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The Significance of Using Learning English Songs on EFL Pupils' Vocabulary Acquisition

The Case of The 3rd grade EFL Pupils at Moustafa Hadad middle school in Naama

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

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Dedication

To the most precious person to my heart: to the one who gave birth, meaning, and love to my life, to the person who gave me strength, encouragement and hope:To my dear and beloved mother I dedicate this work

To the memory of my grandfather, my support in my life, you are gone but your beliefs on me has made this work possible

To my dear brother Walid

I dedicate this work and give special thanks and great respect to my best friends Imad Eddine GHALMI and Abdel Hadi CHADLI who helped me a lot during this period.

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Abstract

Teaching English language is a very complicated task, because of many problems that teachers face in the classroom such as learners' lack of vocabulary. The main aim set out to this research work is to test the effectiveness of English songs use in classroom to enhance EFL pupils' vocabulary acquisition by exploring the problematics of how may using English songs in class enhance EFL pupils' vocabulary acquisition? Therefore, the research has opted certain methodology which has entailed the use of exploratory type. For this purpose, two data gathering tools have been used including classroom observation of the 3rd-year level at Moustafa Hadad middle school in Naama. In addition to a questionnaire which was submitted to eight (08) teachers of English in the middle school. The results which have been analyzed quantitatively and qualitatively have indicated that English songs could help improving pupils' vocabulary acquisition as they provide them with a wealth of information about a variety of vocabulary, phrases, and colloquial expressions.

Keywords: English Songs, Teaching English, EFL, Vocabulary acquisition.

List of Abbreviations and Acronyms

♦ CD: Compact Disc

♦ DVD: Digital Versatile Disc

♦ EFL: English as a Foreign Language

♦ VCD: Versatile Compact Disc

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General

Introduction

General Introduction

Teaching English nowadays has become more challenging than ever, it has always aimed at increasing the pupils' mastery of language skills and enhancing their vocabulary acquisition. Teachers have to provide quality teaching materials that will be engaging to improve their pupils' English vocabulary. Vocabulary learning, therefore, is an important aspect of learning a foreign language, since the learners will improve much if they learn more words and expressions.

Moreover, the use of audio-visual aids mainly oral devices has got a significant place in English as a foreign language (EFL) teaching and learning to motivate the learner to learn and to make the atmosphere of teaching and learning more interesting. Thus, educational English songs is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language components in just a few rhymes. Similarly, for many people from all around the world, the first exposure to English is through popular song lyrics. Moreover, the use of music in language classes puts the pupil at ease, makes them more attentive and can increase their desire to learn a language.

According to Medina (1993), a wide variety of useful vocabulary items can be acquired through popular songs. In other words, using students' favorite songs to teach vocabulary creates endless opportunities for revision which is fundamental for storing the information in long term memory. Moreover, music may help learners to overcome the problem of retaining vocabulary since it has the quality of sticking in one's head. Therefore, this research seeks to explore the following problematics :

How may using English songs in EFL classroom be beneficial to enhance EFL pupils vocabulary acquisition?.

The aim of this research is to investigate the impact of using English songs as a pedagogical tool on learning English language by EFL pupils' and its academic achievement on them. To assess the already mentioned objective.

The study attempts to answer those sub-questions which are :

General Introduction

1• Do EFL teachers use educational songs to learn English language at middle school, and what are the other strategies?

2• How can the use of English songs in the EFL classroom improve the pupil's vocabulary acquisition?

The hypotheses are proposed as follow :

1• Songs are attractive, they may attract pupils' attention because it is an enjoyable and interesting method of teaching and learning English Language. Teachers may use it in their classes, in addition, they may use flash cards, dialogues, and others.

2• The songs may make pupils acquire a large field of new vocabulary which obliges them and encourage them to use dictionaries to seek for definitions of those new words or asking their teachers for explanation.

This research is trying to provide valuable data throughout two chapters. The first chapter discusses the different meanings of vocabulary in general and vocabulary acquisition specifically. It includes teaching English nowadays; it contains the teaching of foreign language vocabulary. In addition, it covers the use of songs in the EFL classroom as a pedagogical tool. The study discusses deeply the purpose of songs in enhancing EFL pupils' vocabulary acquisition.

While the second chapter focuses on the data collection procedures. It includes the case study, the research approach which is the mixed method approach as a combination between quantitative and qualitative method, and the sample population. In addition to the instruments used for gathering data which are teachers' questionnaire and classroom observation. finally, the chapter includes the presentation of the collected data, the analysis, and interpretation of the results obtained from every data collection method.

Chapter One :

Literature Review

Chapter One: Literature Review

1.1. Introduction

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1.1.   Introduction

Learning requires experience that is the basis to attain knowledge. For the seek of achieving effective learning, there must be a personal experience by introducing real things into the classroom. The use of concrete materials such as audio aids and manipulated tools is functional and effective, unlike the abstracts that provide ambiguity and the difficulty of linking between objects and concepts.

This chapter sheds the light on describing language in general and the use of audio aids in learning and teaching vocabulary as the most important part of the language. It deals with the definition of vocabulary acquisition and audio aids, the characteristics of good English learning songs, as well as, its importance in teaching English. In addition, the chapter discusses the use of songs as a teaching strategy.

1.2 Language Definition

As it is known language is means of communication, as well as it is a system of communication that consists of a set of sounds and written symbols as well, which are used by the people of a particular country or region for talking or writing.

Language is the key to human lives. They can eliminate misunderstanding by using it as an instrument to transfer communication among people. Besides, language is what made the growth of civilizations possible. The only means of understanding the great minds of the past is by studying the contemporary written documents of the time. Language is a means of forming and storing ideas as reflections of reality and exchanging them in the process of human intercourse. Furthermore, When talking about language, we can't overlook the great importance of vocabulary which is considered as the basis of language.

1.3. Vocabulary Definition

Vocabulary is all the words known and used by a particular person, and it also means a range of words or phrases of a particular language,

In addition, vocabulary considered being at the heart of language learning and teaching. It the most important elements in language that cannot be separated from learning English. As the essential components of the four language skills (listening, reading, writing and speaking). It is hard to master the four language skills without mastering or understanding a number of vocabularies because they are fundamental in language learning. As well as, teaching vocabulary earlier is better than teaching it later. Therefore, preparing children to have competitive value in this global era and introduce English at early ages is the main objective of English teaching in middle school. Coady and Huckin (1997:5) state that:'' **in recent year second language vocabulary acquisition has become an increasingly interesting topic of discussion for researchers, teachers, curriculum designer, theorists and others involved in second language learning.''**

As it is said by Hornby (1965:106) **"vocabulary is one of the language components which should be mastered by English learners".** He explains that vocabulary has a crucial role, in parallel with phonology and grammar help the learner mastering the four language skills". He also states that vocabulary is a total number of words which (with roles for combining them) make up a language. This definition expresses not only the number of words a person knows but also the rules for combining the words to make up a language. It means that vocabulary covers knowing the meanings of words and their uses in context.

Each one of these theoretical definitions makes an important contribution to the understanding of that vocabulary is a very indispensable part of the language to help learners to communicate effectively.

1.4. Vocabulary Acquisition

The mechanics of vocabulary learning are still something of a mystery, but one thing that can be sure of is that words are not instantaneously acquired, at least not for adult second language learners. Rather, they are gradually learned over a

period of time from numerous exposures. This incremental nature of vocabulary acquisition manifests itself in a number of ways. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. The ability to produce a word of our own accord when speaking or writing, then that is considered productive knowledge *(passive/active are alternative terms)* According to Harmer (1991:27), there are two kinds of vocabulary :

1.4.1 Active Vocabulary

In other words, in this kind of vocabulary Harmer explains that active vocabulary refers to the total number of words that learners understand and use in speaking or writing.

Active vocabulary is used in oral and written expression by the students. refers to the words in which the students can understand and pronounce correctly, in both speaking and writing.

1.4.2 Passive Vocabulary

Passive vocabulary deals with words the students will recognize understand while they are reading or listening to someone speaking, The words or vocabularies can be spoken and also written. The students usually apply passive vocabulary in listening and reading materials.

A learner's passive vocabulary is the words that they understand but doesn't use yet. This can be compared with active vocabulary, which are words that learners understand and use in speaking or writing. The active and passive vocabulary of the learner changes constantly. They start using words, try new meanings, forget words, abandon words that have no use, revise words, etc.

1.5 The Importance of Vocabulary

Vocabulary is that it is the key to communication; for a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language.

In addition, strong vocabulary allows to develop other skills; improving vocabulary has a direct positive impact on the capacity to build up language proficiency as a whole. Besides the words pupil knows the more he/she will learn; vocabulary is learned through focused, conscious study, but even more commonly in an indirect manner through listening and reading using context clues to figure out the meaning. As well as, vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

In other words, The knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency. Thus, vocabulary knowledge helps the pupil with language comprehension.

The importance of vocabulary is demonstrated daily in and out of school. In the classroom, achieving pupils possess the most sufficient vocabulary. Moreover, the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. As mentioned above, In English as a foreign language (EFL) learning vocabulary items play a vital role in all language skills (i.e. listening, speaking, reading, and writing , because without an extensive vocabulary, pupil will be unable to use the structures and functions he/she may have learned for comprehensible communication.

Hubbard (1983:49) states that **''the more words a student know the more precisely that student can express the exact meaning he/she wants to**''. Based on this view, to communicate effectively pupil need to know a large number of word meanings.

From what mentioned above, vocabulary acquisition has played a great role in authentic communication. It is considered as the main tool that helps pupils in their studies and their daily communication as well.

1.6 Foreign Language Vocabulary Teaching

Teaching words is a crucial aspect of learning a language as languages are based on words. It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and learners agree that acquisition of the vocabulary is a central factor in teaching a language. Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems with how to teach pupils in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by pupils and make them interested and happy in the teaching and learning process in the classroom.

1.7 Audio Aids Definition

Audio aids are materials on which sounds (only) are stored (recorded) and can be reproduced (played back) mechanically, electronically, or both. Moreover, Audio-aids can be defined as models and devices that can be heard and give an image or an idea of something, somebody, and some situations. They include recorded materials, radios, cassette players, songs (learning songs) and are relatively cheap and available and which the language teacher with a little training can use in the foreign language class so as to make the teaching methods,

techniques and materials considerably effective and interesting, and to help the pupil has maximum benefit .

Unlike most other types of aids and means used in the language class, on the one hand, this type of aid enables the teacher to modify the teaching method and technique, and change the classroom situation quickly and immediately as necessary; and on the other hand, it attracts the pupil's attention, stirs his/her imagination, reduces his/her exhaustion, motivates him/her to be engaged in the learning process, and thus helps him/her to acquire expected proficiency in the language skills especially listening and speaking.

Audio aids add a life-like effect to the textbook and other printed materials used to teach the target language. For example, as soon as a song is played and the material is presented, the learner is immediately drawn to it. He/she feels the presence of another teacher in the classroom.

1.8 Use of Songs in EFL Classroom

Planning the teaching of foreign languages can be rather challenging at times. Teaching should be varying and motivation. Different teaching aids devised and recommended by language experts are intended to make the pupil interested and motivated. Therefore, the pupils' level of proficiency may be very heterogeneous and it is important to notice that when planning the lessons. Using learning songs can be an entertaining and motivating tool also for pupils with different skill level.

Songs are stimulating media that offers great imagination. The language song is usually easy to be understood. In addition, songs in foreign language classes may be used to motivate pupils in order to create a more relaxing class. It gives motivation and makes the relation between teacher and pupils closer, and this relation will make the pupils have the bravery to ask the teacher about everything including new vocabularies in the song that they learn.

Songs provide the pupils with real-life language input, which may be difficult to receive otherwise in a non-English-speaking environment. In addition according to many previous studies, there are several reasons to use songs in foreign language teaching. Some of these reasons are authenticity , the quality and amount of input provided by learning songs and the several positive effects that songs have on language learning, for instance, the exposure to foreign language and the entertaining aspect of learning songs which also affects pupils motivation , also the different learning styles and the use of brain are discussed , since songs as a teaching resource affect also these factors The native speaker's voice and accent through the audio tape or learning songs make the learner enthusiastic and excited. This greatly facilitates the learner's understanding of the linguistic as well as the communicative aspects.

Moreover, songs play an important role in the development of learning a foreign language because most children enjoy singing songs, and they can often be a welcome change from the routine of learning a foreign language. The use of songs is very helpful and work very well to introduce new vocabulary since children love them and learn the words by singing. In addition, they are useful to help children to develop listening skills and learn the pronunciation of the words.

Songs are useful to relax children when they are restless. Moreover, teachers can use the same song as a warm-up in different classes to create a routine and to assess vocabulary. Using songs to teach vocabulary attracts pupil' attention immediately. Their natural admiration for their favorite artists should motivate them to try to understand the lyrics of their songs and according to Harmer (1991), motivation is the biggest single factor affecting student's success.

Songs are invaluable aids in developing pupils' abilities in listening, speaking, reading and writing. They can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, adjectives, and adverbs.

On the other hand, learning English through songs can be a change from routine classroom activities. It also provides a non-threatening atmosphere for pupils, who usually are tense when they are required to speak English in a formal classroom setting. What is most important is the fact that pupils enjoy learning English through songs. Using regalia in a classroom in the form of songs seems to be a good factor in raising pupils' motivation. As they learn the lyrics of the song they have been listening for years, they are often surprised to discover their meaning.

As well as songs is a topic of everyday communication which can be very beneficial for teaching vocabulary, especially when utilizing lyrics. It can assist teachers with providing an amicable atmosphere in class and break the affective filter which impedes students tapping into their maximum potential for learning. According to Siskova (2008: 11), **"reviewing the history of music proves that music and language have always been connected, which implies that teaching the vocabulary of a foreign language through songs could be effective".**

Learning songs-listening experiences further created more learner-teacher and learner-learner discussion. Among the advantages emphasized above, Songs enhance learners' reading skill in a way that it strengths students' understanding of English context-bound expressions.

Therefore, it helps learner practice pronunciation by repeating after the singer. On the other hand. Song helped to improve reading comprehension, writing, and speaking ability. While listening to songs and completing vocabulary activities, learners acquire and use new words. Learning new

With the help of audio aids in general, the teacher can, moreover, successfully deal with the weak and indifferent pupils. These aids are seen to reduce the teacher talk and the chalk method, and reversely increase the pupil's interaction and active participation. The teacher can also provide as much practice as is

necessary by using audio tapes, but it is to be remembered that audio aids should be purpose-oriented as well.

Though audio aids especially songs are found to be greatly helpful in teaching a foreign language and continually expanding their scope with the availability and development of technology.

1.9 The Use of Songs as a Pedagogical Tool

Through many research, It is confirmed that songs are a useful tool in language acquisition. In fact, musical and language processing occur in the same area of the brain according to Medina (1993).

Naturally, the songs in the classroom may have different effects, depending on the strengths and weaknesses of the pupils in the classroom. Undeniably songs offer a change from the routine procedures in the classroom. They are invaluable tools to develop listening skills and pronunciation, therefore potentially helping them to improve their speaking skills also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture. One of the benefits of using songs in the classroom is their flexibility due they can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Perhaps the greatest benefit of using songs in the classroom is that they can be fun.

Learning English through songs provides a relaxed atmosphere for pupils, who usually have great tension when speaking English. Songs result very effectively when pupils need to memorize the new vocabulary. Often, when songs are used, learning vocabulary lessons are more easily to be understood by pupils. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve pupils' motivation.

1.11 Conclusion

This chapter has tackled deeply the main different definitions of vocabulary and its importance. It has also discussed teaching and learning English by using learning song in the classroom. Furthermore, it has shown the importance of taking the use of songs into consideration as a pedagogical tool to teach vocabulary acquisition. Finally, the next chapter will highlight the research design and procedures of the present study, as well as, it will analyze the collected data.

Chapter Two :

Research Design and Data Analysis

Chapter Two: Research Design and Data Analysis

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2.1. Introduction

This chapter is designed to the description of the research design procedures, i.e., the ways in which the research is conducted. It also introduces the results obtained by investigating the significance of using the song on EFL pupils' vocabulary acquisition. It includes the approaches utilized for collecting data, the sample population that has been chosen for the study and the research instruments.

2.2. The Aim of the Research

The major aim sets out to this research work is to investigate the effectiveness of learning English songs in EFL class to enhance pupils' vocabulary acquisition. This study attempts to find out the role of learning English songs strategies given by teachers in helping learners to improve their vocabulary acquisition. The specific aims of this study are to verify these claims and investigate the effectiveness of using songs as a means to improve young learners' English language vocabulary and to determine whether songs influence young learners' motivation to learn more vocabulary.

2.3 Research Design

A research design is likely to be research conclusions and results derived and obtained from a collection of questions which have been analyzed and interpreted (Yin, 2003). As well as, The research design refers to the overall strategy that the research chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring that he will effectively address the research problem; it constitutes the schema for the collection, measurement, and analysis of data. This

study aimed at introducing exploratory research which is used to investigate the impact of using English learning song on EFL pupils' vocabulary acquisition, intends merely to explore the research questions. Therefore, it is conducted to have a better understanding of the existing problem.

The current case study has been devoted for the sake of exploring the role of using English learning songs in enhancing EFL pupils' vocabulary acquisition using the combinative feature and incorporates elements of both quantitative and qualitative approach which means typically mixed method approach.

a- **Qualitative Approach:** The qualitative approach to gathering information focuses on describing a phenomenon in a deep comprehensive manner. This is generally done in interviews, open-ended questions, or focus groups. Moreover, it concentrates on discovering and understanding the experiences, perspectives, thoughts of participants and explores meaning, purpose, or reality. It is defined as studies that focus on why and how things happen and that do not use numerical data as their primary facts.

b- **Quantitative Approach:** involves the use of computational, statistical, and mathematical tools to derive results. It is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population.

c- **Mixed Method Approach:** it represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study, which provides a better understanding of research problems that either approach alone.

2.3.1. Case Study

The case study is neither a methodology nor a method but rather a research design, Yin (1994: 13) defined a case study as "**an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident and relies on multiple sources of evidence**"

In order to gather information about this research, a case study is applied. it enables the researcher to link the collected data and the conclusions, that is, it is beneficial for the coherence of the work. The researcher can carefully examine situation data through a case study. Generally, case studies investigate and explore contemporary phenomenon by selecting a very restricted number of people as the subjects of study. Therefore, the case study of this research is the 3rd year level in Moustafa Hadad middle school at Naama.

2.4. The Sample of Population

The sample is used to represent the entire group as a whole to ensure that we can generalize the findings from the research sample to the population as a whole. Hence, for the present study, Middle School teachers and learners were the sample population. This school phasing consists of four (4) successive levels where English is taught as a foreign language. The dissertation turns around the 3rd year grade learners at Moustafa Hadad in Naama in the academic year 2018/2019, and 8 English teachers of different middle schools in Mecheria and Naama. The informants have been randomly chosen to respond to the research instruments addressed to them. They represent the whole population and

they are the reflection of EFL learners and teachers in the Middle School. The main reason for choosing middle school learners is that vocabulary in that period is the most targeted from both the teacher and the syllabus.

2.4.1. Teachers' Profile

The case study contains middle school teachers from several establishments in Mecheria and Naama who were chosen randomly in order get generalization and real varied data about their opinions concerning the use English learning songs to enhance EFL pupils' vocabulary. Their teaching experience ranges from 4 to 23 years.

2.4.2. Learners' Profile

In an educational context, it is important to know as much as possible about the learners' needs, their wants, their attitudes, and behaviors. the sample informants introduced in this case of study are 3rd-year-grade learners who belong to Moustafa Hadad Middle School, Naama. The learners who are concerned in this study are enrolled in the academic year 2018/2019. A total number of 32 pupils from one class were dealt with in this study in order to collect enough data for research.

2.5 Data Collection Instrument

In conducting research work, data collection is an essential component, besides that, there are different data collection instruments, however, the present study worked only with two instruments namely questionnaire with EFL teachers of middle school and observation for 1st grade of middle school.

2.5.1 Classroom observation

Gathering authentic qualitative data can be a challenge in research; one way to do in order to gather data is with observation.

Classroom observation is a pre-planned research tool which is carried out purposefully to serve research questions and objectives. When using this method, the researcher observes the classroom interactions and events as they naturally occur.

More importantly, observation authorizes the researcher to combine it with other instruments such as questionnaires and/or interviews to collect objective and authoritative information. Therefore, observation can take place through two methods, nonparticipant and participant.

Participant observation is the data collection technique that requires the researcher to be present at, involved in, and recording the routine daily activities with people in the field setting.

The researcher freely interacts with the other group members, participates in various activities of the group, acquires the way of life of the observed group or his own, and studies their behavior or other activities not as an outsider but by becoming a member of that group. Goode and Hatt define participant observation as "**the procedure used when the investigator can go disguise himself as to be accepted as a member of the group**" **(1952)**. So in this kind of observation, the observer has to stay as a member of the group he wants to study.

On the other hand and through non-participant observation, the observer observes the group passively from a distance without participating in the group activities. Here, he does not try to influence them or take part

in the group activities. However, purely non-participant observation is extremely difficult. One cannot penetrate into the heart of a matter without proper participation in it. One really cannot imagine a kind of relationship, when the researcher is always present but never participates. This situation is hardly conducive for both the observer and the group. A combination of both participant and non-participant method is sometimes selected.

2.5.1.1 Description of Classroom Observation

This study examines the valuable aspects of the use of English songs in EFL classrooms. For this reason, a classroom observation is used as a research tool to collect data where the researcher assisted in 2 lessons (listening session) with 3rd year grade pupils at Moustafa Hadad in Naama in order to do this observation, for the sake to investigate the advantages of using songs in helping teacher planning the lesson.

Therefore, the study used non-participant observation for the 3rd year class. Furthermore, checklist observation was chosen in order to investigate whether the teacher uses audio aids/ English songs during the lesson and its impact on EFL performance. The aim of this observation is to see the effect of this type of songs on pupils' vocabulary acquisition. Therefore, the teacher's way of teaching new words to pupils.

2.5.2 Teachers' Questionnaire

According to Brown (2001:6), a questionnaire is **"any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers**". In other words, in order to gather a wide range of information about people's knowledge or

beliefs, one very obvious way is to ask them. The questionnaire is considered as the most common tool used for gathering information about a specific topic using a set of clear questions sent for a specific population. It has several advantages. It is helpful for collecting a large amount of information in a short period of time.

This type of data collection method is a largely useful instrument not only for gathering data but also for providing respondents with structured, often numerical and analyzing data in a simple way.

In addition to their simplicity and being easy to administer, questionnaires can be advantageous because they can supply a considerable amount of data for relatively low cost in terms of time, money, and materials, as well as they, provide standardized answers and allow the speedy collection and analysis of data.

In this sense, the questionnaire covers three types of questions namely; close-ended, multiple-choice and open-ended questions (see appendix II). With regard to the first type of questions, it requires the respondents to choose the appropriate option that meets their interest.

For example: *Are you motivated to learn English?*

Yes   No

As far as the second type of questions is concerned, it involves a set of responses that necessitate the informants to select the adequate box. By way of illustration the following example is given:

Are there any members of your family who speak and understand English?

   a. Understand   b. Understand and speak   c. None

The third type of questions asks the participants to provide their viewpoints regarding the issue raised in the question asked. For example,

what are you doing to improve your English Skills?

In order to obtain quantitative data, a questionnaire will be submitted to English teachers for the sake of knowing their view about the use of visual aids as a facilitating strategy to present a lesson in addition to its contribution for enabling learners to quickly grasp vocabulary. So the teachers' questionnaire is necessary to be made to cover the whole issue.

2.5.2.1 Description of Teachers' Questionnaire

The questionnaire for this study was addressed for 8 English teachers of different middle school in order to investigate the research questions and hypotheses as Richterich and Chancerel (1980: 59) state that **"Questionnaires are structured instruments for the collection of data which translate research hypothesis into questions"**

The questionnaire investigates data collected from the teachers' questionnaire in two parts: the first part of questions aimed at gathering information from the informants related to their profile, and the second part contains question concerning the present work. As well as, the questionnaire consists of 8 closed questions and 1 open question which are represented as follow :

Part one : Information about Teachers

Question one: aims at collecting information on the teachers' gender.

Question two: aims at gathering data about the teaching experience of the teacher.

Part two: The Investigation of EFL Teachers views Towards the Use of Audio Aids in Classroom

Question one: Do you use audio aids in teaching EFL classes?

The above question aims at investigating whether teachers use audio aids in teaching EFL classes.

Question two: Which type of audio aids do you use?

This question aims to intend which types of audio aids EFL teachers used

question three: How often do you use English songs to teach in the classroom?

This question aims to investigate the frequency of the teachers' use of English songs.

question four: Do you find any difficulties when using songs in your courses?

This question seeks to know teachers' views about the difficulties of using songs.

Question five: What is your attitude towards the use of English songs in teaching/learning EFL classes?

This question aims to gather the teachers' attitudes towards the use of English songs in teaching/learning EFL classes.

Question six: How do you find teaching through English songs?

This question aims at exploring the teachers' opinions throughout the degree of effectiveness of using songs in teaching EFL classroom.

Question seven: Teaching vocabulary through songs is useful for EFL learners.

Question seven aims at investigating the degree of usefulness of using English songs in teaching vocabulary.

Question eight: Do you think that your students' vocabulary has been enhanced after teaching them through songs?

Question eight aims at gathering teachers' opinions concerning pupils' achievements after using songs.

Question nine: According to you, in using songs in learning/teaching, state some advantages and disadvantages.

Question nine aims at exploring the teachers' point of view concerning the advantages and disadvantages of using songs in learning and teaching.

In order to obtain quantitative and qualitative data, a questionnaire will be submitted to English teachers for the sake of knowing their view about the use of audio aids as a facilitating strategy to present a lesson, in addition, its contribution for enabling learners to quickly grasp vocabulary. So the teachers' questionnaire is necessary to be made to cover the whole issue.

2.6. Data analysis

In order to assure the validity of this research, it attempts to use more than one technique to investigate which are teachers' questionnaire and classroom observation.   In the following section, data obtained throughout the instruments used will be analyzed to establish the appropriate answers to the research questions.

2.6.1 Data Analysis of Classroom observation

Item 01: Does the teacher integrate or use audio aids / English songs?

(Yes), it was observed that he implemented audio aids during his lessons in a listening session. Besides the whiteboard, the teacher used an English learning song to introduce the lesson.

Item 02: Does the teacher face any difficulties when using audio aids / audio songs?

(No), the teacher didn't face any kind of difficulties when using these tools. He saved a lot of time. It seems that he was interested in such tools. He had the desire to engage and use different technologies if they were available.

Item 03: Do pupils show interest, excitement, and motivation when the teacher uses English song in teaching vocabulary?

(Yes), It was obvious that pupils were highly motived, they reacted positively, It was noticeable that learners were not bored. Everyone was participating and got involved in the lesson when the teacher brought this equipment.

Item 04: Does the teacher use his mother tongue to explain new words?

(Yes), Rarely, the teacher prefers to use Arabic in order to explain some difficult words. He was obliged to use his mother to make the learner understand clearly the meaning.

Item 05: Does the teacher encourage pupils to speak?

(Yes), he uses attractive tools in addition to the facial expressions he used, his body language and eye contacting the learners which made them feel

free, comfortable and gave them the sense that nobody is neglected or ignored. As a result, their oral production was highly noticed. the teacher knew how to create a relaxing atmosphere.

Item 06: Does the teacher help learners when facing speaking difficulties?

(Yes), It was observable that the teacher helped his learners when they face some difficulties to perform some new words, It was necessary to provide the pupils with a little help when speaking. Which leads him to give them some explanation of new lexis, since it is their first time to meet the targeted vocabularies.

Item 07: Do learners use new words from the presented lesson via audio aids materials?

(Yes) During the course, the teacher asked his learners some question which leads them to use of the new lexis, in order to test if they have grasped them or not as well as to remind them with.

Item 08: Existence of shy, anxious, bored and struggling learners?

(No), The absence of shyness and boredom was clearly observed during the lesson, the learners were highly engaged in the lesson and motivated and strongly participating.

2.6.2 Data Analysis of Teachers' Questionnaire

Item one: Gender

Table 2.1: Teachers' Gender

Gender	Number of teachers	Percentage
Male	03	38 %
Female	05	62%
Total	08	100 %

As it is shown in the table above, It was noticed that the number of females is superior to the number of male teachers 62 % represents female teacher, and only 38% represents male from the sample population. So, this means that female teachers are dominating the educational field.

Item two: Teachers' experience.

Table 2.2: Teachers' Teaching Experience

Gender	Number of teachers	Percentages
1 – 5 years	01	12.5 %
5 – 10 years	02	25 %
10 – 20 years	04	50 %
More than 20 years	01	12.5 %
Total	08	100 %

The above numbers show that the higher percentage goes to teachers who have an experience ranges between ten to twenty years, which makes the collected data reliable since the majority of the sample population have an acceptable experience.

Q1: Do you use audio aids in teaching EFL classes?

Chart 2.1: Audio Aids' Use in Classrom
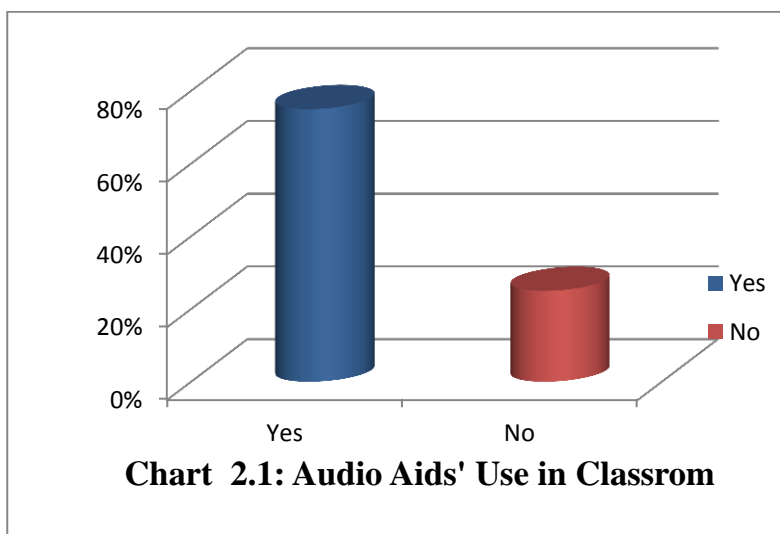
The aim of this question is to find out whether the teacher uses audio aids in teaching EFL classes. The results show that the majority of teachers (6 out of 8) 75% state that they use audio aids in teaching whereas, 25% represents the only two teachers who reply " No" . which means that the use of audio aids has its place and great importance in teaching English for the majority of teachers.

**Q2:** Which type of audio aids do you use?

Table 2.4: Audio Aids' Type Used

Teacher's materials	Number of teachers	Percentages
English songs	5	62 %
English conversation	0	0%
Both	1	13 %

The obvious table indicates that 2 teachers didn't respond to this following question because they do not use any kind of audio aids in teaching English. Therefore, as it is mentioned in the table the most useful

materials by the teachers (5)   was English songs with the higher percentages of 62%   which indicates that the most effective material in audio aids is English songs while 13% of teachers (1)   relies that he uses both English songs and English conversation in teaching. Which indicates that English songs dominate in teaching due it's bringing to the enjoyable atmosphere in the classroom.

Q3: How often do you use English songs to teach in the classroom?

Chart 2.2 : The Frequent Usage of English Songs
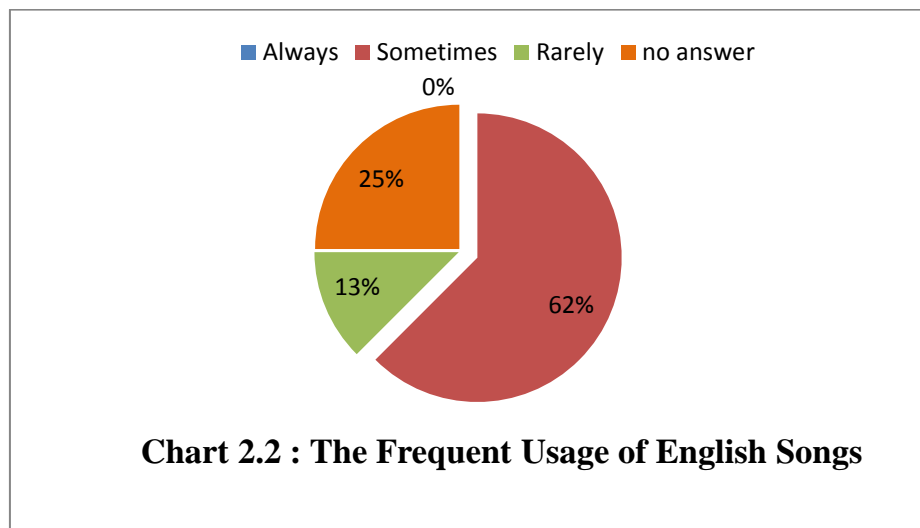
As far as the third question is concerned, it seeks to know about the English songs frequency among teachers within lectures. From the obvious pie char, 0% indicates that teachers do not use this kind of teaching tools every time, it may due to the lack of materials and time, while others 62% highlight the fact that they sometimes use English songs. 13% of teachers rarely use English songs while teaching. While 25 % did not give any answer because they had never used songs before. From the teachers' answers, it is observable that answers have ranged between both sometimes and rarely. The teachers who sometimes use these tools, it points out that those teachers appreciate the role of English songs in teaching EFL pupils. And for those who claimed that they rarely use English songs, it may refer

to the inability to supply this type of teaching tool or it can be because they only use these tools when they find it necessary according to the subject or their lessons objectives.

Q4: Do you find any difficulties when using songs in your courses?

Chart 2.3 : Teachers' Views about Difficulties of Using Songs
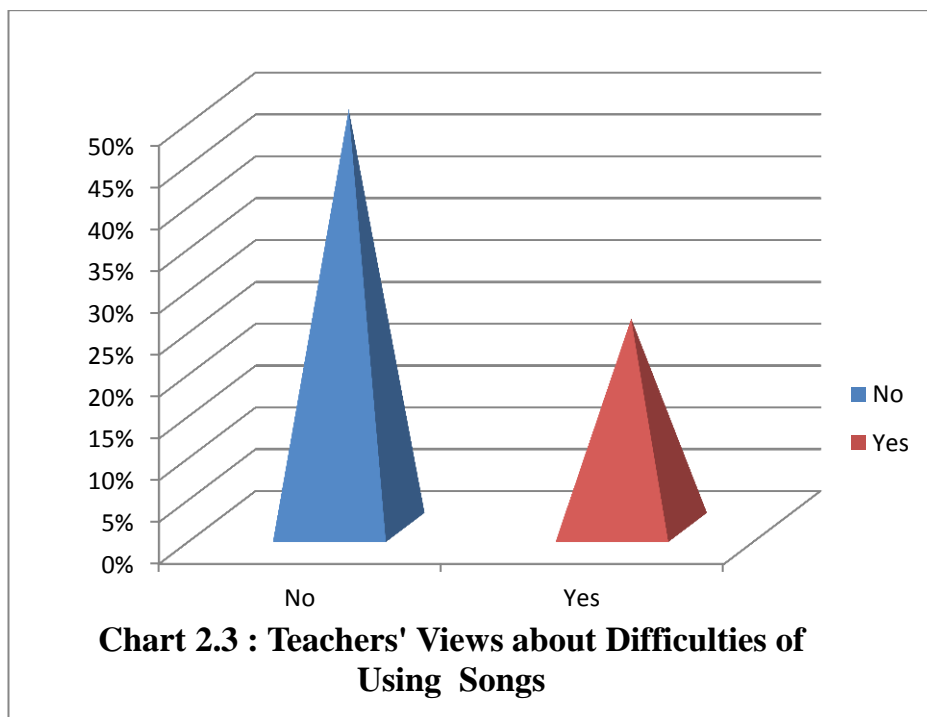
From the findings, it is noticeable that all most teachers do not face any difficulties 50 % of the teachers do not confront any difficulties in using songs, it may due to the pupils' positive attitudes while learning with songs which facilitate the teacher to manage the course easily, additionally, it may refer to the ability of nowadays teachers to deal with these teaching tools. This high degree gives satisfactory results about the significance of using audio aids in teaching and learning the language. While others 25 % rely on that they face difficulties in using the song. It may due to the problem of overcrowded classes. While 2 teaches did not give any answer.

Q5: What is your attitude towards the use of English songs in teaching/learning EFL classes?

**Figure 2.4 : Teachers' Attitude Toward Using Songs**
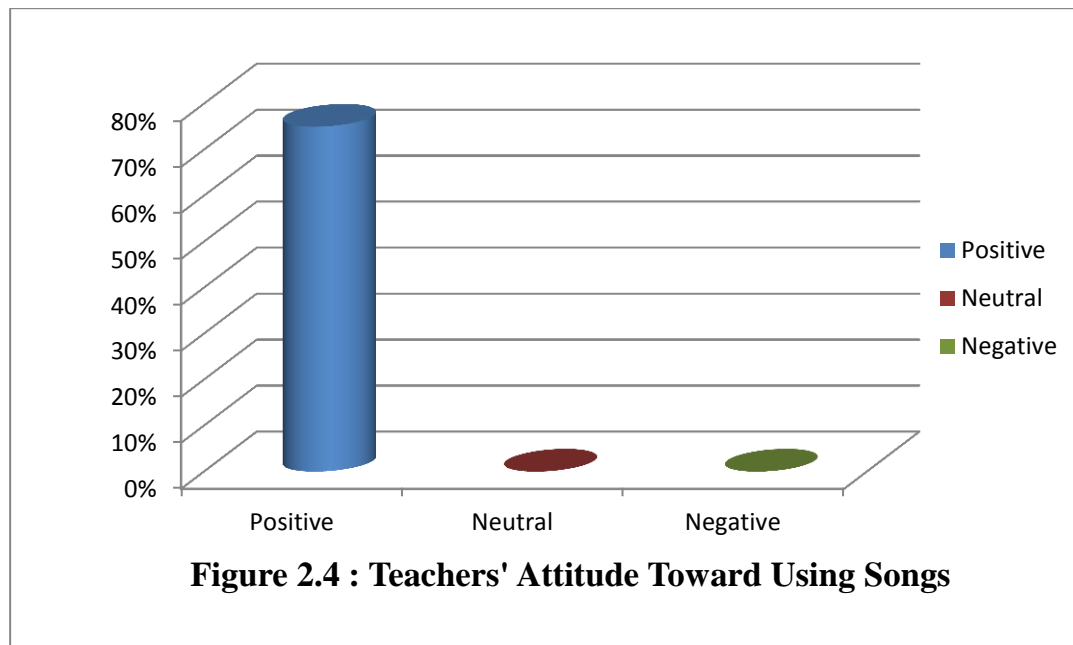
The above figure demonstrates 75% as the commonly shared attitude between the majority of teacher towards the use of English songs in teaching/learning EFL classes. It indicates that the teacher strongly desires to integrate technology in general for the provision of educational materials. 25% of teachers who did not respond.

Q6: How do you find teaching through English songs?

**Figure 2.5 : Teachers' Opinion Through Using Songs**
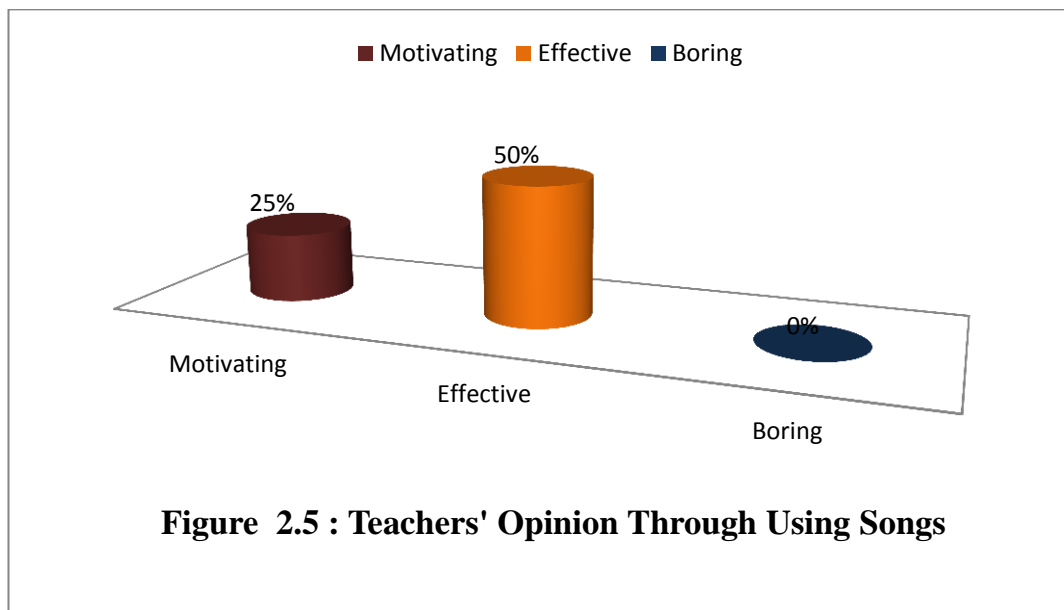
The obtained results from the above figure represent the teachers' consideration of teaching through English songs. As it is mentioned 25% represents teachers whom they consider songs as motivational tools that create a comfortable atmosphere within the classroom. While 50 % of teachers who find teaching through song effective, that leads to the important role of the song to facilitate the learning/ teaching process. Besides, it gives a real description of how to spell words by the native speaker. While no one considers the use of the song as a boring tool due to its relaxing and motivating atmospheres that it creates in the classroom. Thus   25 % of teachers did not respond to this question because they did never use this kind of teaching materials.

Q7: Teaching vocabulary through songs is useful for EFL learners.

Figure 2.6: The usefulness of Songs in Teaching Vocabulary
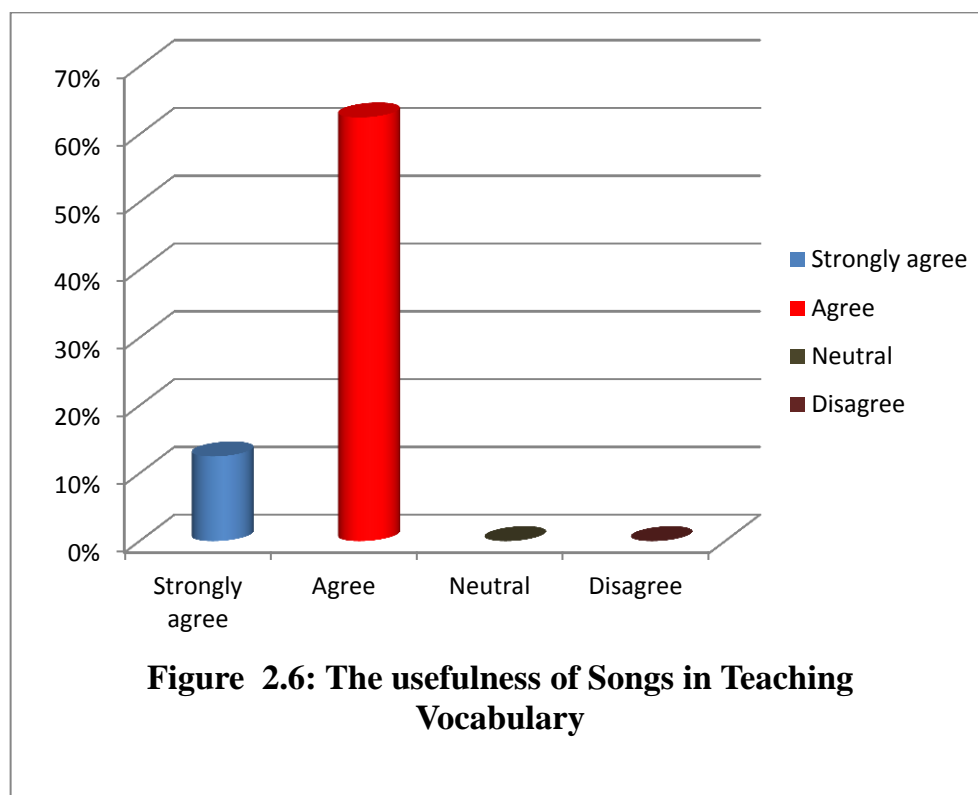
The results of the mentioned figure show that 12 % of teachers strongly agreed that songs are useful for EFL pupils in learning vocabulary, and 63 % agreed. Since most teachers responded positively to teach vocabulary through songs, they believe that the use of authentic materials such as audio aids is an excellent method of teaching language in general and teaching English in particular. It can enhance their English vocabulary. Furthermore, they can also rely on their vocabulary to improve speaking, writing, listening and reading skills. While two teachers did not give any answer because they did not use songs in teaching vocabulary.

Q8: Do you think that your pupils' vocabulary has been enhanced after teaching them through songs?

Chart 2.7: Pupils Achievements after Using Songs
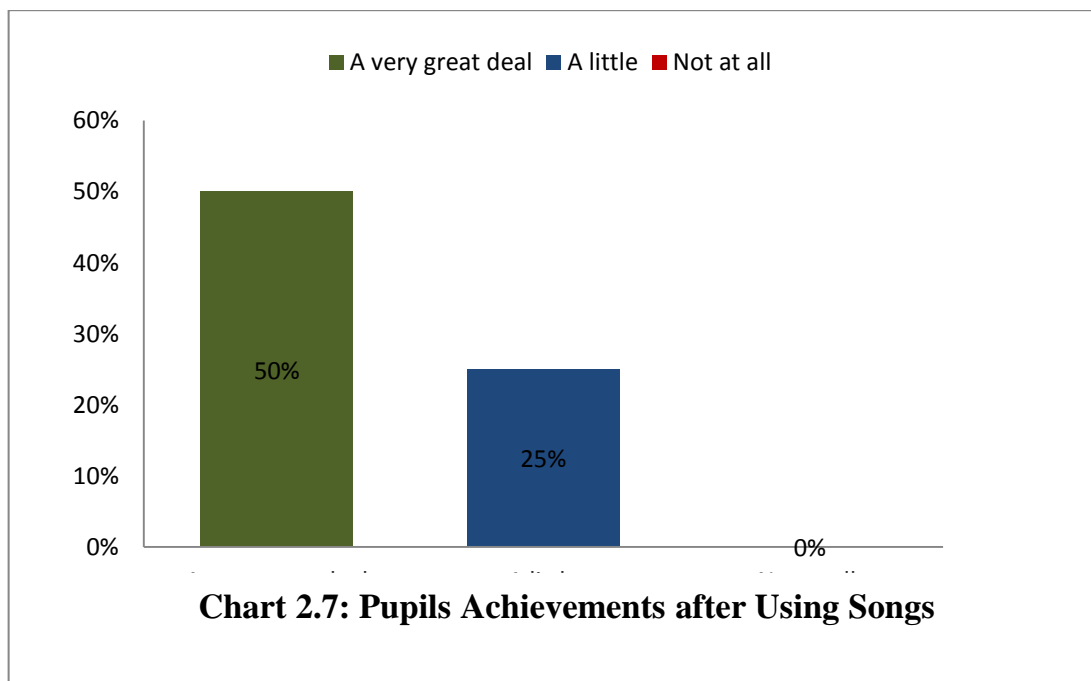
As it is obvious, the presented chart illustrates that the higher percentages go to the teachers who rely on'' a very great deal '' 50 %. While 25% who stated that pupils' vocabulary has been a little enhanced after teaching them through songs, it may due to the lack of time in order to use that kind of teaching tools. While 25% declined to answer because they did not experience the effect of this teaching tool on learners' vocabulary.

As a result, this method of teaching facilitates the pupil to enhance his vocabulary it makes him productive pupil. And since it is a motivating tool in learning it provides the pupils to acquire a huge amount of vocabulary.

Q9: According to you, in using songs in learning/teaching, state some advantages and disadvantages.

From the obtained data, concerning the advantages, the teacher's answers were various however it's tackled the same idea which indicates that songs can be used as a valuable teaching and learning tool. Using songs can help pupils improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit mentioned by the majority of teachers is that using songs in the classroom is enjoyable and motivated to the pupils. Some of them stated that while teaching through songs provides pupils to acquire new words which leads them to ask about the meaning of those new words which indicates that songs facilitate to the pupil to enhance his baggage of vocabulary.

On the other hand, the teachers' answers obtained concerning the disadvantages of teaching through songs covers the same idea which is the problem of the overcrowded classroom which leads the teacher to lose control of classroom while using songs. Since it is enjoyable learners will feel excited and starting enjoying songs in a noisy class, which make the class atmosphere uncomfortable.

2.7 Data Interpretation

The data analysis has exposed that the integration of audio aids in teaching is strongly supported by teachers, as well as they consider them as a good strategy and effective pedagogical tool in order to enhance learner's listening and speaking skills; as well ass, developing the prior knowledge. In the first place, the results of the questionnaire addressed to teachers have shown also their agreement that vocabulary acquisition is of great importance

in EFL learning, it is a process which requires much time. Similarly, using audio aids as a pedagogical tool is seen to be beneficial in enhancing the vocabulary acquisition of EFL learners. Additionally, most of the teachers argued that using songs in the EFL class is has a good impact on learners' achievement. They have witnessed a remarkable result in enhancing their learners' vocabulary background after using the teaching aids such as (English songs, English conversation .. etc)

In the second place, the results of the classroom observation have shown that teachers do not find any difficulties when implementing songs during their lessons, it makes the classroom atmosphere relaxing which provides the learners with more motivated in learning as well as it gets them involved in the lesson by attracting their attention, interest which leads the learner to be highly motivated to participate. Additionally, it was noticeable that this method provides learners to ask about definitions of the new terms which leads the teacher to explain some new lexis to learners. As it was obvious, the teacher plays an important role to provide learners with new words explanation without being obliged to use dictionaries. Thus, the second research hypothesis was highly confirmed. Therefore, the classroom observation has successfully validated the results of the questionnaire which was submitted to teachers.

To sum up,   Vocabulary acquisition plays an important role in mastering a language. A learner with insufficient vocabulary size will not perform well in every aspect of language itself. In order to facilitate the learning process for learners, a deep understanding of vocabulary teaching is rudimentary. In addition, some issues pertinent to the improvement in learners' vocabulary size are also mentioned. Issues such as audio aids as English songs, learning English songs, English conversation, audio English tales, etc.. , since it facilitates the learner to acquire new terms easily. Besides, it provides the learner to be highly motivated and participate and

get involved in the lecture. Finally, it is important to be mentioned that the whole findings of this research strongly confirmed both research hypotheses. Which present the usefulness of using songs in teaching the English language, furthermore the effectiveness of songs in improving the learner's vocabulary acquisition.

2.8 Suggestions and Recommendations

Improving vocabulary of EFL pupils is considered to be a challenge for both teachers and pupils nowadays, as it is an important way to strove communication intelligibly and achieve oral proficiency. Teachers had to provide new tools and materials to develop this aspect of teaching and learning. These tools are audio aids, mainly songs. Thus, songs as a didactic tool of learning English is not well known yet to all the educators. Besides, singing materials such as CD, DVD, VCD, memory cards, USB keys, should be developed and supplied to schools, to pupils and to teachers. Such modern materials should contain songs conceived on purpose, related to teaching and learning according to the contents of the curricula. The ministry of education should create some incentives in order to motivate middle schools teachers. They can create teaching facilities including teaching materials to encourage teachers in their tasks. In other words, the change should take the form of updating materials and help EFL teachers to use them properly.

Additionally, The songs used in EFL classes should be related to the pupils' daily life such as songs of youth and love, and games ..etc. This way of tackling the matter is likely to help prepare pupils' ears to decode vocabularies from different fields of their daily life problem solving, while enabling them to hear distinctly what is said and providing them with the

authentic pronunciation, in a way that can improve their own pronunciation of the target language.

Furthermore, according to the Milek's point of view (1993), there are many kinds of songs but not all of them suit the teaching purpose. First of all, a teacher should choose a song relevant to the age of learners and their level of proficiency. There is no point in presenting a song with too difficult or too easy vocabulary or structures. Pupils may feel either bad if the words are too difficult, or bored if they are too simple. Also, songs treating some difficult subjects like love, politics, religion, beliefs, etc. should not be given to the pupils to whom these kinds of subjects are too mature. The topics of the songs should be carefully chosen for a specific age group.

The suitability of a song depends on the age of the pupils, their level of proficiency and also how a chosen song fulfills the purpose of teaching. A teacher should consider what the goal of using a particular song is whether a chosen song is to help to carry the discussion on a particular topic, put the emphasis on the new vocabulary, focus on the grammatical issues or simply develop listening skills.

Additionally, the songs' lyrics should be easily detectable. which means that each word must be clearly pronounced otherwise pupils, unable to catch the meaning, would be tensed while listening. Usually, an artist is easier to understand than most bands, so it is better to choose the song sung by the soloists. Sometimes it happens that mixing many voices may result in creating two or more parallel songs that complement each other. The effect is often rich and interesting, but it may create confusion in pupils' minds when they try to separate the onset of lyrics from the other. The songs must be rich in vocabulary and should carry some kind of a message.

Only such songs are good materials for teaching purpose. New words from the songs enrich pupils' vocabulary and interesting topics may easily evolve the points for discussion.

2.9 Conclusion

The second chapter aims at investigating the effectiveness of using English songs in order to enhance EFL pupils' vocabulary acquisition. It is shown that English songs as teaching tools have an important role to evolve the learners' vocabulary background. Besides, it makes the study environment comfortable and motivating which lead to enhance the learner's performance in the classroom.

General

Conclusion

General Conclusion

The current research has given a great importance to the benefits of teaching vocabulary which plays a vital role in the learning operation since it forms an essential part of the communication process in any language. Vocabulary knowledge is often viewed and considered as fundamental to communicative competence, it is therefore important for teachers to know which techniques may extremely support them to overcome this challenge.

English songs are widely held to be a valuable teaching resource in EFL classrooms. The sounds, rhythm, and intonation in songs are believed to be important for developing children's pronunciation skills, while the melody and repetitive structure facilitate the retention of key vocabulary and language patterns.

In this research, the researcher has investigated the impact of using songs on EFL pupils' vocabulary acquisition at the middle school. Therefore, data gathered from the research tools were discussed and analyzed then the results obtained were interpreted in order to confirm the hypotheses suggested at the beginning of this investigation.

Thus, through this research, regarding the hypotheses which were advocated in the beginning, the results have shown that EFL teachers of middle schools give a remarkable interest in teaching and learning through songs. As well as, it was clarified that songs are a strongly beneficial tool for learners to learn English language since it is a motivating tool which provides a relaxing atmosphere in learning and teaching. Most of the teachers considered it as an enjoyable teaching material which makes the learner get involved in the lesson easily and motivated to participate. On another hand, through the classroom observation, it was obvious that learners acquire a lot of new terms through songs, they were asking for definitions and meaning of many words which leads the teacher to provide pupils' with a clear and easy explanation of new words.

General Conclusion

To conclude, the use of English song in teaching vocabulary to EFL pupils is considered to be one of the effective ways. It can be seen from the final result of the findings. The results of the data analysis shown that the learners made many improvements in some aspects of learning vocabulary, such as their vocabulary mastery, pronunciation, and fluency, reading and speaking skills as well.

Furthermore, vocabulary acquisition is a complex task and difficult to teach. However, learning English through English songs within courses can be helpful to develop the level of EFL pupils in middle school, because teaching through songs remains one of the most important components in learning languages. So, it is important to make a deep research on the situation of teaching/learning vocabulary in middle schools. It is hoped that future research will be conducted on how to faster the teaching and learner of vocabulary in the English language since while improving pupils' vocabulary it brings a great impact to their speaking skill. As well as, the current work can pave the way for further studies.

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Appendices

Appendix I

(**Classroom Observation**)

Middle school :	Academic year : 2018/2019
Observer :	Level :
Session :	Date and time :

Criteria	Yes	No	Comment
a. Does the teacher integrate or use audio aids / English songs ?			
b. Does the teacher face any difficulties when using audio aids / audio songs?			
c. Do pupils show interest, excitement and motivation when the teacher uses English song in teaching vocabulary?			
d. Does the teacher use his mother tongue to explain new words?			
e. Does the teacher encourage pupils to speak?			
f. Does the teacher help learners when facing speaking difficulties?			
g.Do learners use new words from the presented lesson via audio aids materials?			
h. Existence of shy, anxious, bored and struggling learners?			

Appendix II

(Teachers' Questionnaire)

Dear teacher,

This questionnaire is designed in order to evaluate **the significance of the use of English learning song on EFL pupils' vocabulary acquisition.** Therefore, you are kindly invited to answer the following questions either by ticking (x) the answer or providing your own information whenever necessary.

Thank you very much for your collaboration.

Part one :

Gender :   Male ☐   Female ☐

Teaching experience: ....

Part two:

1- Do you use audio aids in teaching EFL classes?

Yes ☐   No ☐

2- Which type of audio aids do you use?

a- English songs ☐

b- English Conversations ☐

c- Both ☐

3- How often do you use English songs to teach in the classroom?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

4- Do you find any difficulties when using songs in your courses?

Yes ☐   No ☐

5- What is your attitude towards the use of English songs in teaching/learning EFL classes?

a. Positive ☐

b. Neutral ☐

c. Negative ☐

6- How do you find teaching through English songs?

a. Motivating

c. effective

d. Boring

7- Teaching vocabulary through songs is useful for EFL learners.

a. strongly agree

b. Agree

c. Disagree

d. Strongly disagree

8- Do you think that your students' vocabulary has been enhanced after teaching them through songs?

a- Avery great deal

b- A little

c- Not at all

9- According to you, in using songs in learning/teaching, state some :

Advantages:

……………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………

Disadvantages:

………………………………………………………………………..

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