammar,...

❖ Can the use of songs in middle school motivate students to learn?

Our second question is to explain the role of songs in motivating EFL students, and the importance of motivation in achieving educational goals. The results obtained through the questionnaire, confirm that the participant's agreement that the songs provide them with opportunities to learn English, this in itself is a distinct motivation for the students. According to Pimwan (2012), "songs are authentic materials that can motivate students to learn English. Songs can inspire great motivation during a lesson because songs stimulate positive emotional attitude toward language learning" (p. 5).

What we concluded from this research instrument, one of the most important elements that contribute to encouraging students to succeed is the teacher and the method of teaching. According to Mitra Alizadeh (2016), emphasizes that "motivation has a key role in the development of language skills. Teachers can play a significant role in motivating learners to the learning of a second/ foreign language" (p. 14). The teacher is the one who know the desires of his students and how to manage his class. Furthermore, the teacher follows a motivational method in the lesson, it strengthen student's desire to learn and boosts his self-confidence.

Conclusion

All students of “Mohamed Maghraoui” middle school agreed on the effectiveness of using songs as a stimulating and a fun learning tool in classroom.

❖ Are there satisfactory results when songs are used in EFL classrooms?

This last question in our research is about the satisfactory results when using songs in EFL classrooms. Songs involvement along with English classes, the topic of adopting songs as a method of teaching aroused the interest of first year middle school, and the majority agreed to try it because of its improvement of the quality of their learning and increase their motivational level to learn English.

Moreover, the answer of the participants in the post-questionnaire showed the positive side of songs in the educational field. The data collected from the questionnaire confirmed the effect of using songs on students regardless of the difference in answers. Additionally, first year middle schoolers do not face difficulties in learning English, and this is happy thing, although Algeria does not depend much on this language, but seeing those students excited to learn it means a lot for their future. We noticed through the questionnaire that we conducted in order to obtain sufficient answers from the participants to this question, that the results are all satisfactory and positive. Therefore, teaching English language through songs is the best idea so far. We were not expecting so many positive answers about songs in English language teaching; even some uninterested participants changed their minds and become enthusiastic about the idea. In addition, what we observed in the questionnaire is that females are among the most influential participants using songs in class; sometimes one of the most important activities that help students is to include songs as a recreational activity in teaching.

As results, taking the step of using songs by the teachers as a method of teaching English language in classroom, not only in middle schools but in every educational institutions will facilitate the way of receiving ideas for both the teacher and the students, and the correct understanding for the lessons. It may not be the only way but it is among the ideal ones. In addition, songs considered as a means of encouragement and enthusiasm, which is makes the students not get bored during the school day. Therefore, what we discovered in our study about the motives produced by songs, that they have an integrative relationship, which is relying on this teaching tool increase the desire to learn, and improve learning skills such as; listening, speaking, reading, and writing. To

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conclude our research, there's a lesson we've learned that sometimes change is the first step to being successful at what we do.

To summarize, the results obtained through the questionnaire that we used in our study helped us to answer the research questions, and from here it can be said that this study confirms our hypothesis, which is: If teachers rely on songs and activities in teaching English as a foreign language, then it will increase motivation among EFL students and improve their ability to demonstrate their learning skills.

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Appendices

Appendices

Appendix 01: pre-questionnaire.

Dear students,

We are Mrs. Djebbour Ikram and Mrs. Bendjilali Bochera, we carrying out a research work on “the effect of using songs on students and their motivation for learning English”, We relied on this questionnaire as a useful tool for collecting data information by asking a set of questions about the research topic, which we would use in our practical part of the study.

Thanks.

Section One: Student’s profile.

1. How old are you?

I am

2. Your gender:

- Male
- Female

Section Two: songs and motivation in EFL classes.

1) You like classes in English?

- Yes
- No

2) Do you like English songs?

- Yes
- No

3) To which extent do you enjoy your English classes with using songs?

- I don’t enjoy
- I enjoy
- Sometimes enjoy
- I enjoy very well

4) Does using songs have any effect on motivation of English learners?

- Yes
- No

5) You like to listen to songs while doing school work?

- Yes

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- No
- 6) Do you think English songs can help you in learning English?
- Yes, I think
 - I don't know
 - No, I don't think
- 7) The gender of English learners have any effect on the motivation in learning English with songs?
- Male motivated by song
 - Female motivated by song
- 8) Do you face difficulties in English songs?
- Yes
 - No
 - Sometimes
- 9) If yes, what kind of difficulties do you face ?
- Spelling
 - Pronunciation
 - Understanding
 - Grammar
- 10) Which one of the following can you help you learning English?
- Listening to music
 - Watching films
 - Photos
 - Dictionary
- 11) Which style of English songs do you prefer listening?
- Rock
 - Classical
 - Rap
 - Jazz
 - Pop
 - Others
- 12) Does songs creates a sense of like English language for you?
- Yes
 - No

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13) Do you think songs can motivate your focus?

- Yes
- No
- Sometimes

14) Which songs help you to learning English?

- Ok ok by Hoko
- My by Taylor Swift
- Colors by Black Pumas
- Jump by Van Halen

Thank you for taking the time to fill in the questionnaire.

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Appendix 02: Post-questionnaire.

Dear students,

We are Mrs. Djebbour Ikram and Mrs. Bendjilali Bochera, we carrying out a research work on “The effects of using songs on students and their motivation for learning English”, We relied on this questionnaire as a useful tool for collecting data information, by asking a set of questions about the research topic, which we would use in our practical part of the study.

Thanks.

Section One: Student’s profile.

1. How old are you?

I am

Section Two: Songs and Motivation in EFL classes.

1) Do you like songs?

- Yes
- No

2) Which kind of English songs you prefer?

- Yes
- No
- I don’t know

3) Do songs help you in learning English?

- Yes
- No
- Don’t know

4) What are the contributions of using songs in learning English?

- Improve speaking
- Facilitate grammar
- Source of vocabulary

5) How do you feel when you learn English with songs?

- Relax
- Active
- Productive

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- Inspired
- 6) How many times do you listen to English songs?
- Everyday
 - Every weekend
 - No day
- 7) Do you think songs may improve your motivation to learn English better?
- Yes
 - No
 - Don't know
- 8) Where do you prefer to listening songs in ?
- In classroom
 - In house
 - In street
- 9) What is your experience in learning English with songs?
- Good
 - Very good
 - Excellent
 - Bad
- 10) Do you think songs are beneficial in learning English?
- Yes
 - No
 - I don't know

Thank you for taking the time to fill in the questionnaire.