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Using Proverbs and Songs: an Enjoyable and Effective Approach to ELT:

Case of English Students at the University of Saida

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Dedication

I dedicate this work to my parents, my brothers, my sisters and my friends.

Acknowledgments

First, I would like to thank my supervisor Dr. BABOU for her precious and continual support and guidance duringthe elaboration of this work.

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Abstract

The most important factor that should be taken into consideration when framing any teaching method is the psychological side of learners in order to gain fruitful results. Songs and proverbs are considered as a funny source of information; they can be used in teaching and learning a foreign language in an enjoyable way. The present study aims at investigating students' and teachers' attitudes towards including songs and proverbs in teaching English language. It aims also at figuring out whether they are useful tools that create an enjoyable atmosphere in the classroom, develop the four skills "writing, reading, listening and speaking" and ameliorate students' cultural awareness about the target language and therefore their own culture. In order to gather relevant information, a research was conducted based on two approaches: quantitative and qualitative and three different tools which are: questionnaire, interview and practical sessions. The findings reveal that teachers and students believe in the importance of including songs and proverbs in teaching English language, and support this idea. Actually, songs and proverbs convey the culture and wisdom of the foreign language, they provide learners with a rich source of vocabulary, they give the learners an opportunity of making comparison between their own culture and the foreign one. Songs and proverbs help students to develop their listening and speaking skills. In addition, the practical sessions indicate that students are interested and enjoy this kind of learning, they still focused during the whole session. Moreover, the results show that the music and proverbs based approach play an important role in creating an enjoyable atmosphere in the classroom.

Key words: English, proverbs, songs, teaching, learning, enjoyable, effective, approach.

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CBA: Competency Based Approach

CBLT: Competency-based Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

L1: The Mother Language

L2: The Foreign language

General Introduction

Many years ago, the learning of English was widely criticized because teachers' methods were not based on learning a language with the goal of achieving communicative competence. The main objectives focused mainly on acquiring grammar rules and completing written tasks in order to pass an exam.

The purpose of this work that takes place in the English department at the University of Taher Mouley –Saida- is to show how songs and proverbs can have important benefits in the teaching-learning of a foreign language. More particularly proverbs belongto the traditional verbal folklore, genres, and the wisdom. They have served as timeless guidance in social interaction for people throughout the world. In addition, songs, music and rhythm have been used by teachers over years in order to aid language acquisition, they have been defined by researchers as powerful aids to language learning, memory and recall.

Since songs seem to have the ability in general to affect our emotions, and given the fact that most students love listening to them in their free time, it seemed logical to adopt a teaching approach, which is based on continuous and efficient use of music and song inside the classroom as well. This research intended to investigate and confirm the following hypotheses:

- ➢ Students do not enjoy the classical method in learning English.
- ➢ The cultural studies are not taking into consideration in teaching a foreign language.
- ➢ Songs and proverbs based approach can develop the four skills together.
- ➢ Songs and proverbs play a crucial role in creating an enjoyable atmosphere in the classroom.

The present research study will try to answer the following questions:

- ➢ Do students enjoy learning English language through songs and proverbs?
- ➢ Do songs and proverbs develop listening, writing, reading and speaking skills in the same time?

➢ Are they important in learning a foreign language, developing communicative competence and increasing students' critical thinking?

➢ Do songs and proverbs have a negative impact on learning and teaching English language?

This work has been divided into four chapters; the first part of this research paper discusses in general the importance of proverbs and songs in teaching a foreign language. Moreover, it highlights the role and effect of music on peoples' lives. The Theory of Multiple Intelligences by Howard Gardner is connected into the subject as well, as it emphasizes the importance of using various methods based on music in order to teach children in an effective way. The second part of this paper shows the status of English language in Algeria including the Algerian linguistic situation, the different theories, approaches and methods of teaching English language in the world and the specific approaches used in Algeria from the independence till nowadays and finally the main factors that make the learning of English difficult in Algeria.The third chapter includes the data analysis of both student's questionnaire and teachers' interview. It aims to figure out the learners' and teachers' opinions towards the effectiveness of songs and proverbs in teaching English language. The fourth chapter presents the interpretation of the results found in the third chapter and include the practice sessions which were done based on using songs and proverbs in teaching English in order to test the efficacy of the approach.

Chapter One

Review of Literature

1. Introduction:

This chapter traces the development of using songs and proverbs as an enjoyable approach in ELT through gathering the theoretical related literature about it. It also highlights its importance in teaching a foreign language. In addition, it includes the aspects of music; its importance, its scientific and psychological sides, and finally its approaches.

1.1. Language and Culture:

Language is considered as a verbal expression of culture. The relationship between language and culture is so deep and complex that it is hard or impossible to separate them when learning or teaching a foreign language. In this regard Stern (1987:206) said that: "The language learner should be made aware of the interaction between language and culture". In the same context, Gove (1980:199) adds that: "Teaching a foreign language, and the culture that goes with it, is one of the most useful things we can do to broaden the empathy and imaginative sympathy and cultural outlook of children". Consequently, the language teaching process is a combination of both the transmission of the information about the target country and the presentation of the grammatical rules. In the same vein, Byram (2009: 330-331) says that:

> The aim and purposes of foreign language education have changed in the past few decades, with the much stronger emphasis on communication, language teachers should plan their teaching to include objectives, materials and methods that develop the special elements of intercultural competence. Teachers of language need to become teachers of language and culture.

Not all students have the possibility to travel abroad in order to learn the language in its context but the teacher can create to his students an appropriate

atmosphere of learning by providing them with relevant information about the culture of the foreign country. In fact, including culture in learning foreign language will help students to build their cultural knowledge about the target country and make a comparison between their own culture and the foreign one, which will develop their critical thinking and knowledge. Teachers can introduce to their students a foreign culture using proverbs and songs as effective and enjoyable tools in teaching and learning processes.

1.2. The Importance of Proverbs in Teaching Foreign Language:

A proverb is a simple and concrete saying, popularly known and repeated, that expresses a truth based on common sense or experience, it is short and clever saying that offers wisdom. There are many types of proverbs including:

- ➢ Proverbs expressing a general attitude towards life and the laws that govern life. E.g. There is no early joy that is not watered with tears.
- ➢ Ethical proverbs recommending certain virtues and condemning certain vices. E.g. No debt remains unpaid.
- ➢ Proverbs expressing a system of values; e.g. a lazy young man is like foul-smelling meat.
- ➢ Proverbs expressing general truth and observation about life and human nature. E.g. A good thing is never too late.
- ➢ Humorous proverbs. E.g. Shopping for a long time ended up with poor purchase.
- ➢ Miscellaneous proverbs (typically expressive of specific realities to a certain area). E.g. Boat man does not know the streams he has passed.

Proverbs are considered as useful tool that creates an enjoyable environment in the classroom and introduce the culture to students in an easy way. Proverbs are simple and brief merely. However, they are considered as the core of culture, as they provide us with complex and deep ideas that show the attitudes and values of the concerned country. They aim to differentiate between what is bad, good, wrong, right, undesirable and suitable. They are considered as the spectrum of

thinking and human experience of the past, which is transmitted from generation to generation as a rich heritage of wisdom, which is still useful in the present time.

Roland (1926:33) mentions some arguments to support the use of proverbs in language teaching he says that: "proverbs stick in the mind, build up vocabulary and illustrate admirably the phraseology and idiomatic expressions of the foreign tongue language and proverbs consume very little time". He adds also that: "proverbs are not just melodic and spiritual that have rhythm and imagery but also reflect patterns of thoughts as proverbs are universal, there are analogous proverbs in each nation that relate cultural patterns". Therefore, proverbs help students to discuss cultural ideas when they compare the equivalent proverbs in different languages.

Mieder (2004:115) contends that: "proverbs are found in all the world, the only difference is in the amount; some have richer stores of proverbs than others as a result of globalization". According to Mieder (1985:213): "Proverbs can be an active way of teaching English language, since proverbs belong to the traditional verbal folklore, genre and wisdom". Proverbs are considered as timeless guidance in social interaction for people all over the world, they can be a source for language learning since they are concise, easy to remember and useful in every situation in life. In this regard, Mieder & Wolfgang (1993:182) say that: "A prominent proverb scholar defines the term proverbs as a short, generally known sentence of folk which contains wisdom, truth, and moral and traditional views in a metaphorical, fixed and memorized from which is handed down from generation".

Proverbs are an efficient tool to teach language, since they develop the writing and speaking skills as well as grammar. Teacher can provoke a subject in an oral expression session by presenting a proverb that contains a moral value, or ask his students to write a paragraph based on a proverb that will stimulate their thinking and makes them able to write. Proverb increases also learners' level of grammar, it can be used as an example on how the sentence is structured. Using proverbs to teach language can increase the learner's motivation and develop their cultural awareness. It also makes their vocabulary stock richer and helps them to be more

fluent and natural in their speech, since they are easy to be learned and they stick in the mind.

1.3. Difference between Proverbs and Idioms:

Idioms are common sentences with a different meaning from what the actual words say. E.g. It is raining cats and dogs, does not literally mean it is raining cats and dogs, it only means it is raining really hard. An idiom is a phrase or an expression whose meaning cannot be understood by looking at the individual words that form it. Its meaning is different from the meaning of the words used, idioms are short and sweet way of convening something that would otherwise require a number of sentences, and they are a funny way of expressing oneself. Sometimes, it is possible to gain an understanding of the meaning of an idiom by looking at the idiomatic phrase. E.g. He turned red when I asked him about the incident. The idiomatic expression "turned red" indicates that the person was blushing and therefore embarrassed. However, in many cases the real meaning of the idiom is difficult to establish.eg; the man loves blowing his own trumpet" the idiomatic expression "blowing his own trumpet" has nothing to do with music, in fact, it means that a person loves talking about himself. While proverbs are colorful expressions, they are short saying that express traditionally held truths, unlike idiomatic expressions, they take the form of sentences or sayings. Proverbs can express truths about life and offer advice. Example of a proverb such as haste makes waste a short phrase that uses the exact words of the phrase to give an advice on how people should behave.

1.4. The Importance of Music in Teaching and Learning a Foreign Language:

In fact the emergence of music is still unknown, but human have been making music for a very long time perhaps even longer than we have language. Music is universal in human culture, all cultures on this planet have music. Language and communication are also universal, before the written word, stories of war and odes of praise were passed along from tribe to tribe. It is so important to mention the history of music since it links language and music together which may help in supporting the idea of teaching vocabulary through songs.

Music has always played an important role in human's lives. It is used in all important occasions and each country has its own anthem. Music also played an important role during many revolutions, it brings emotions to life and also it serves as a testimony of people from any land or time. It fills the gap between nations, crosses thousands of miles and reveals more about its people than a scientific elaboration, just as all the other kinds of art music serves many purposes. Murphey (1992:9) makes a list about what people do with songs , we :

- ➢ Listen
- ➢ Sing, hum, whistle, tap, and snap fingers while we listen
- ➢ sing without listening to any recording
- ➢ talk about the music
- ➢ talk about the lyrics
- ➢ talk about the singer/group
- ➢ talk about video clips
- ➢ use songs and music to set or change an atmosphere or mood […]
- ➢ use songs and music to create a social environment, form a feeling of community, dance, make friends and lovers
- ➢ read about the production, performance, effect, authors, producers, audience of music and song
- ➢ use music in dreams
- ➢ use music and song to make internal associations between the people, places and times in our lives, so they become the personal soundtrack of our lives.

Nowadays, music becomes an important element that could not be neglected, it is used everywhere in movies, radio, restaurants, shops, parks … etc. and with the development of technology tools such as: mobile phone mp3 player, iPod…etc people can listen to their favorite songs anytime and everywhere.

Songs have always an important place especially for young people, they always enjoy listening to songs, sharing them and discussing them together. Moreover, music may touch topics related to students' everyday life. In this regard, Murphy (1992:8) says that: "songs can be appropriated by listeners for their own purposes,

largely because most pop songs do not have precise people, place, or time references, for those who find them relevant, songs happen whenever one hears them and they are, consciously or subconsciously, about the people in one's own life".

In general, music is a subject of everyday communication and it is something that is always present in people's lives intentionally and unintentionally. It can be very beneficial for the method of using songs to teach English vocabulary since it increases the possibility that students will often come across the taught material "songs" so they revise what they have learn frequently.

1.5. The Power of Music:

Music has the power to influence our mind, thoughts, emotions and behavior subconsciously, it operates on vibration level. To understand the vibration level of music you must understand the state it operates though, energy, frequency and vibration when artist creates a song he channels his emotional state into the recording. This influences the vibration in the music. It then affects the listener when he listens to the song because he is exposed to the vibration. Repeated exposure to the same or any vibration has a significant effect on the subconscious mind when you are unconsciously unaware of it, your mind is greatly impacted for more than normal because it is vulnerable to outside vibrations. There are two kinds of emotions we feel when music affects us; perceived and felt emotions. When we perceive music we can listen to a song without feeling the emotions, instead we can understand and control how it affects us. We have the power to channel the vibration of music as an energy for our own purposes and desires, whether it is for motivation, happiness, fun or pleasure.

Music brings pleasure that is why it is often associated with enjoyable activities; Partying and socializing, mating or relaxing. Music releases dopamine the "feel good" hormone, it is also a core function in the brain. From an early age human's mind can respond to and process music. Since birth, infants are able to detect differences in rhythmic patterns. Mothers across cultures and throughout time have

used lullabies, rhythmic and movements to calm crying babies. From an evolutionary standpoint music precedes language. It is in fact, the human baby and soul that are entrained to rhythmic, this is when your baby moves and reacts to music unconsciously but with instinct. Our motor systems naturally entrain and match to rhythm.

When a musical input enters our central nervous system via the auditory nerve. Most of the input goes to the brain for processing, while the rest travels straight to the motor nerves in our spinal cord. This allows our muscles to move to the rhythm without us having to think about it, or try it we just do it. The same way, music and rhythm can help a person re-learn to walk and re-gain their strength. We share a physiologic response to music your body responses each time, your heart rate will increase, your breath quickens and you feel shivers in your spine and neck.

Music produces psychological effects by engaging the limbic system, which is the center of our emotions, sensations and feelings. Through the limbic system, music has the ability to bring about a broad range of emotional states, the psychological response depends on the individual, and our emotions affect the autonomic nervous system, which oversees the functions of the cardiovascular, respiratory, neuroendocrine and immune systems of the body.

Hormones and neurotransmitters are the physiological chemicals of emotion. The stress hormones of epinephrine, norepinephrine and catechdamines lead to the negative emotions of anxiety, depression and disappointment. While dopamine, beta-endorphins and enkephalins lead to the positive emotions of tranquility complacency and relaxation. Musical vibrations cause the release of these hormones and neurotransmitters to produce such physiological effects in the body, music and physical activity as well integrated through the interpretation of rhythm to communicate feelings and emotions, but also to improve performance.

Music's purported ability to enhance mood during physical activity, increases the enjoyment and helps stimulate continued performance. It can also act as a distracter when activities are not fun to do, this shows the powerful effect of music

that is located in its capacity to alter moods, communicate feelings, help us remember memories and create distraction throughout the world music is considered one of life's essentials, its therapeutic properties are well noted. Music is recognized as a powerful tool for health, healing and wellness. When we listen to music it is processed in many different areas of our brain, the key functioning areas are shown in the next diagram.

Music on the mind

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

CORPUS CALLOSUM ➔
Connects left and right hemispheres.

MOTOR CORTEX ➔
Movement, foot tapping, dancing, and playing an instrument.

PREFRONTAL CORTEX ➔
Creation of expectations, violation and satisfactioin of expectations.

NUCLEUS ACCUMBENS ➔
Emotional reactions to music.

AMYGDALA ➔
Emotional reactions to music.

C SENSORY CORTEX
Tactile feedback from playing an instrument and dancing.

C AUDITORY CORTEX
The first stages of listening to sounds. The perception and analysis of tones.

C HIPPOCAMPUS
Memory for music, musical experiences and contexts.

C VISUAL CORTEX
Reading music, looking at a performer's or one's own movements.

C CEREBELLUM
Movement such as foot tapping, dancing, and playing an instrument. Also involved in emotional reactions to music.

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

1.1. Music on the Mind

In order to show the positive influence of including music as an effective method in teaching ELT we have to include the theory of human brain, which is the quarter of language processing multiple intelligence.

1.6. Music and Brain:

Songs can increase students' intelligence since it helps them to focus on meaning rather than the form. When children center their attention on listening comprehension they will develop their memory and acquire language easily.

1.6.1. Multiple Intelligence Theory:

Gardner (1993:41-43) discovers and distinct eight domains of intelligence which are verbal-linguistic, mathematic-logical, visual-spacial, bodily-kinesthetic, musical rhythmic, interpersonal, intrapersonal and naturalistic intelligence. He (1985:151) says that: *"All normal « nonbrain-damaged » people posses some musical intelligence"*.

1.6.1.1 Types of Intelligence:

> **Linguistic intelligence:** the ability to use written and spoken words, interpret and explore ideas and information via language and understand relationship between communication and meaning.

> **Logical –mathematical intelligence:** Students who are able to analyze problems, detecting patterns, perform mathematical calculations and understand relationship between cause and effect toward a tangible outcome or result.

> **Visual-spatial intelligence:** The ability to interpret and create visual images, pictorial imagination and expression and understand relationships between images and meanings and between space and effect.

> **Body-kinesthetic intelligence:** The wisdom of the body and the capacity to control body movement "eye and body coordination, manual dexterity and physical agility and balance".

> **Musical-Rhythmic intelligence:** Students who are able to understand relationship between sound and feeling, to recognize the tonal and rhythmic patterns and are aware of the benefits of the sound, appreciate it and use it well.

> **Interpersonal intelligence:** People who have the ability to relate to others, interpret behavior and understand relationship between people and their situations, including other people.

> **Intrapersonal intelligence:** The ability to deal with change in the workplace, understand own needs, emotions, motivations and self-reflection.

> **Naturalistic-intelligence:** The ability to recognize and categorize plants, animals and other objects in nature.

1.6.1.2.Multiple Intelligence in Teaching:

Multiple intelligence theory can be used for curriculum development, planning instruction, which is planned to help students in developing their skills and boost their confidence by including a range of meaningful and appropriate methods, activities and assessment. Teachers should understand that each student is unique; each learner has distinctive needs owing to manifold individual and social factors. So teachers must adapt methodology which corresponds to students' diversity.

1.2. The Enhancement of Learners' Linguistic Competence

The cooperation of the verbal-linguistic intelligence, musical/rhythmic intelligence, interpersonal intelligence and body/kinesthetic intelligence can be a complementary process that can enhance the learner's linguistic competence even

if they are independent and separated words. Thus, for better acquisition and enhancement of the language skills, teachers have to take advantages of the musical-intelligence of their students.

It is known that children are naturally stimulated to music, based on this fact the psychotherapist and physician Lazanov in 1978 introduced a teaching methodology related to music called suggestopedia. He argues that with the use of song children will develop the four skills "listening, reading, writing and speaking". In this regard, Murphey (1992:37) says that: "The idea behind using the music is apparently to relax students' defences and to open up their mind to the language". In the same context, Asher (1977:13) demonstrates that:

> Children can learn a foreign language through movement, they focus on listening comprehension and body movement it is a facilitating technique that help students to memorize the language and reduce stress, by using songs learners will dance and express their emotions freely or make gestures following the song directions.

Gardner (2011:253) says that: "the interpersonal intelligence consists of the ability to notice and make distinctions among other individuals and in particular among their moods, temperaments, motivations and intentions". The interpersonal intelligence goes hand in hand with the learning of foreign language since communication is very important in learning a language and learners of foreign language make efforts in order to discover and understand the beliefs and ideas of native speakers. Therefore, this kind of people will make a huge development in learning foreign language since they already have the ability to interpret the others and understand them. Music can give students the chance to discover the culture of others by interpreting the lyrics of songs, anthems, chants … etc.

Music activates both brain hemispheres, that is, creativity activates the right hemisphere and musical logic does so in the left one. It means that students can develop their brain thanks to music, they become more capable to give solutions to the problems they face in life and provide innovative ideas.

1.6.2. Left and Right Hemispheres:

LEFT BRAIN
- LOGIC
- ANALYSIS
- SEQUENCING
- LINEAR
- MATHEMATICS
- LANGUAGE
- FACTS
- THINK IN WORDS
- WORDS OF SONGS
- COMPUTATION

RIGHT BRAIN
- CREATIVITY
- IMAGINATION
- HOLISTIC THINKING
- INTUITION
- ARTS (Motor skill)
- RHYTHM (Beats)
- NON-VERBAL
- FEELINGS
- VISUALISATION
- TUNE OF SONGS
- DAYDREAMING
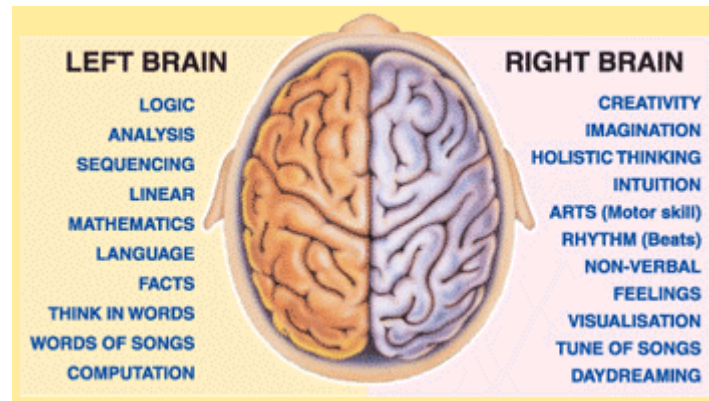
1.3. Left and Right Hemispheres

The brain is divided into two parts: the left hemisphere, which deals with language and the second hemisphere, which is the right part of the brain, controls the emotions, actions, memory and problem resolution.

Anton (1996:1170) asserts that: *"when a learning activity combines both left and right hemispheres simultaneously engaged in a particular activity, an ideal learning situation is established and the most productive learning occurs"*. There are students who have a strong right brain orientation, which gives the teachers the opportunity to use music as a bridge to connect the two parts of the brain in order to facilitate the vocabulary acquisition. In this vein, Guglielmino (1986:20) says that: "Songs bridge the (brain's) hemispheres straightening retention through a Complementary function as the right hemisphere learners the melody, the left, the words". Including music as a principle tool in a classroom in order to teach a foreign language can improve students' attention and concentration and develop their working memory.

I.7.Music and Memory:

I.7.1 Rhythm and Songs:

Music and rhythm are two elements that play a big role in facilitating language acquisition, they are powerful aids that help students to grasp a large vocabulary stock since learners find difficulties to remember the spoken texts comparing to the rhyming ones, because they are easy to be recalled. In this regard, Wallace (1994:

1473-1474) says that : "Music, when repeated, simple and easily learned can make a text more easily leaned and better recalled than when the same text is learned without any melody". However, if the music is so difficult it causes an opposite effect, the relationship between songs and memory is based on the simplicity and facility of the melody and the lyrics.

1.7.2 The Song Stuck in my Head Phenomena "Din":

Music has the quality of sticking in one's head. In addition, of the facilitating method of learning vocabulary, songs have another positive point that students can remember their lyrics early, so they will have a rich and variable vocabulary. Murphy (1992:7) calls this ability "the song stuck in my head phenomenon" which stands for "the echoing in our minds or the last song we heard". Based on this phenomenon, researchers find out a new one that has the same concept but it is related more to the foreign language which is called "Din".

Din refers to the songs and tones in a foreign language that eternize repeatedly in our heads, It was described for the first time in literature by Barber (1980:29-30) where she characterized Din as "Words, sounds, intonations and phrases, all swimming about in the voices of people I talked with". Din can be defined also as a natural process in the foreign language acquisition, krashen (1983:41) mentions it as: "an involuntary rehearsal of words, sounds, and phrases". , Krashen (ibid) adds that: "Din is based on the stimulation of the language acquisition device (LAD) and it occurs only if the inputs were understandable of the acquires". In the same vein Murphey (1990:58) states that:

> According to this scenario, the language acquisition devise (LAD), sparked by listening and subvocalization, activates a Din in order to chew on elements and schemas for acquisition which would lead eventually to comprehension later contributing to reading and ultimately production.

Murphey (Ibid) confirms that:

> Reading done too soon as the main source of input, and hearing one's own voice subvocally, may partially account for the fact that many adults keep a strong non-

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native accent in a foreign language, while children who are principally listeners not readers, seem to have little problem becoming native-like. Extensive reading by adults too soon would provide great reinforcement for their non-native sub vocalization production.

In a comparison between listening and reading methods, it is found that learners who listen to songs have the advantage to achieve native-like accent, it is remarkable that adults who are used to read a lot maintain their strong non-native accent after a long period of learning a foreign language.

Song is crucial in the development of the psychology of human being and it is always present in student's daily life, including all fields: sociocultural, psychological and spirituals dimensions. It creates a pleasant and motivating classroom atmosphere where children feel safe to communicate and happy to learn.

1.8. Music and Psychology:

Classroom atmosphere influences the learning and teaching processes deeply. A good, comfortable, and enjoyable classroom environment can influence teacher and student performances. It will motivate and even enhance the interaction between them. In this regard, Krashen (1982:157) says that: "in order to create a good environment in EFL classrooms, teachers have to be aware on how to deal with the emotional side of his learners". Brown (2007:161) also adds that: "anxiety is related directly with self-esteem, self-efficacy, inhibition and risk taking, the construct of anxiety plays a major role in second language acquisition". In the same context, Arnold (1999:59) says that : "the language anxiety "rank high among factors influencing language learning, regardless of whether the setting is informal (learning language on the streets) or formal (in the classroom)".

The effective teaching method that should be included in the teaching process in order to boost the students' motivation and reduce their anxiety is the music based-teaching method, which is considered to be the appropriate solution to the anxiety issue. According to Schinko-llano and Vicars (1993:325) who says that: "In order for learning to occur, the learner needs to be in a taste of anxiety-free relaxation".

In this regard, we have to mention related teaching method which is called Desuggestopia or Suggestopedia. Because learners feel more comfortable when listening to the music, this method suggests to learn English by using songs in order to avoid negative feeling such as anxiety and it will help them also to improve their pronunciation and listening skill at the same time.

Motivation is an important element that influences the process positively. It can be intrinsic which means innate motivation when the learner is motivated to learn by himself, he does not wait for external rewards, while extrinsic motivation is totally different which is defined by a motivation that is influenced by gaining separable consequences such as personal goal. A good ESL teacher should pay attention to the difference between two kinds of motivation that students have in order to perform well in the classroom.

When teaching a foreign language in an educational system, the culture of this language cannot be ignored due to the tied relationship between culture and the teaching of a second language. Mastering a language means knowing its vocabulary and having a rich knowledge about its social cultural context that make correct learning and use of that language.

1.9. Music and Aspects of Language Acquisition:

1.9.1 Music and Cultural Awareness:

In order to improve outcomes for language acquisition, innovative teachers and therapists introduce the use of music in teaching language. Based on the deep relationship between music and language, songs can be effective in the development of the cultural awareness of the target language and enrich the learner's vocabulary in the same time. In this regard Paquet (1982:247) states : "For the occurrence of optimal learning the effect filter should be weak, a weak filter denotes the presence of a positive attitude towards learning because of the casual learning environment used when singing, songs are one way to reach a weak affective filter and promoting language learning". Paquet (ibid) adds that by using songs as a way of teaching students will improve their creativity and cultural

awareness as he says that: "music can enhance students' creativity, cultural awareness, attention and long-term memory .Furthermore; it improves theoretical thinking helping to develop learner's creativity".

Learning a foreign language by using songs is a task that takes place in and out of school, teachers should provide their learners with strategies and resources that will help students to improve their cultural awareness towards the target language and enrich their vocabulary stock.

1.9.2 Music, Grammar and Vocabulary:

Paquet suggests the creation of musical activities so that the learners improve the four language skills "listening, speaking, reading and writing" and develop their English vocabulary stock and pronunciation. In this context, Patel (2008:674) mentions that:

> The close relationship between songs and language is the same as a cognitive and mental system; thus the use of songs in a classroom can facilitate the language process, consequently the teaching/learning focus shifts from purely linguistic matters towards a multimodal direction, music provides a wide spectrum of semantics and symbolic possibilities by which English is learned.

1.10. The Implication of Songs for Classrooms Pedagogy:

The learner's perspective is the most important element in the learning process that should be taken into consideration when framing any teaching method. In this vein, Stern (1983:18) says that: "The concept of learning, as it is understood today, has been greatly influenced by the psychological study of the learning process". Stern (Ibid:21) adds that: "language teaching can be defined as the activities which are intended to bring about language learning".

Murphey (1990:37) also says that music can change the atmosphere of a classroom and describes it as follows: "It seems to give energy where was none,

and to spark off images when students complain of having nothing to write about, music is the stuff dreams grow on*"*. He suggests to teachers a method that they can apply in order to teach English vocabulary effectively by:

- ➢ Using popular songs.
- ➢ Practice selective listening comprehension.
- ➢ Read songs, articles about songs, letters to singers, questionnaire.
- ➢ Discuss a song.
- ➢ Write dialogues using the words of a song.
- ➢ Use video clips in many ways.
- ➢ Do role plays "as people in the song or the artist/interviewer)
- ➢ Dictate a song
- ➢ Use a song for gap-fill, cloze, or for correction.
- ➢ Use music for background to other activities.
- ➢ Integrate songs into project work.
- ➢ Energize or relax classes mentally.
- ➢ Practice pronunciation, intonation and stress.
- ➢ Do choral repetition.
- ➢ Teach vocabulary.
- ➢ Teach culture.
- ➢ Learn about your students and from your student, letting them choose and explain their music.

Murphey (1992:151) points out that: "In this kind of activities teacher should pay attention on how he is applying it and shouldn't be severe, because music creates a funny atmosphere that stimulates students' learning language in a very positive way".

1.11. Music Based Approaches:

1.11.1 Suggestopedia:

Suggestopedia is a methodology of teaching foreign languages based on using classical music. It was introduced as an unusual method of teaching in 1978 by the

Bulgarian psychotherapist and physician Lozanov. The aim of this approach is to provide a relaxed environment. Therefore, it reduces anxiety, offers more opportunities to acquire new vocabulary learn new language structure and increase retention.

1.11.2. The Contemporary Music Approach:

It is an approach done by Antony (1990:1169), where he uses for the first time the music as an effective tool of memorizing vocabulary. He says that: "Music is one of the most effective memory aids to us, especially for recalling grammatical structures". With this method, Antony includes grammar lessons in correlation with music. He combines singing and psychology with language learning.

1.11.3. The Audio Singual Method:

Presented by Kind (1980: 49), he testes his approach at Havard university, American and European schools. He points out that: "It has been found that foreign languages can be taught more rapidly, more effectively and with greater recall through the use of song, rather than the mechanical classroom drills".

1.12. Conclusion:

The objectives of this chapter is to gather information about music and proverbs. It highlights their roles, their psychological and scientific effects in addition to their implication in the classroom.

This chapter aims to show the importance of using songs and proverbs in EFL as a new enjoyable and useful approach that can help in acquiring grammar, vocabulary and culture in an easy, funny and effective way. However, teachers need to be careful with their choice of songs and proverbs, they have to take into consideration the age group of their students, their English language competence level and adapt them according to their needs and interests.

Chapter Two

The Status of English Language in Algeria

2.1. Introduction:

This chapter highlights the status of English language in Algeria since the independence to the present day**.** It is divided into two parts; the first part consists of the historical overview of the language policies in Algeria since 1962. The second one presents the approaches adopting by the Algerian educational system in teaching foreign languages including all information related to teaching.

2.2. Linguistic Situation in Algeria:

2.2.1. Definition of Language

Language is a human system of communication that people use to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises and feelings. It can be divided into two types: the linguistic communication and non-linguistic communication. Linguistic communication is extensively human property it is a system based on words and sentences in order to transfer an idea. In this context, Goodnough (1957:5) defines language as:

A set of standards and organizing principles for a proper speech behaviour, the standards comprising every known human language may be seen as ordered into several systems or levels of organization, the phonological, morphological , syntactic, semantic, and symbolic.

The non-linguistic communication is a system that can be used by human and non-human species as well, it is based on using gestures and sounds in order to express feelings; happiness, pleasure, excitement and fear, or transmitting an idea. Thus, language is seen as a vehicle for the expression of thoughts that are already in humans' mind by using words and grammatical structure and gestures.

2.2.2. Languages Used in Algeria:

Algeria is known by its rich and complex linguistic background, it is special with variations of language spoken in an academic and non-academic context. It is a multilingual country with the Arabic language which is the official language, the French language as second language and English as the third one, in addition to its dialects. In this regard, Ephraim and Mala Tabory (1987:8) say that:

The Algerian situation is complex, as it is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language, Classical Arabic versus colloquial Algerian Arabic, and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational and cultural policies.

The linguistic situation in Algeria comprises the standard Arabic which is used in formal situations in parallel with French, which is also used in social life together with colloquial Arabic. The Berber language named Tamazight, is for the natural use of ethnic groups.

The term multilingualism is used to refer to people who use more than two languages at home, school or work. It does not mean that they are competent in all

these languages. The Algerian educational policy is based on multilingualism. In the first stage which is primary school, children start by acquiring the first and official language of the country which is the standard Arabic. Then, when they reach the 3rd year they start learning the second language which is French and at the level of middle school they study the English language. Thus, they will learn the three languages simultaneously at the level of middle and secondary school.

2.2.2.1. Classical Arabic:

A language used by more than 280 millions people who live in middle east and northern Africa as official one. Its appearance is linked with the revelation of the Qur'an to the prophet Mohamed : "And We sent not only a Messenger but with the language of his people, in order to enlighten them. Then Allah misleads whom He wants and guides whom He wants. And He is the All-Mighty, the All-Wise". (The Holy Qur'an, S.14, V.4).

Muslims attributes the Arabic language to a special position and total respect for conveying theological debates and secular sciences during the period known as the golden age of Islam. After the independence of Algeria, the government decided to reintroduce literally Arabic in education and public administration, due to its importance for Algerian people, because it's the language of Islam which was a shelter during colonization when Algeria had not an identity and in order to prove their independence since Arabic is the language of Arab nation. It is considered as the official language of the Algerian population since 1962, thought in schools and universities, and used in the media and government.

2.2.2.2. Algerian Arabic:

The phenomena of diglossia present in Algeria is linked to the use of transformed classical Arabic, it began with the Spanish settlement, and it has been increased during the French colonization. Diglossia started when Algerian people began to include many words from Spanish and French languages to the Arabic language. E.g. la cocina: couzina. The Algerian Dialect is a tremendous blend that is derived from classical Arabic, Berber, French, and even some sediment Turkish language. The dialect which is derived from classical language has been modified at

the level of pronunciation by specific delectation.e.g (جاء: جا/ طريق: الطريق) For the structures derived from the French, it has been modern to cope with Algerian common tongue. Upon closer observation of some words, we will find the French origin has reformulated to the Arabic linguistic weights. E.g. la classe: classa, le cartable: kertab, telephone: tilifoun.

2.2.2.3. Tamazight:

Tamazight is the native language of Maghreb. It is spoken by 20% - 30% of the Algerian population, initially taught in sixteen wilayas or departments from forty-eight. This language is actually practiced orally by minority groups, which are its natives. However, it is still facing problems related to its writing mode concerning the lack of alphabetical symbolic system and grammatical rule, which still unsolved yet.

2.2.3.4. French Language:

French language has a special place in Algeria due to historical reasons. Algeria is considered as the second French-speaking country in the world. Nowadays, French language is taught from the third year of elementary school. It is used in private schools and universities especially scientific fields. In addition to the economic sector; it is highly used with English language (kateb, 2005:89).

2.2.3.5. English language:

English language is classified as a second foreign language in Algeria. It is in competition with the French language since 2000, its teaching starts at the first grade level of middle school. However, it is not used yet in universities. Cook (2005:25) says that:

> In recent years, the growth of English has been further accelerated by a startling expansion in the quantity and speed of international communication and the rise of international operations linked to expanding U.S power and influence.... films, songs, television programs, and advertisement are heard in English and seen in many countries where it is not the first nor even a second language.

The desire to promote English language in Algeria is due to its important place in the world "the first language". It is the language of politics, science, technology, medicine, tourism, and business. In addition to the high cooperation with the United States of America and Canada who are tied by supporting this educational reform policy in Algeria through the making of textbook, training of teachers of English and the introduction of new technologies.

2.3. Teaching English language in Algeria:
2.3.1. Definition of Teaching:

Teaching is the concerted sharing of knowledge and experience, which is usually within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact.

There are two fundamentally different ways of understanding teaching. The first considers teaching as an instructor-centered activity in which knowledge is transmitted from someone who has acquired that knowledge to novice learners: teaching as knowledge transmission. The second considers teaching as a learner-centered activity in which the instructor ensures effective learning activity for novice learners by supporting, guiding, and encouraging them in their active and independent creation of new knowledge: teaching as assisted knowledge creation.

Teaching is an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable. It involves a teacher, a learner, content in form of knowledge, Facts, information, and skill to be imparted a deliberate intention on the part of the learners organized to learn, and finally a method that respects the learners' cognitive integrity and freedom of choice.

2.3.2. Theories of Teaching:
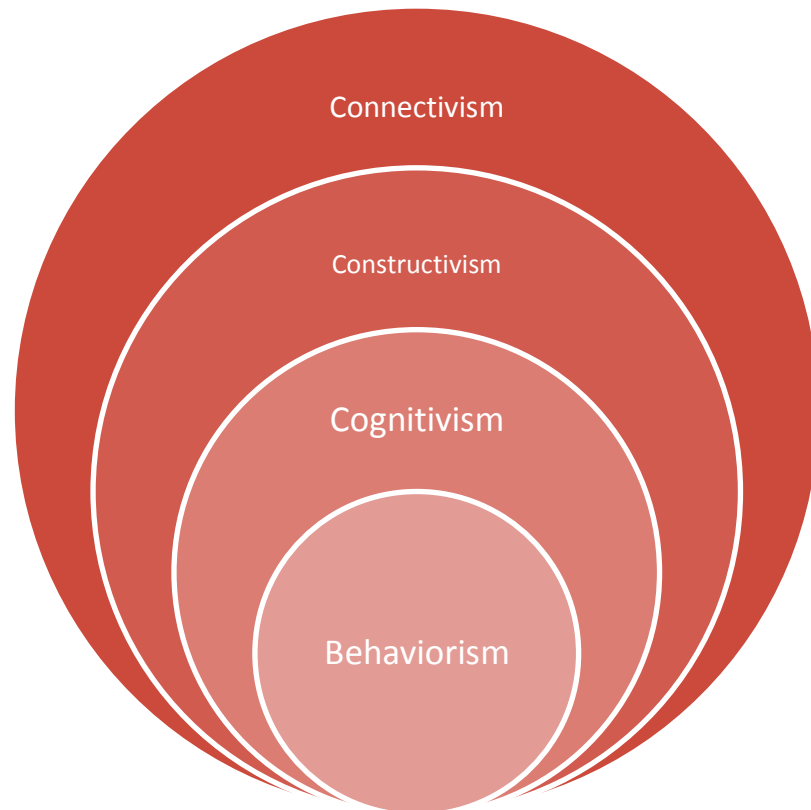
2.1. Theories of Teaching

2.3.2.1. Behaviorism Theory:

Behaviorism is based on behavioral folk psychology from the 1950s. It is a classic Pavlov's dog and basically students learn through: practice and reshaping what they learn. The teacher's role is to create a series of steps in programmed instructions with a predefined end. He plays the role of supervisor since his goal as a teacher is to observe the change on his students' behavior if they feel good about learning. It is a very fundamental way as an introduction to learning and great for the primary school.

2.3.2.2. Congnitivism Theory:

It is based on the work of Piaget which is a three-stage processing the sensory memory and long term memory and the work of J- Anderson which is the two types memory, which are declarative and procedural. Students learn through mental processing that is how information are processed. It is about enabling the student to

inquire strategies to process information. The purpose of using such theory in teaching is to attain and maintain learners' attention and be a model of those thinking strategies because the goal is to change the students' mental behavior because they learn how to think by using the rehearsals visual aids, repetition, review and summarizing.

2.3.2.3. Social Constructivism Theory:

Known as learner centered approach learning and it is based on the work of Vygotsky (1978) who is known for his zone of proximal development and Brunner (1950) where learning is an active process and the students learn through construction of knowledge through socializing and they really need to be autonomous, so they need to become mature. Teacher's role is to pose leading questions, make students work in groups in order to learn through and with each other and be a facilitator because the goal is to create lifelong sticking learning.

2.3.2.4. Connectivism Theory:

It is known as a digital age learning. In this theory, learning is a creative process and the students learn through informal network technology. They connect information because they have the desire to know more and that they have a decision-making skills about learning "what they need to learn". The teacher's role is to nurture those connections between fields, people and organizations for example. The goal of this theory is to make students able to do something that they actually learn and then there is an actuation that they will produce new ideas.

2.4. Approaches, Methods and Techniques of Teaching a Foreign Language:

Effective teaching is less about providing students with the right answers and more about developing in them the ability to ask the right questions. The well-planned lecture should be sufficiently flexible in design to allow for real-time adjustments necessary to address unforeseen obstacles encountered in the course of the "struggle." Teaching is based on an underlying approach, a guiding method and a series of techniques.

2.4.1. Approach:

Approach is a source of principles and practices of language teaching that refers to theories about nature of language and language learning. It describes how people acquire their knowledge of the language and make statements about the conditions, which will promote successful language learning. Approach is the level in which a whole theory and its beliefs are reflected regarding a language and its learning, it is wider concept than method and technique.

2.4.2. Method:

Method is a pre-package set of specification and prescriptions for the teachers and the learners on how the teacher should transmit the information and how the learner should learn based on theories of language learning. The method prescribes for teachers, what materials and activities should be used, how to use them in order to achieve effective results and what is the teacher's role during this process.

2.4.3. Technique:

Technique is a strategy used to obtain immediate results in the classroom. It depends on the actual teaching situation. Technique should be coherent with method and therefore they must be in harmony with the approach.

2.4.4. Difference between Approach, Method and Technique:

Technique
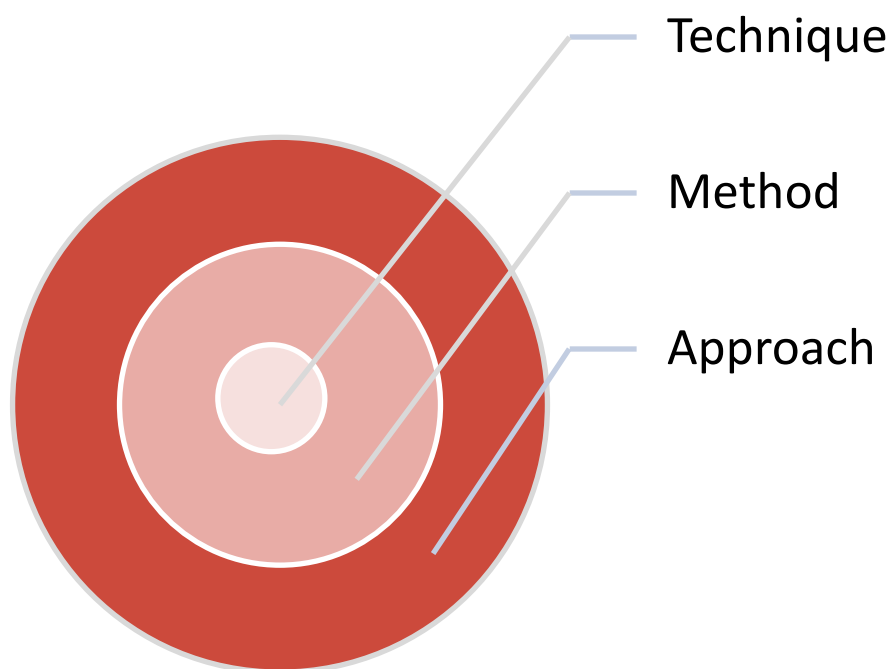
Method

Approach

2.2. Difference between Approach, Method and Technique

We can call an approach a theory, modal or research paradigm. It is a general philosophy about how people learn and thus how teachers should teach. It is a huge category that contains sub-ideas all of them are slightly different from each other but they all hold this philosophy of learning and teaching in common. Those sub-ideas are methods. A method is a list of procedures of precisely how to do something, that list often refers to as a syllabus, some methods provide their own second language acquisition theory while others are aligned to what already exist separately. Each method usually recommends to us a variety of techniques to use in the classroom, a technique is a task or classroom activity, each method will name, define and describe the specific learning activities, techniques better to be used. For example an ESL teaching method called task based learning, students are required to work on projects. So, it is important to remember that these terms are not synonyms approach is larger than method and method is larger than technique, there are maybe many specific techniques to one method, and many different methods belong to an approach.

2.5. Methods of Teaching English:

2.5.1. Grammar Translation Method:

It is a deductive learning method, where rules are presented directly by the teacher who plays an active role while students are passive receivers of the new information and should memorize everything. Writhing is more important than oral communication. The teacher use a mixture between L1 and L2 in the classroom. Some of the techniques used in this method are:

- ➢ Translation of literally passages.
- ➢ Reading comprehension.
- ➢ Arts.
- ➢ Antonyms/synonyms.
- ➢ Cognates.
- ➢ Deductive application of rule.
- ➢ Fill-in-blanks.
- ➢ Memorization.
- ➢ Composition.

2.5.2. Direct Method:

It is an inductive learning. It comes naturally, and students discover knowledge by their own. It is based on oral use with a strong connection between form and meaning in the target language. The teacher guides and help students to work with each other and sometimes with him. Some of techniques used in this method:

- ➢ Reading aloud.
- ➢ Dialogues.
- ➢ Role-plays.
- ➢ Questions and answers.
- ➢ Self-correction, conversations.
- ➢ Fill-in-blanks.
- ➢ Drawing (for listening comprehension).

> paragraph writing.

2.5.3. Audio Visual Method:

Learning is inductive based on the principles of behaviorism via mechanical drills/descriptive. Teacher is a model of accuracy for students to perform as well as possible. No errors are allowed while students practice drills. Some of the techniques of this method are:

> Dialogue.
> Memorization.
> Minimal pairs (for teaching pronunciation).
> Complete the dialogue.
> Grammar games.
> Mechanic drills.
> Repetition claim.
> Single slot constitution.

2.5.4. Suggestopedia:

Students need to remove the feeling of not being able to succeed and overcome psychological barriers to learning. Communication is divided into language and factors affecting its convenience and errors are permitted to foster confidence in pupils. In this method learners learn better if they get the information from a reliable authority, feel more secure and less inhibited, some other techniques in this method are:

> Positive suggestion.
> Peripheral learning.
> Visualization.
> Choosing a new identity.
> First concerts.
> Secured concert.
> Primary activation.
> Security activation.

2.5.5. Communicative Approach:

Based on meaningful activities that promote real communication to achieve effective learning communicative competence is necessary for any social context and there is a great focus on meaning and function. The teacher acts as a facilitator and monitor while students perform active negotiation of meaning some of the techniques used are:

- ➢ Authentic materials.
- ➢ Language games.
- ➢ Fill in gap.
- ➢ Scrambled sentences.
- ➢ Picture strip story.
- ➢ Role-plays.

2.5.6. Humanistic Approach:

The humanistic approach practices teaching language items, teaching skills and teacher's status and flexibility. The teacher is facilitator while students are involved in social effective learning activities, some techniques of this approach are:

- ➢ Cooperation teacher Students.
- ➢ Cooperation students-students.
- ➢ Meaningful language items.
- ➢ Mime.
- ➢ Min-explanation.
- ➢ Setting appropriate tasks.
- ➢ Arousing interest.

2.5.7. Task Based Language Learning:

Focus on the use of authentic language and meaningful tasks using language. The teacher is an observer or counselor and students are engaged and motivated in the second language. This method includes some techniques which are:

- ➢ Cooperation brainstorming.
- ➢ Linguistic shill building.

2.5.8. Competence Based Learning Approach:

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          ┌──────────────────┐
          │    Competence    │
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                          │ and /or          │
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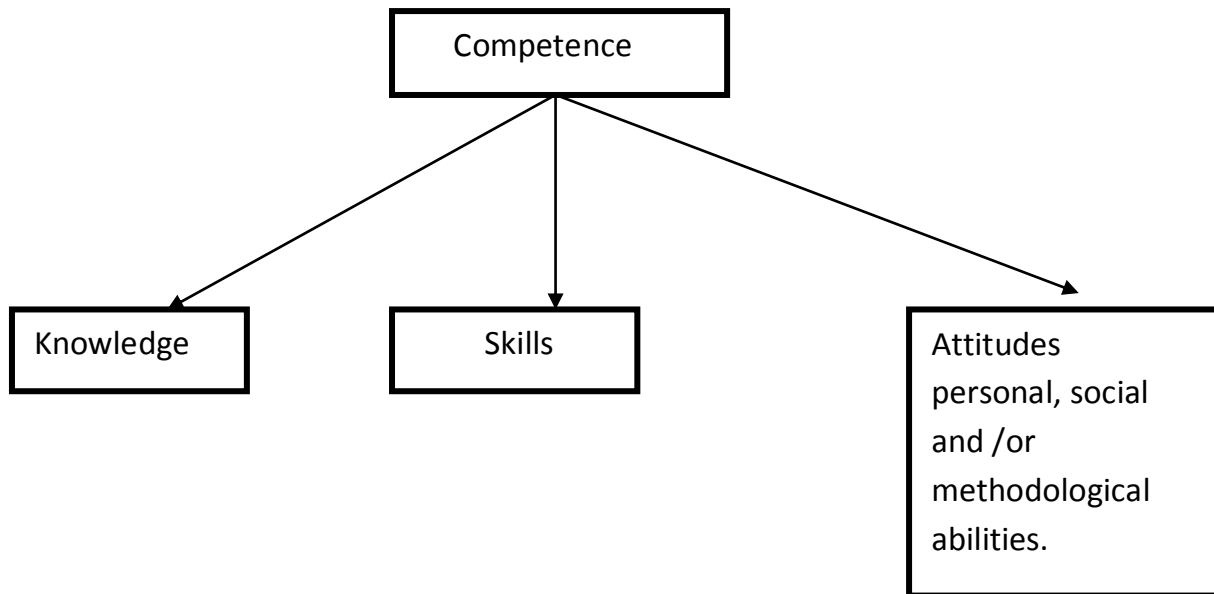
2.3. Competence Based Approach

In the area where a lot of technological progress and a lot of transitions and changes at all levels take place, the world becomes a small village where the sights are mingled and cultures are blended and with the technological revolution schools and universities are no longer the only source of information. Nowadays, students can find information easily through the internet and modern technology and may access information beyond what is required to know during their study years. In order to keep pace with a rapid development of educational system. It should be more flexible and innovative.

Many discussions have been taken place lately about how to better engage students in their learning. One promising strategy is competency-based learning, and CBL organizes learning around students' interests, needs, backgrounds or aspirations. It provides authentic assessment of student's progress through demonstration or products, which establish student's mastery of subject.

Students advance only upon mastery of the subject matter, not according to a calendar data, CBL offers transparency for students, teachers and parents, both teachers and students have a clear objective, and parents are kept in the loop about their children's progress.

CBL provides opportunities for students-driven, practical learning environment, and it success fully engages young people in their learning, it aims to help learners to be autonomous and self-orienting individuals and to deal with the real life situations in the society. In this regard, Docking (1994:16) says that:

> Competency-based language teaching (CBLT) is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies and assessment.

2.6. The Application of the Competence Based Approach:

The Algerian educational policy has realized the crucial role that English language plays in the world. It is used widely as international language, and becomes the language of science, media, and advertisement and entertainment programs.

The main goal of the Algerian educational system is to make people able to use the English language, to be able to read, speak and write it in an accurate and fluent manner.

Since the beginning of teaching English language in Algeria, the government has adopted many approaches, depending on their effectiveness, needs and the changes that occur in the teaching and learning processes, especially due to the development of teaching in the world and the diversity of students from one generation to other.

After the independence, the educational Algerian system decided to include English language as the second foreign language and adopted the Grammar Translation Method. However, due to the weakness of this method, the government decided in the beginning of the 21st century to change it and include the competency-based approach as a modern one, since it deals with nowadays conditions and go hand in hand with today's children way of thinking since it links the classroom learning to the outside world "technology". Another reason behind the adoption of this approach, it is used now in all the world, it was actually applied first in the United States of America and because of its success, the Algerian system decided to include it in its teaching program of foreign languages, and it is introduced in Algeria since 2005.

2.7. Factors that Influence English Language in Algeria:
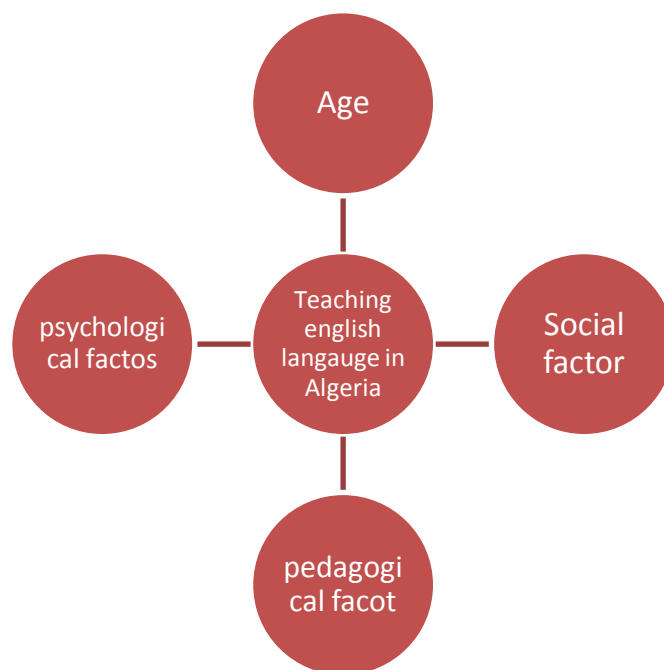
2.4. **Factors that Influence English Language in Algeria**

Although Algerian people understand the importance of English language and they realize its high status, it is noticeable that learning English in Algeria did not achieve a real success even if it is a language that can be acquired and used easily. According to Idou- Derraz assistant teacher in the university of Hassiba and Ben Bou Ali –Chlef-, she writes an article concerning the reasons behind the unsuccessful English learning in Algeria in 2010, there are some factors that impede the progress of this language which are: age, psychological factors, social factors and pedagogical factors.

2.7.1. Age:

As it is known children at a young age grasp and acquire easily and rapidly languages than old persons. However, in the educational policy of Algeria children start learning English at the first year of middle school, while it is more suitable to introduce it to them at the elementary school they will grasp it more quickly. It does not mean that adults cannot learn English language, Steinbergs (1993:215) claims that:

> Adult learners are more successful than younger learners because they know how to be students and have sufficient maturity to meet the rigours of a formal learning

environment, where concentration, attention and even the ability to sit still for a long
time, all play a role in learning.

In the same vein, Krashen (1985: 44) says that: "…Thus despite the simpler input
directed at the younger children, it is likely that older acquirers actually get more
comprehended input, and this may be the key factor in their faster initial progress."

2.7.2. Psychological Factor:

Psychologists see that the psychological side of human being may play a big
role in blocking one's learning of a language. According to Krashen, in his filter
hypothesis, psychological factors such as anxiety effect the learning process, anxiety is
a natural human phenomenon that all learners experience it in the classroom and if
teachers do not know how to deal with it, anxiety will be as an obstacle between
learners and its performance in the classroom. In this regard, Scovel (1978) says that:
"facilitating anxiety motivates the learners to 'fight' the new learning task; it gears the
learners emotionally for approval behavior. Debilitating anxiety, in contrast, motivates
the learner to 'flee' the new learning task; it stimulates the individual emotionally to
adopt avoidance behavior."

Personality is also considered as an important factor that may facilitate or block
the learning process. There are two types of personalities among learners, the extrovert
pupils who participate often in the classroom and perform well when working in
groups. and the introvert learners, those students who have difficulties in learning a
language because they prefer to work alone, so they cannot know their lacks, they do
not like also to talk and communicate too much with people, and since communication
plays a crucial role in learning a foreign language, they face difficulties in speaking the
language. In this vein, Esenck's (1965) describes extrovert and introverts pupils as
follows:

> The typical extrovert is sociable, likes parties,has many friends, needs to have people to
> talk to, and does not like studying by him. He craves excitement, takes chances, often
> sticks his neck out, acts on the spur of the moment, and is generally an impulsive
> individual. He… always has a ready answer, and generally likes change.

2.7.3. Social Factor:

One of the social factors that strongly influences the learning of a foreign language is the attitude of its learners towards it. It can be positive attitude that helps student to learn this language in a good and enjoyable atmosphere and have desire to know its culture. Therefore, he will attain a successful level and rich background of the language, while the negative attitudes may block the learning because the learner has a negative feeling toward a language, he does not enjoy learning it, and does not care to progress or develop his level in this language. In this respect, Spolsky (1969: 237) claimed:

> In a typical language learning situation, there are a number of people whose attitudes to each other can be significant: the learner, the teacher, the learner's peers and parents, and the speaker of the language. Each relationship might be well shown to be a factor controlling the learner's motivation to acquire the language.

Parents are considered to be a crucial source that influence children's attitudes towards something. In Algeria unfortunately, there are parents who has a negative attitudes towards learning a foreign language due to the historical events, they refuse to learn a foreign language, and they influence their children by this thinking. Teachers also may play an ineffective role when they use L1 in their teaching, thinking that it makes things easier for learners but unfortunately, it does not help them.

2.7.4. Pedagogical Factor:

The pedagogical factor is considered as the most important factor that plays a big role in the progress of English language in Algeria. Due to many reasons such as the actual educational system which influences negatively both teachers and learners, the pedagogical deficiencies that can be cited are as follows:

➢ Age: the English language in Algeria is introduced at the age of 13.
➢ The large number of students in the classroom and the overload hours imposed to teachers, which makes the capacities of teachers lower than they should be.
➢ Small number of hours devoted to English language.

- ➢ Lack of audiovisual material, books and computers that are so important in learning language.
- ➢ The lessons cited in the curriculum do not fit the learners need.
- ➢ The number of examination that makes the learners learn for the exam.

2.8. Conclusion:

The chapter aims to highlight the status of English language in Algeria, starting by giving an overview about the linguistic situation in Algeria, shading the light on the languages and dialects that are highly presented in the country.

As all the other countries in the world, the Algerian government realizes the importance of including English language in its educational system due to its crucial role in communication and business. The Algerian educational system adopts various approaches in order to make the teaching of English language successful and effective, that enable its learners to be fluent and accurate in writing, reading, listening and speaking.

Even if English has been adopted by the Algerian government since 1962, it is still facing some problems concerning its application that results in a weak teaching and learning. In this chapter some factors that impede the success of the teaching of English in Algeria have been illustrated.

Chapter Three

Methodology and Data Analysis

3. Introduction:

This chapter represents the steps that were followed in the investigation which took place in the English department of University of Taher Mouley Saida. The research study aims to gather relevant information about the inclusion of songs and proverbs as an effective and enjoyable tool in ELT. The study was conducted based on two approaches quantitative and qualitative, and three different tools; questionnaire addressed to students, an interview for teachers and practical sessions in order to test the effectiveness of this approach.

3.2. The Questionnaire

In order to gather relevant information, a questionnaire was distributed to all students of the department of English language at the University of Taher Mouley –Saida-, it was addressed to all levels 1st, 2nd, 3rd, 1st year master, and 2nd year master.

The questionnaire consists of three sections. The first section contains personal information, the second one deals with students' point of view about the classical method and the third section covers questions related to the use of songs and proverbs in classroom. In addition to the last question, which is an open-ended question where student are free to give, any comment or additional suggestion related to this approach.

A total of 87 students have answered the questionnaire and they were divided into two categories, those who agree with the integration of the use of songs and proverbs in classroom, and those who disagree with this idea and

they prefer the classical method. The results of this investigation are clearly shown in the statistics below:

3.3. The Questionnaire Analysis

Table 3.1: Percentages of Students Who Participate in the Study

Level of education	Number	percentage
1st year	21	24%
2nd year	16	18%
3rd year	23	26%
1st year master	16	18%
2nd year master	10	11%
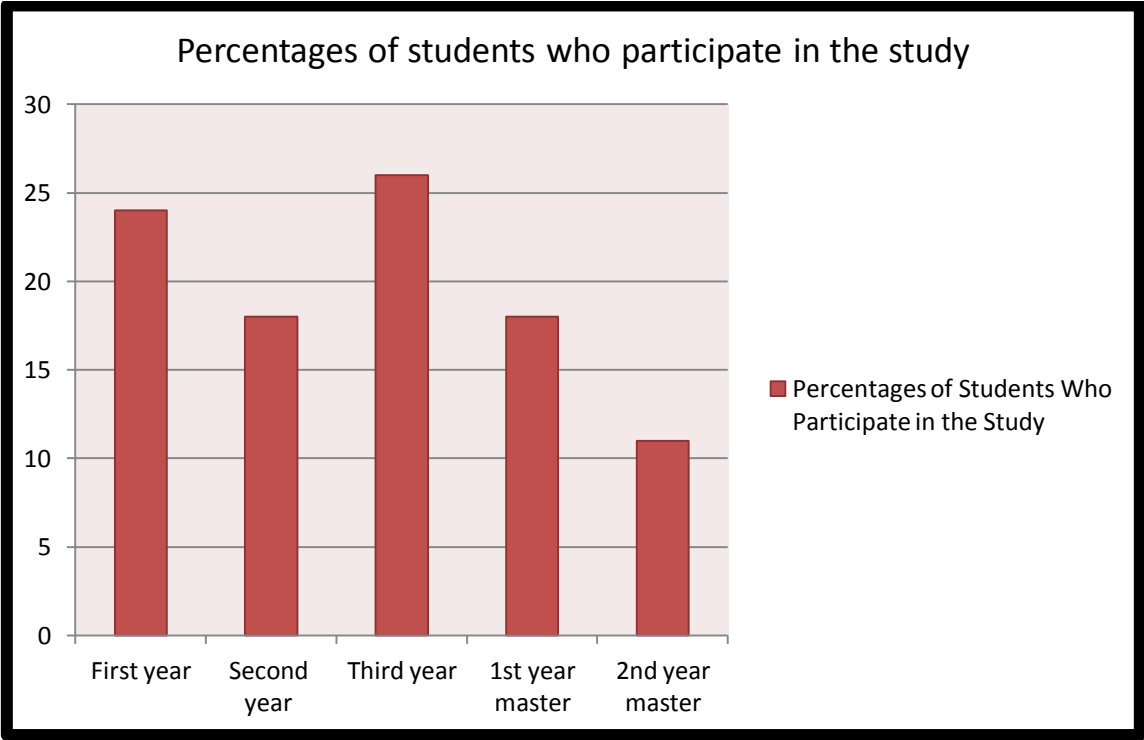
Chart 3.1 Percentages of Students Who Participate in the Study

The population of this study includes students from the department of English in Saida University from all levels, from a total of 87 students, 24% from first year,

18% from second year , 26% third year, 18% first year master and 11% from second year master.

Table 3.2: Percentages of Male and Female in the Investigation

Gender	Number	Percentage
Male	21	24%
Female	66	76%
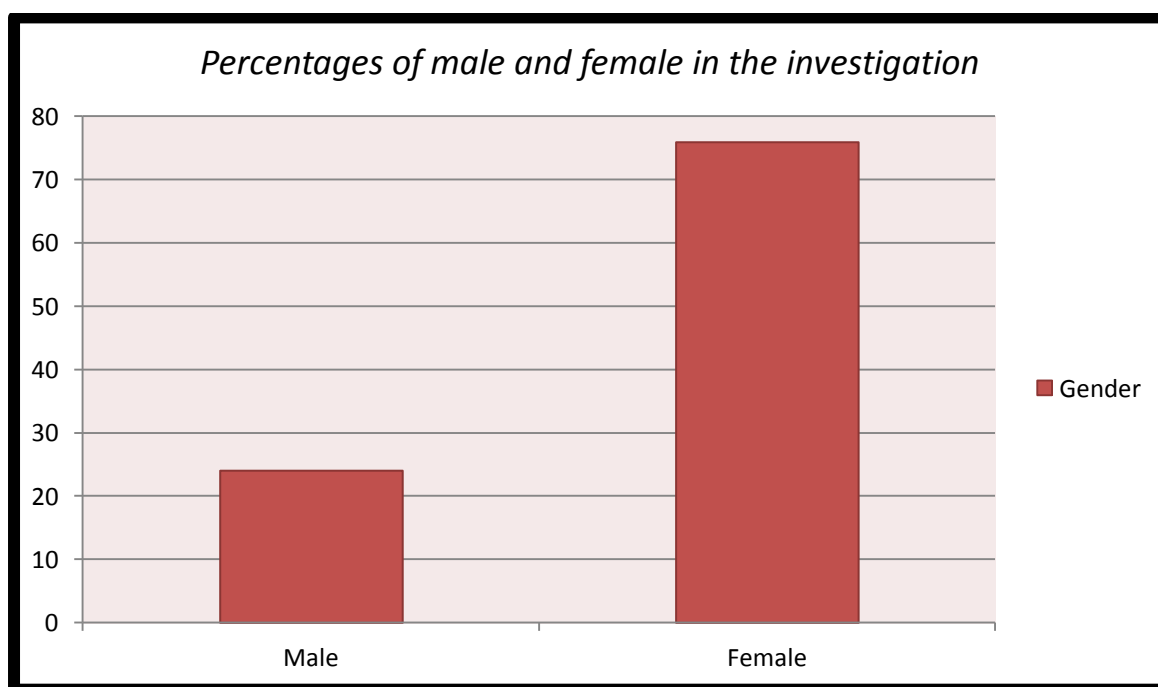
Chart 3.2. Percentages of Male and Female in the Investigation

It is clear from the results that the most dominant category in the population is feminine with 72% while boys take 28%.

Table 3.3: Percentages of the Age Groups That Dominate the Population of the Study

Age group	Number	percentage
18-23	74	85%
23-28	12	14%
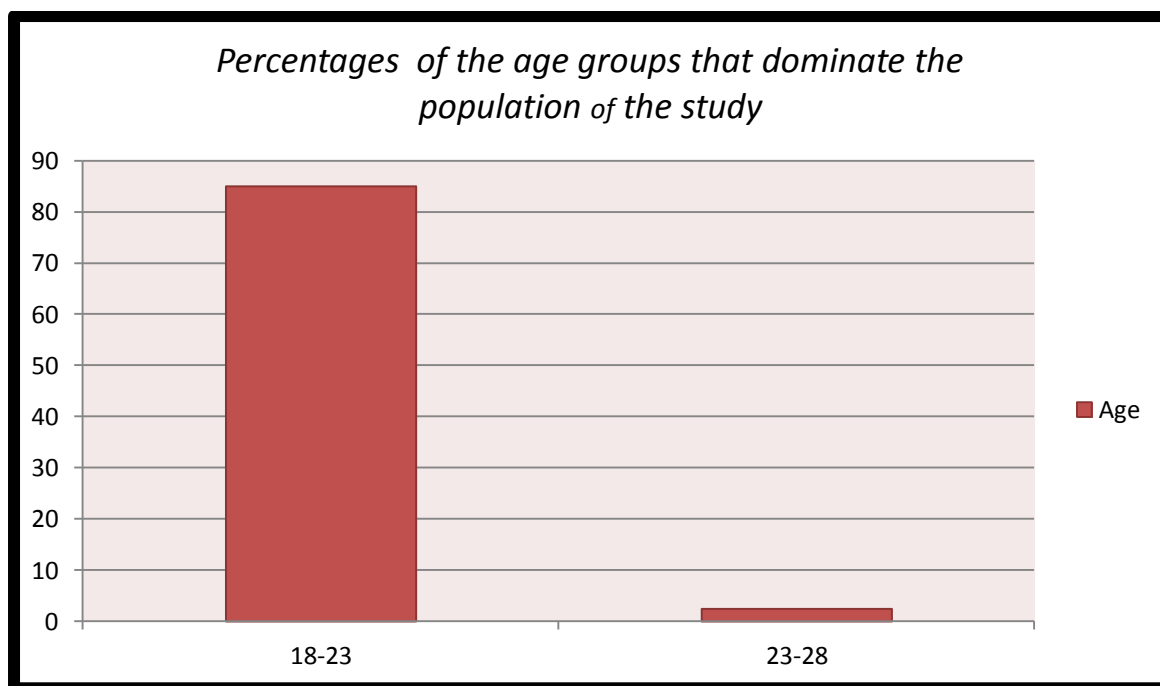
Chart 3.3.Percentage of the Age Groups That Dominate the Population of the Study

The results show that students who participate in this study mostly are from the age group of (18-23) 85% and the others 15% their age does not exceed 28 years old.

Table 3.4: Do you Learn Grammar Easily in the Classroom with the Classical Method?

Answer	Number	Percentage
Yes	72	83%
No	15	17%
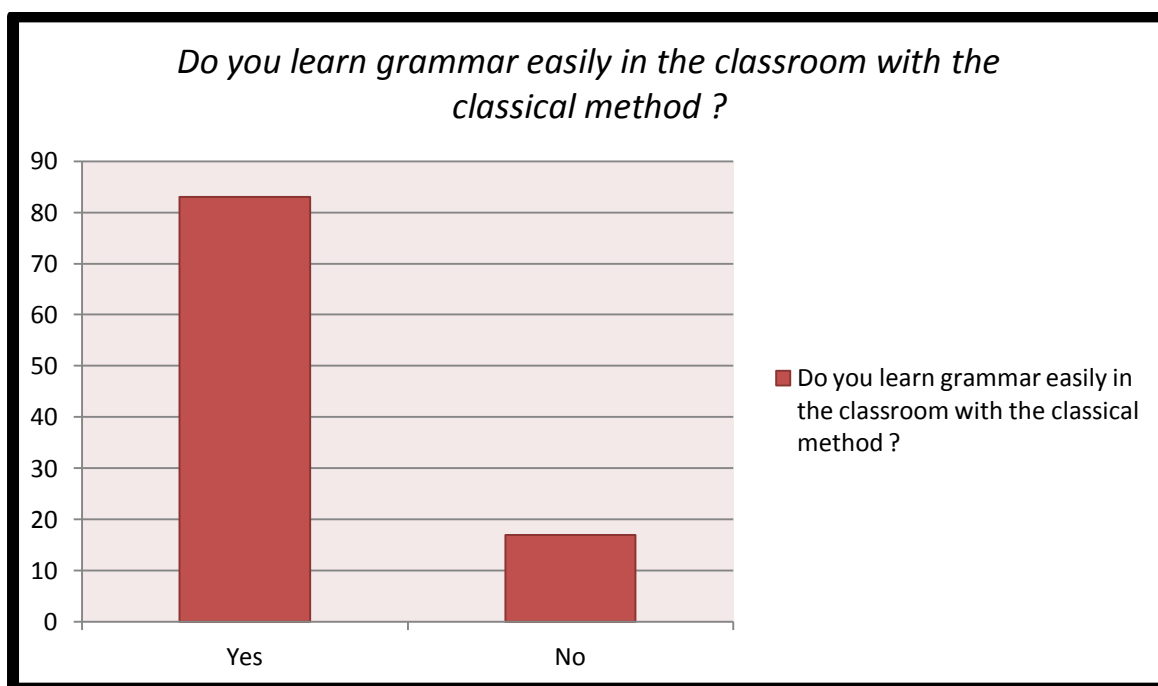
Chart 3.4. Do you Learn Grammar Easily in the Classroom with the Classical Method?

As can be seen in the chart and the table, the majority of students find that the classical method is an effective method and fruitful in their point of view, while just few of them think that it was hard for them to learn grammar with the classical method.

Table 3.5: **Do you Grasp Vocabulary in the Classroom Easily?**

Answer	Number	Percentage
Yes	59	68%
No	28	32%
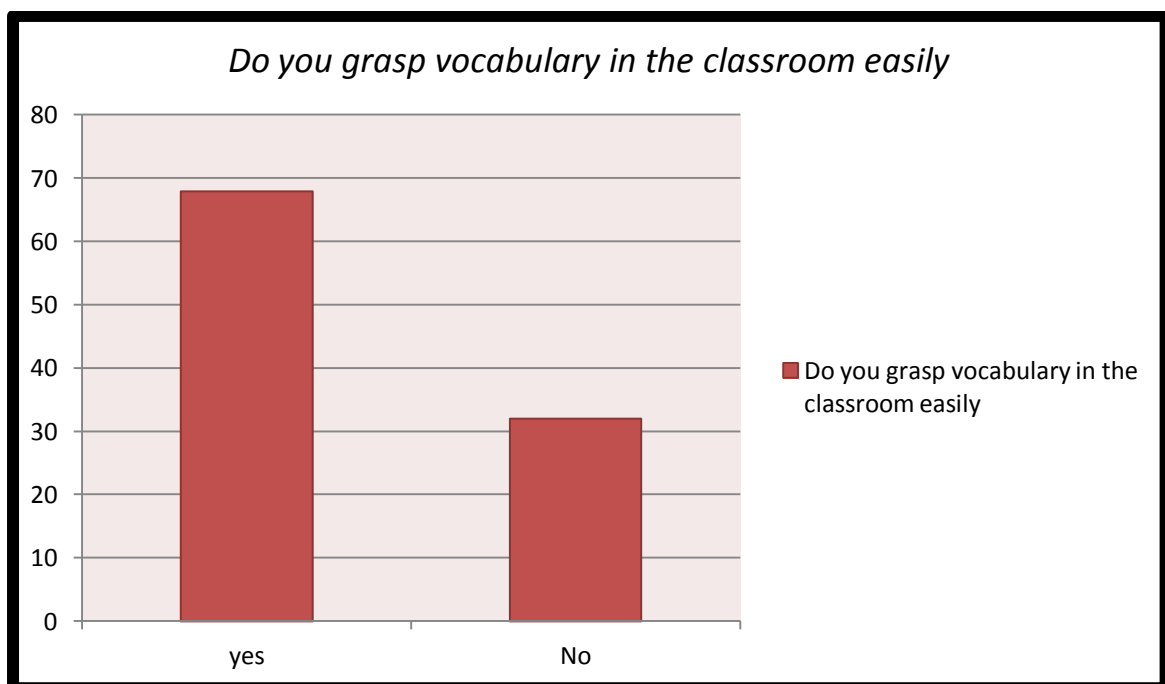
Chart 3.5: Do you Grasp Vocabulary in the Classroom Easily?

It is clear from the data that 68% of English students have learned vocabulary in the classroom easily but the others 32% think that they did not grasp vocabulary at the university or their schools.

Table 3.6: Do You Enjoy Grammar and Vocabulary Sessions in the Classroom with the Classical Method "GTM"?

Answer	Number	Percentage
Yes	57	65%
No	30	34%
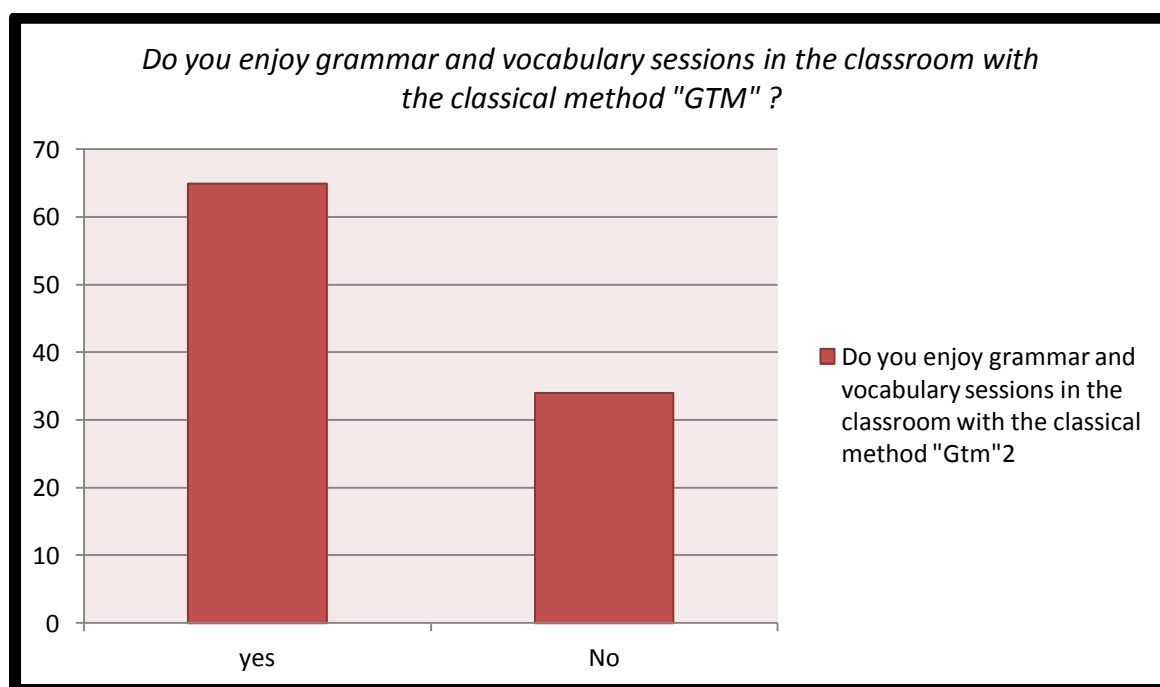
Chart 3.6: Do You Enjoy Grammar and Vocabulary Sessions in the Classroom with the Classical Method "GTM"?

The results show that the majority of students enjoy the classical method of teaching when learning grammar and vocabulary in the classroom, while the rest 45% did not find it enjoyable and effective.

Table 3.7: Did You Learn the Culture of a Foreign Language in the Classroom?

Answer	Number	Percentage
Yes	55	63%
No	32	37%
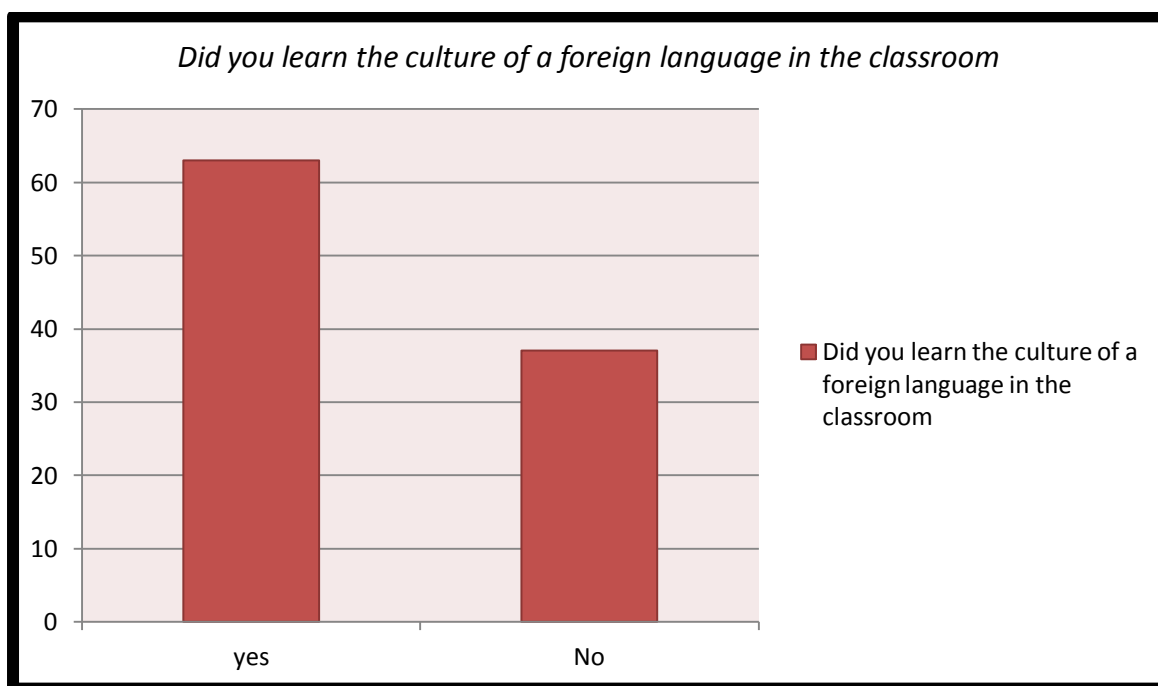
Chart 3.7: Did You Learn the Culture of a Foreign Language in the Classroom?

The results above reveal that 63% of students think that they have learned the culture of the foreign language in the classroom while the rest answer that they did not receive any foreign culture session during their studies.

Table 3.8: If Yes, Was It Enjoyable?

Answer	Number	Percentage
Yes	15	17%
No	40	46%
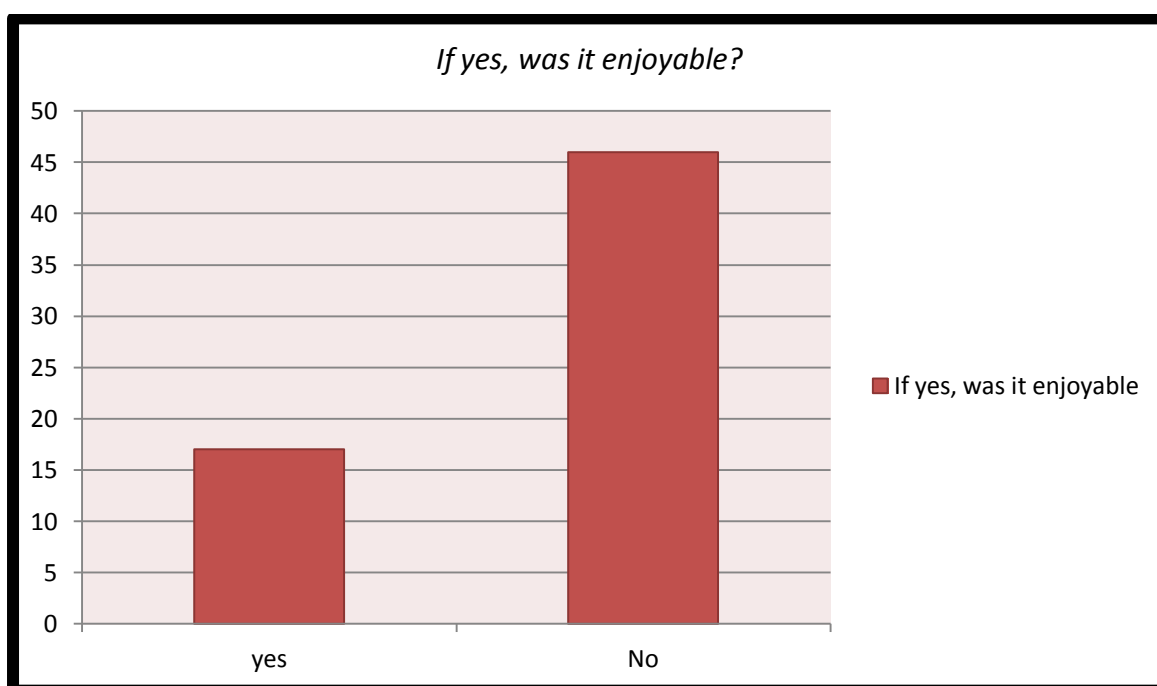
Chart 3.8: If Yes, Was It Enjoyable?

As it can be seen in the chart above, 63% of student answer that they have received cultural studies of foreign language and 37% of them say that they have enjoyed these session while the rest 17% find it boring and not enjoyable.

Table 3.9: Do You Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language Help you to Relax in the Classroom?

Answer	Number	Percentage
Agree	72	83%
Disagree	15	17%
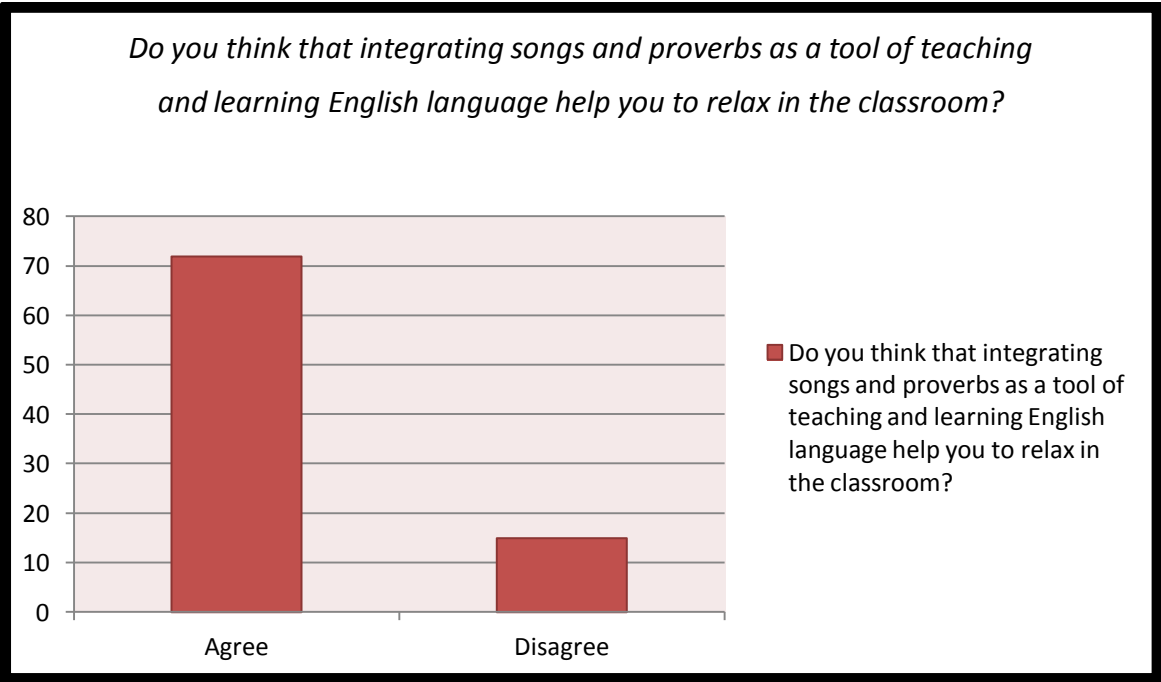
Chart 3.9: Do You Think That Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language Help You to Relax in the Classroom?

The findings demonstrate that 83% of students like the music and proverb based approach and encourage its integration and agree that it plays an effective role that

helps students to relax in the classroom by increasing learners' motivation and reducing anxiety.

Table 3:10: Do you Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language Creates an Enjoyable and Funny Environment in the Classroom?

Answer	Number	Percentage
Yes	55	63%
No	32	37%
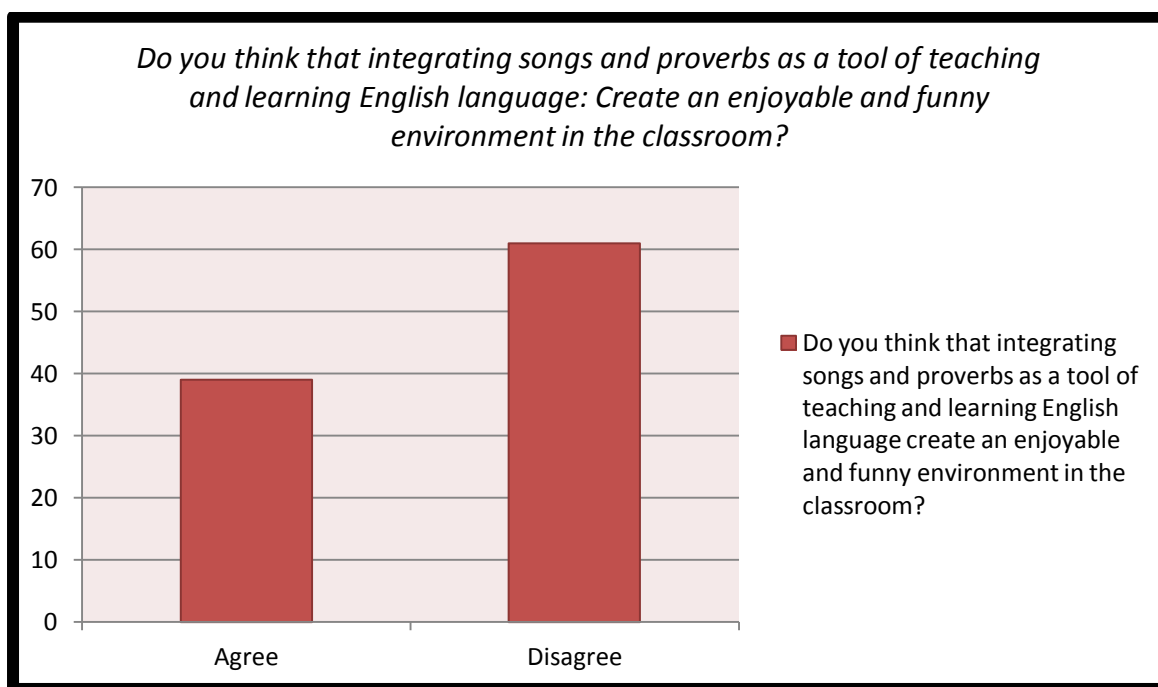
Chart 3.11: Do you Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language Creates an Enjoyable and Funny Environment in the Classroom?

As it is demonstrated in the chart, the majority of students who participated in the investigation support the idea that songs and proverbs create an enjoyable and

funny environment when they are used in teaching and learning processes while the rest of them 39% disagree.

Table 3.11: Do you Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language Help You to Focus More?

Answer	Number	Percentage
Agree	77	88%
Disagree	10	12%
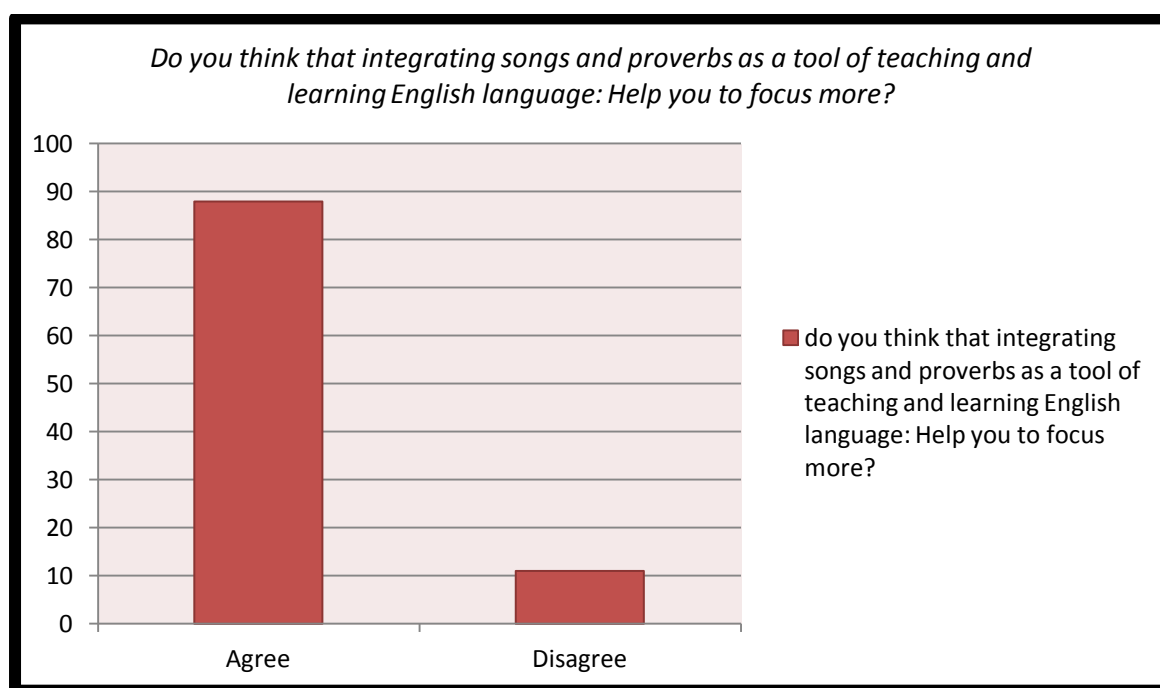
Chart 3.11: Do you Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language Help you to Focus More?

The results reveal that 88% of students answer that music and proverbs do not confuse them when it is used as a tool of teaching and agree that they help them to focus more on the lesson. However, the rest 11% think that it can be disturbing.

Table 3.12: **Do you Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language Help you to Memorize Easily What you Have Learned?**

Answer	Number	Percentage
Agree	61	70%
Disagree	26	23%

Chart 3.12: Do you Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language Help you to Memorize More Easily What you Have Learned?

As can be noticed in the presented results the majority of students affirm that songs and proverbs are an effective tool that help students to memorize easily what

they have learned from vocabulary, grammar, phonetics, culture….and so on, while the other 30% disagree.

Table 3.13: **Do you Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language Make the Learning and Teaching Process Easier?**

Answer	Number	Percentage
Agree	67	77%
Disagree	20	23%

Chart 3.13: Do you Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language Make the Learning and Teaching Process Easier?

The results show that more than half of the population of the study agree that while including songs and proverbs in teaching and learning processes will make them much easier for both teachers and students but the rest 23% refuse the idea.

Table 3.14: Do you Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language Confuse You?

Answer	Number	Percentage
Agree	29	33%
Disagree	58	67%

Chart 3.14: Do you Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language Confuse You?

It is clear from the results shown above that the majority of students disagree with the idea that songs and proverbs may confuse students while using them in classroom, since they consider them as a useful, enjoyable and effective tool in teaching and learning that help learners. Moreover, they help to relax during the lesson

and have fun, while just few of them 33% agree with the idea and think that they can be a confusing factor.

Table 3.15: Do you Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language Make the Lesson more Difficult?

Answer	Number	Percentage
Agree	75	86%
Disagree	12	14%
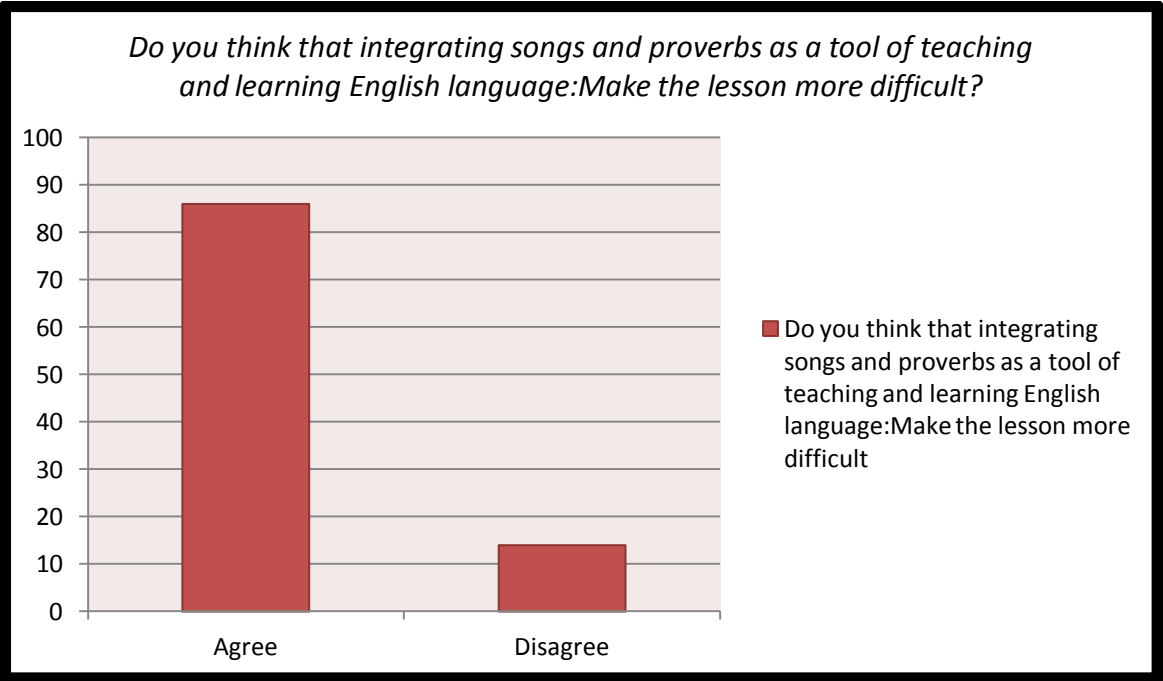
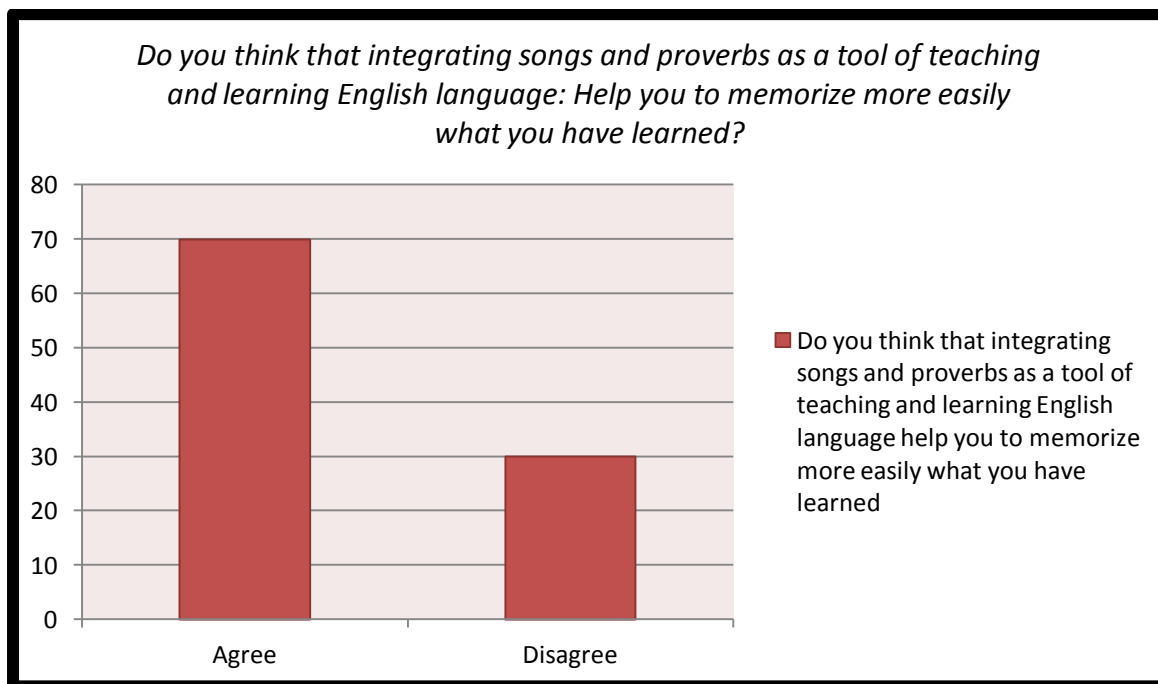**Chart 3.15. Do you Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language Make the Lesson more Difficult?**

The results show that 86% of students think that songs and proverbs do not influence negatively the learning and teaching processes and do not impede them. But the rest 14% believe that they can make the lesson more difficult.

Table 3.16: Do you Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language does not have any Importance?

Answer	Number	Percentage
Agree	17	20%
Disagree	70	80%

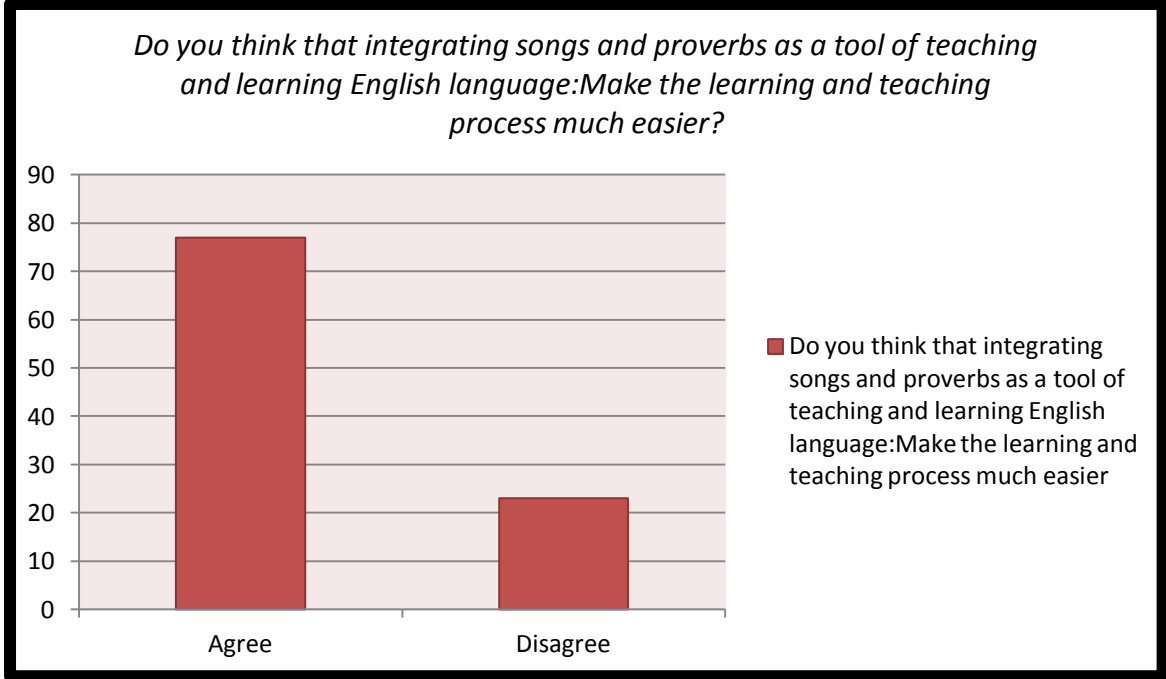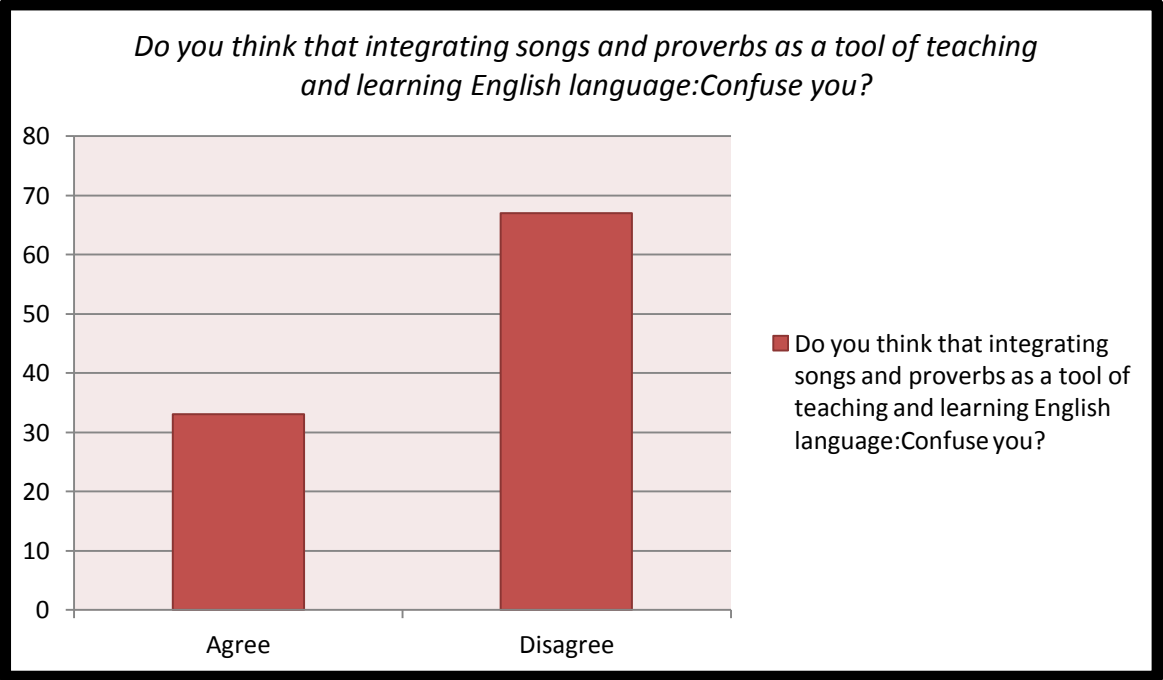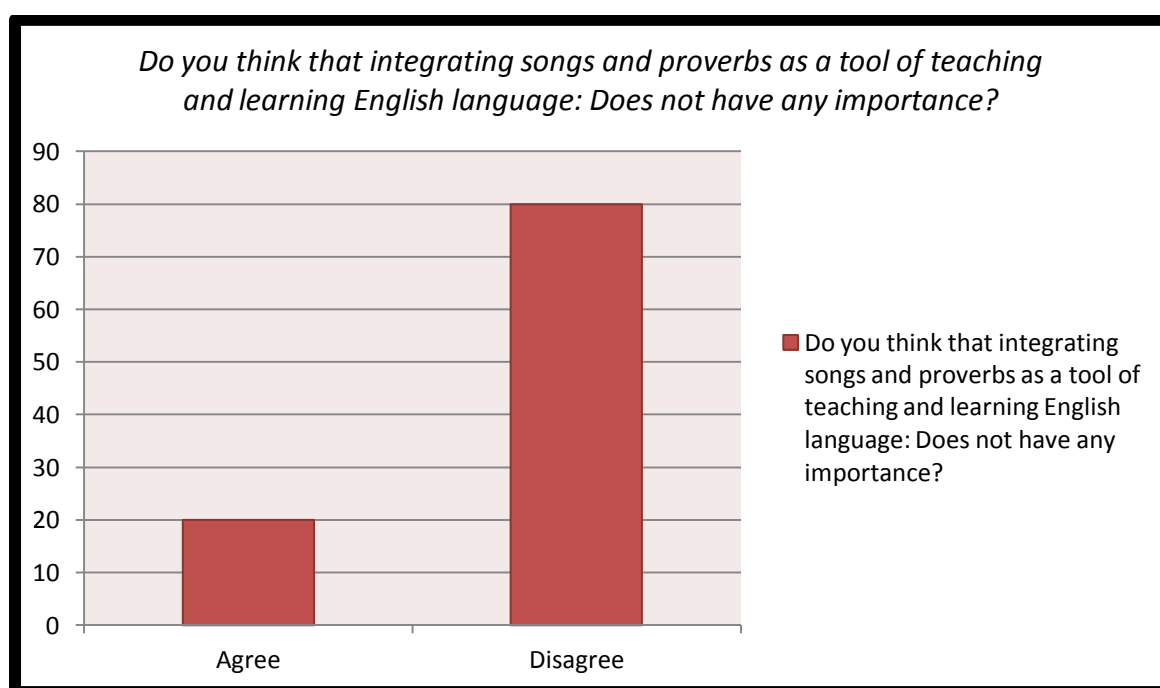
Chart 3.16: Do you Think that Integrating Songs and Proverbs as a Tool of Teaching and Learning English Language does not have any Importance?

As it can be seen in the finding about almost all of students with 80% disagree with the idea that songs and proverbs do not have any importance in learning and teaching processes because they support their integration since they agree with all the

previous ideas concerning the effectiveness of this approach, just few of them with 20% do not find it so important.

Table 3.17: Do you Think that Songs and Proverbs are Important in Understanding Cultural Differences and Similarities?

Answer	Number	Percentage
Agree	73	84%
Disagree	14	16%
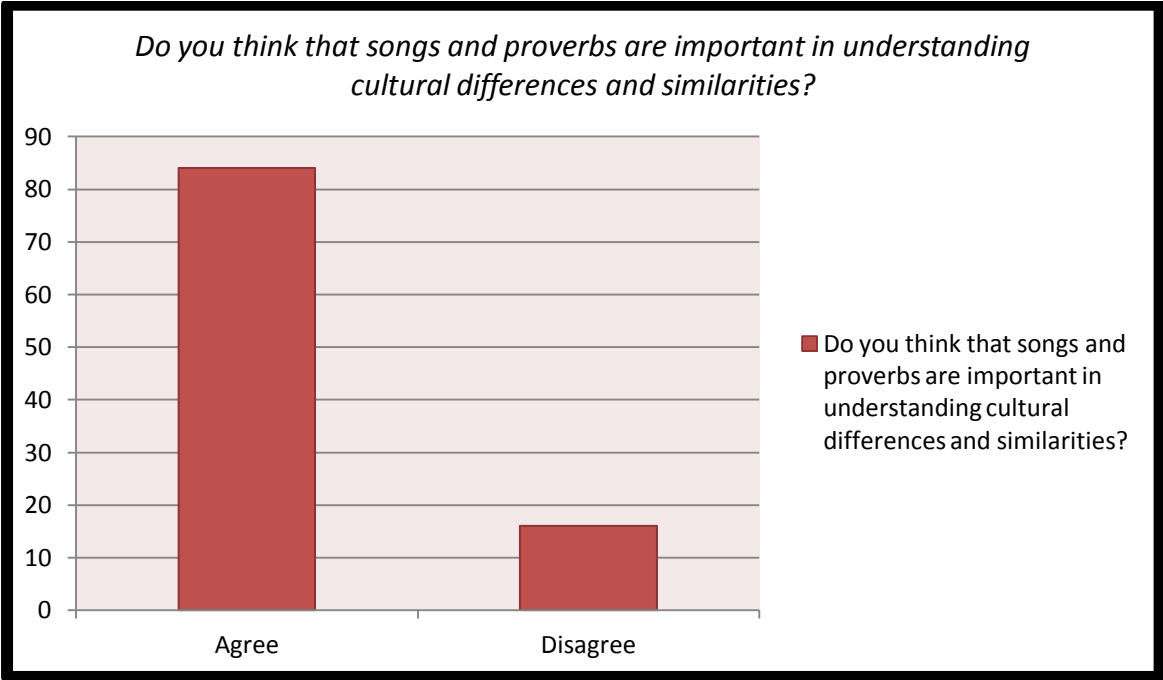
Chart 3.17 Do you Think that Songs and Proverbs are Important in Understanding Cultural Differences and Similarities?

The results reveal that the majority of students affirm that songs and proverbs can play a principle role in introducing the culture of the foreign language to the students and they help them to know the differences and similarities between their

culture and the foreign one. However, there are other students who think differently, they answer that proverbs and songs are not important at all in learning a foreign culture.

3.4. Interview:

The interview was also conducted at the University of Taher Mouley –Saida- at the level of English department in the purpose of knowing teachers' attitudes towards using songs and proverbs as an enjoyable approach in EFL.

The aim of this study is to investigate whether and how proverbs and songs are used as part of English foreign language teaching, and to investigate teachers' point of view about them and how much they believe in the inclusion of proverbs and songs.

The research also aims to see to what extent teachers believe that songs and proverbs can be effective in improving writing, reading and listening skills and whether they help to communicate effectively and develop the cultural awareness as well as students' critical thinking in a funny way.

A total of 5 teachers have been interviewed by answering to eight questions and an open-ended last question, which were presented to the teachers and the data produced is detailed as follows:

3.5. The Interview Analysis:

Table III.18: The Integration of Songs and Proverbs as Tools in ELT

Answer	Number	Percentage
agree	2	40%
neutral	3	60%
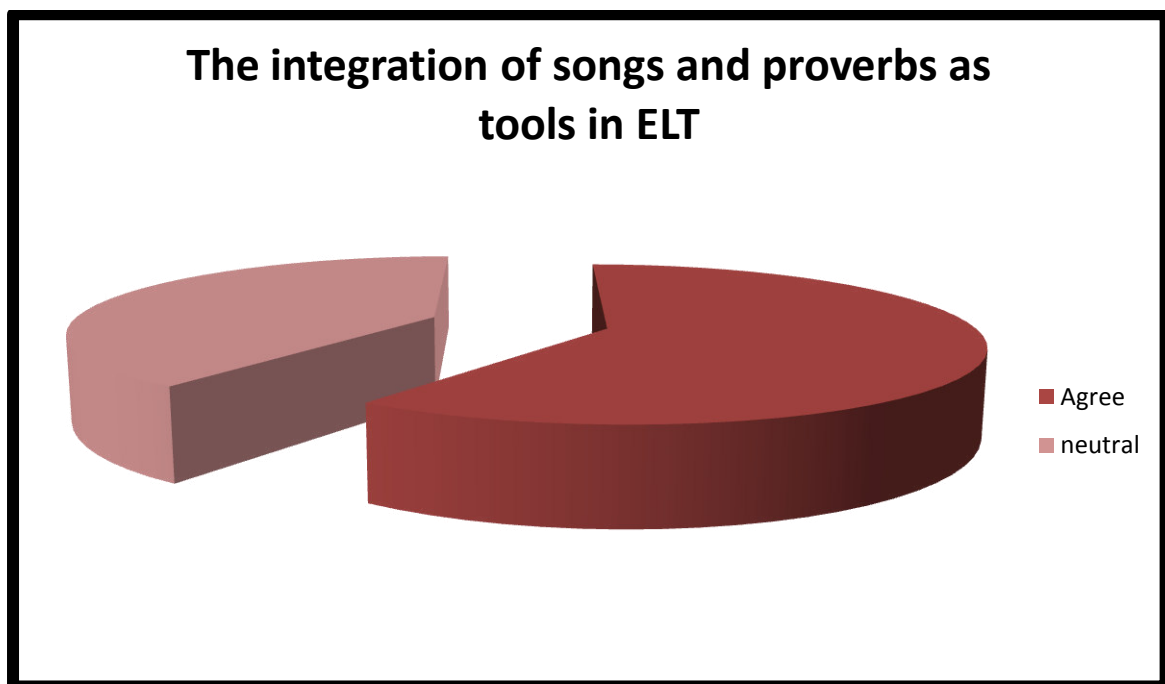
Chart 3.18. The Integration of Songs and Proverbs as Tools in ELT

As can be seen in the results above 60% of teachers strongly agree on the integration of songs and proverbs as tools in ELT and the other 40% prefer to stay neutral towards the application of this approach because they think that it can be a double-edge sword.

Table 3.19: Proverbs Will Improve Reading Writing and Speaking Skills

Answer	number	percentage
Neutral	1	20%
Agree	3	60%
Not sure	1	20%
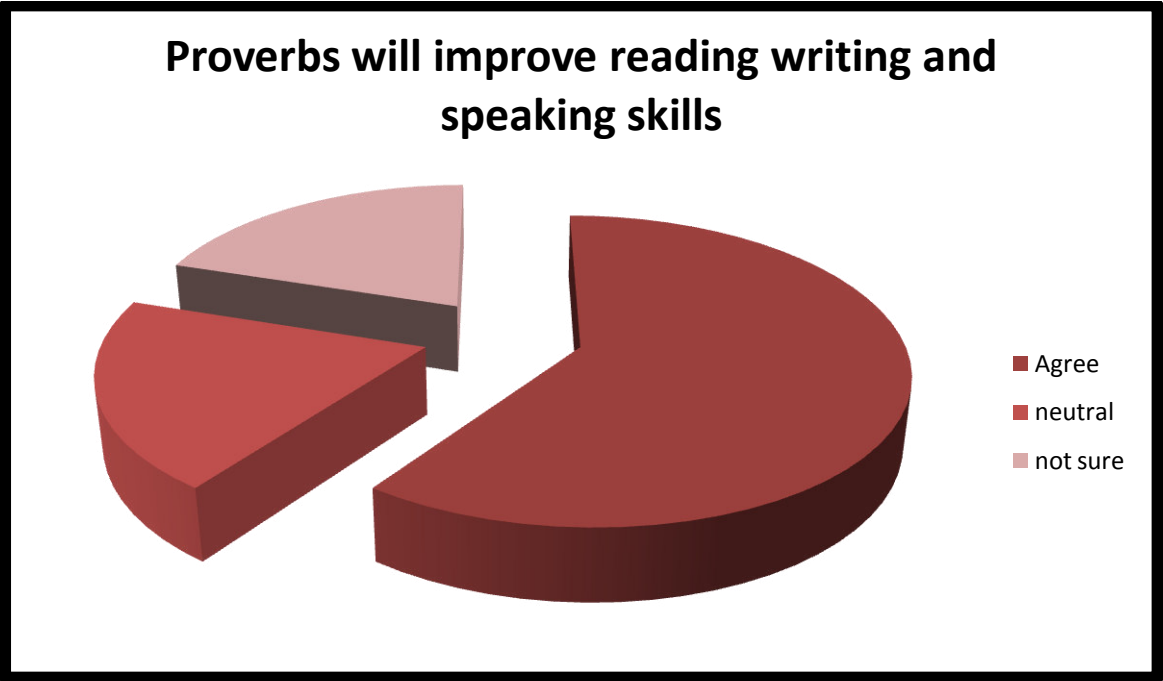
Chart 3.19. Proverbs Will Improve Reading Writing and Speaking Skills

The results reveal that 40% from teachers strongly support the idea that songs and proverbs can improve reading, writing and speaking skills and they highly recommend it for future use. The rest 60% of English teachers think that it can develop the three skills together but not to a high extent that is why they choose to be neutral.

Table 3.20: Songs and Proverbs Play an Important Role in Teaching the Foreign Culture in an Enjoyable Manner and Teaching Vocabulary and Grammar

Answer	number	percentage
Agree	2	40%
Neutral	3	60%
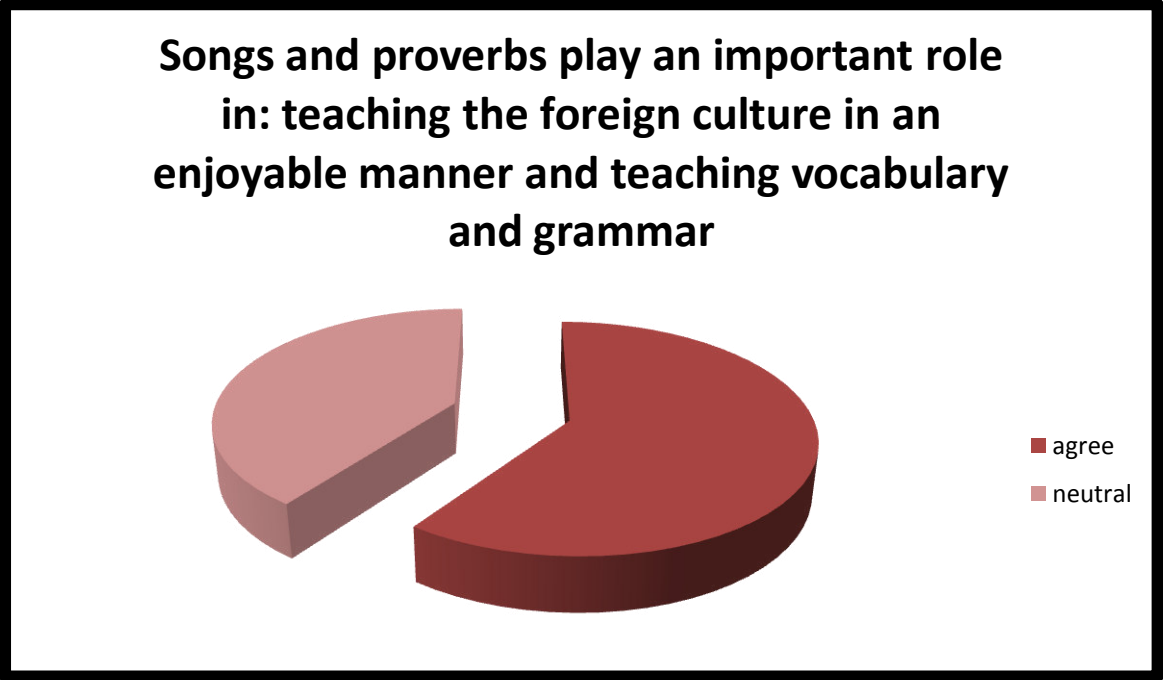
Chart 3.20. Songs and Proverbs Play an Important Role in Teaching the Foreign Culture in an Enjoyable Manner and Teaching Vocabulary and Grammar

The results show that 40% of teachers prefer to stay neutral towards the idea that songs and proverbs play an important role in learning the foreign culture in an enjoyable manner and teaching vocabulary and grammar properly, while 60% agree with it and encourage its use for the future.

Table 3.21: Proverbs should be Included in Textbook

Answer	Number	Percentage
agree	2	40%
Neutral	3	60%
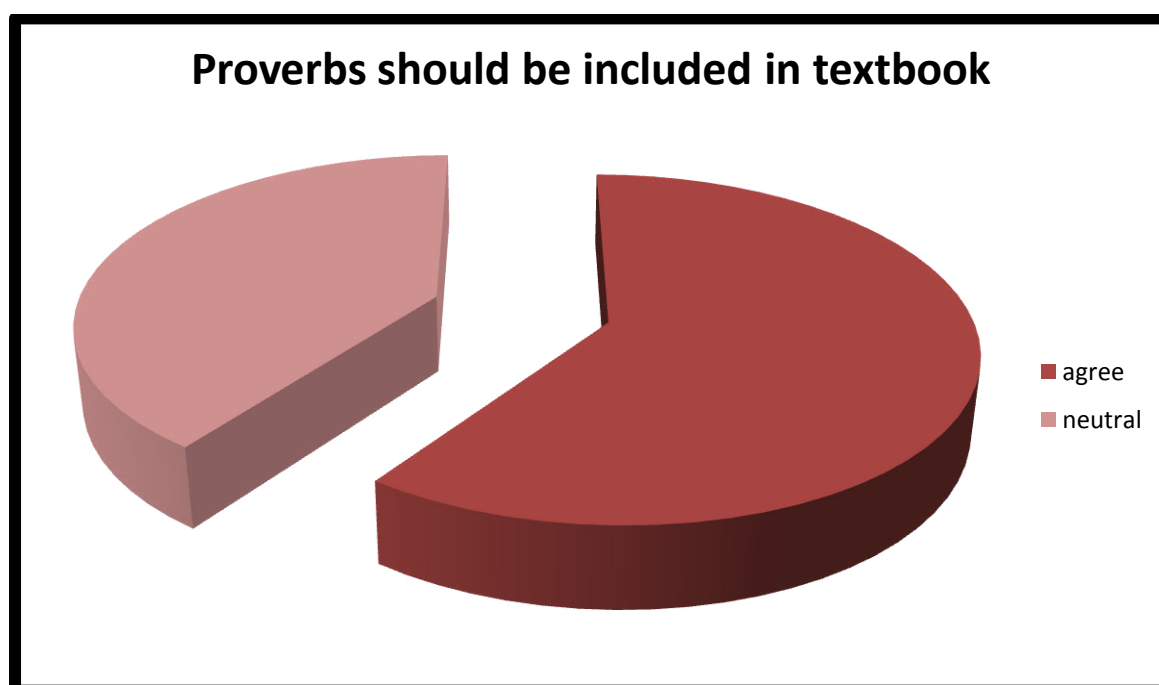
Chart 3.21. Proverbs should be Included in Textbook

As it can be noticed in the results shown 40% of the teachers who participated in the study support and recommend the inclusion of proverbs in textbook due to their benefits in learning a foreign language and culture at the same time, the others 60% did not find it necessary to include them in textbook and do not refuse the idea so they stay neutral.

Table 3.22: Do you Use Songs Frequently in your EFL Classes?

Answer	Number	Percentage
Use songs frequently	2	40%
Rarely	3	60%
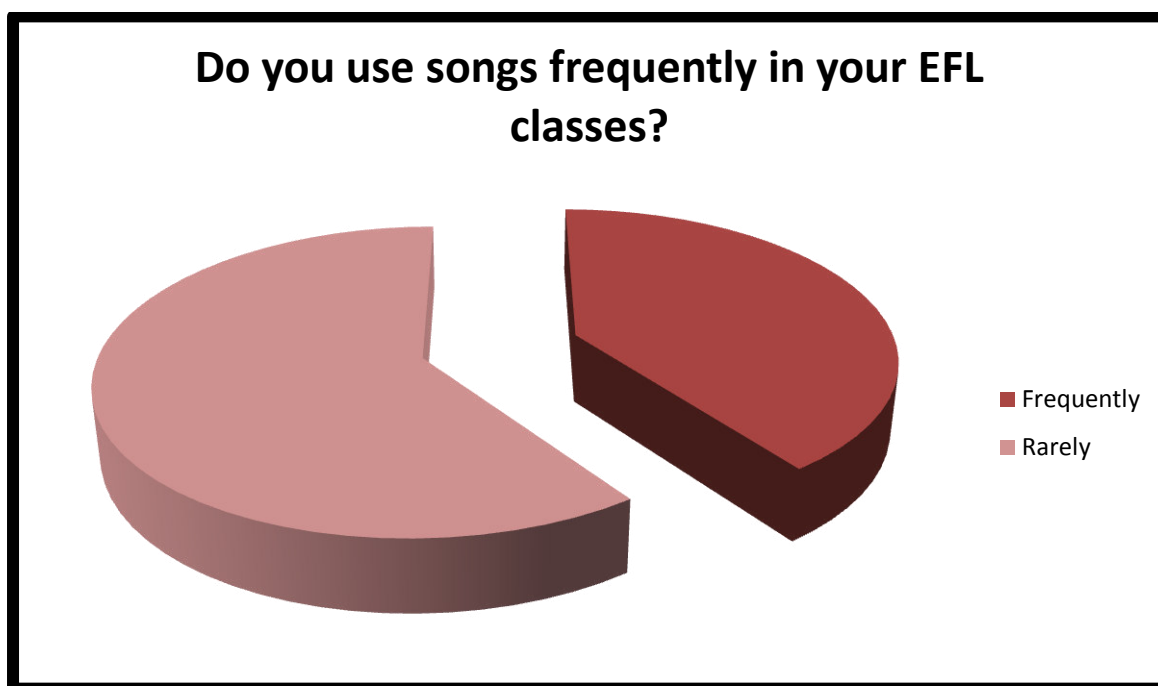
Chart 3.22. Do you Use Songs Frequently in your EFL Classes?

It is noticeable from the results found in the integration that teachers are split into two categories the first one supports the inclusion of proverbs in their teaching and use it frequently while the other one which represents 40% uses it rarely because they think that it is not the only source of grasping a language.

Table 3.23: Songs can be Time-Consuming

Answer	Number	Percentage
Agree	2	20%
Disagree	1	40%
Not sure	2	20%
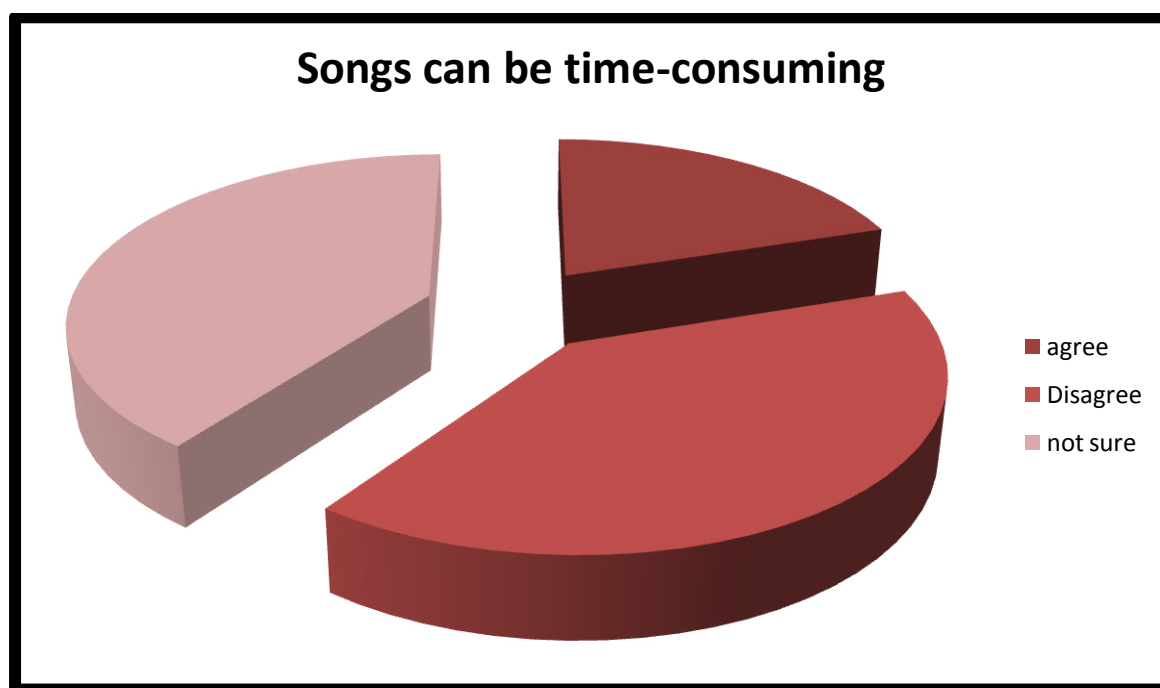
Chart 3.23: Songs can be Time-Consuming

As can be seen in the results teachers were split into three categories the first category with 20% agree about the idea that songs can be time-consuming, while the second one with 20% totally disagree with it and the third group with 40% was not sure about it because teachers say that it can be time- consuming or beneficial depending on how teachers use songs.

Table 3.24: Songs May Distract Pupils Attention During Lessons

Answer	Number	Percentage
Not sure	3	60%
Disagree	2	40%
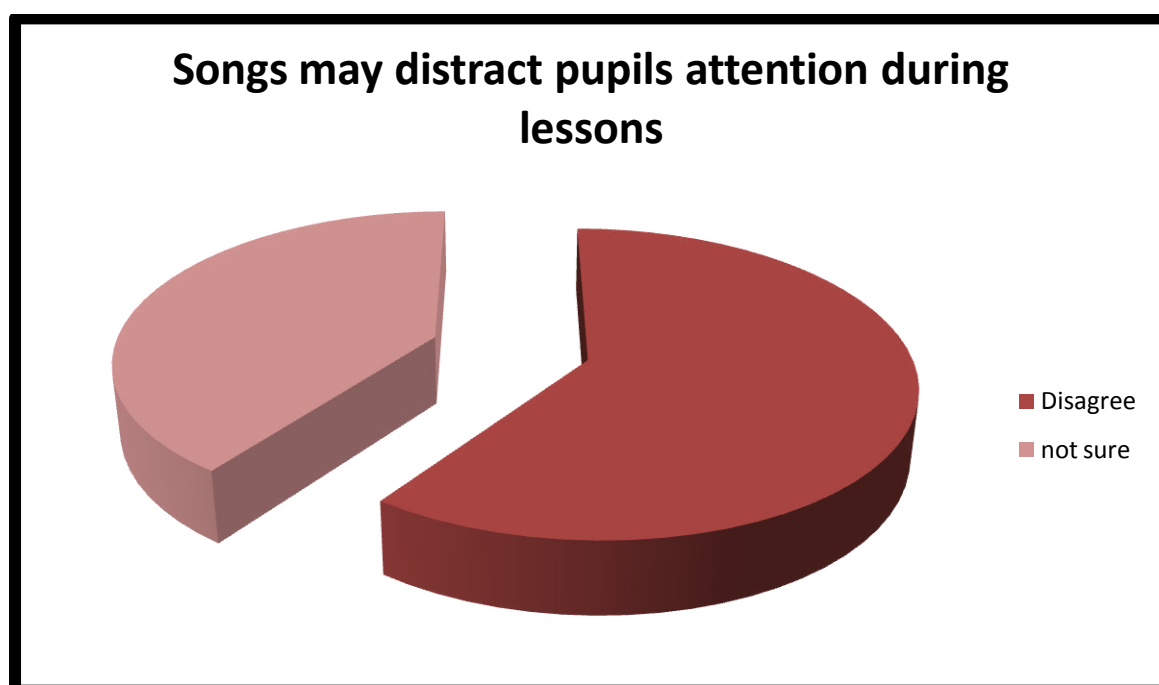
Chart 3.24: Songs May Distract Pupils Attention During Lessons

The results show that 40% of teachers of Saida University disagree with the idea that songs may distract students' attention during the lesson since the whole course is based on the song. In addition, students love listening to songs so they will focus on it during the whole session, and 60% of them were not sure about it they prefer to stay neutral and that depends on teachers' choice of songs that may distract students attention or not.

Table 3.25: Using Songs Can Make Teachers Lose the Control in the Class

Answer	Number	Percentage
Agree	1	20%
Neutral	2	40%
Disagree	2	40%
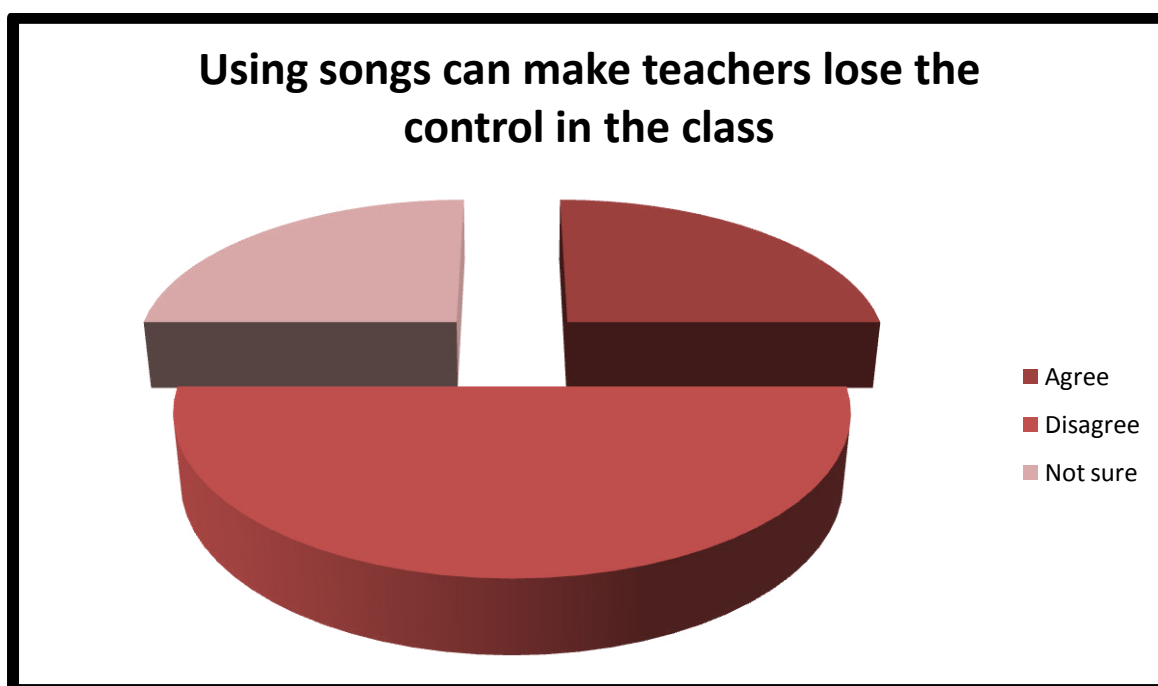
Chart 3.25.Using Songs Can Make Teachers Lose the Control in the Class

The investigation reveals that 40% of teachers disagree with the idea that the use of songs in the classroom can make teachers lose control while the 40% were not sure about it. However 20% of them agree with this supposition.

3.6. Conclusion:

This chapter has been designed to include and describe the empirical phase of this study. It defines the specific area of the research and explains the research procedures and the methodological steps that have been the bases of this study. Moreover, it identify the participants in this research and contained the analyses of the students' questionnaire and teachers' interview.

More importantly, this chapter is considered as an investigation of the effectiveness of songs and proverbs based approach. In fact, it sought to emphasize how this approach can develop reading, writing, listening and speaking skills. Actually, chapter three checks to find out the appropriate tools and the suitable strategies that teachers use in this approach.

Finally, this chapter entailed the analyses of the responses, the views, and the opinions expressed by both teachers and learners. In fact, they put significant remarks and explained their needs and demands not only about the approach but also about the teaching and the learning of the English language.

Chapter Four

The Interpretation of the Results

IV. Introduction:

This chapter aims to demonstrate the interpretation of the data analysis of the questionnaire and interview that have been done in the department of English language at the University of Taher Mouley – Saida-. The chapter includes a demonstration of the practice sessions that take place in the same department, which aim to test the music and proverbs based approach and check its effectiveness. At the end recommendation and suggestions related to the approach are presented to students for future works.

IV.1.Interpretation of the Analysis of Students' Questionnaire:

A research study concerning the inclusion of songs and proverbs as an enjoyable and useful approach in English language teaching takes place in the department of English at the University of Taher Mouley Saida. The questionnaire was addressed to all students of English from all levels, male and female and from different age groups.

The goal of the questionnaire is to gather data about learners' opinion concerning the integration of songs and proverbs in ELT, therefore, the students' questionnaire included in its first part, some introductory questions concerning their personal information. In the second part there are some questions related to learning

English through the classical method in order to know learners' attitudes toward this method. The third part aims to gather learners' opinions about the inclusion of songs and proverbs as tool in ELT, and finally there is an open-ended question in the final part where students' are free to give their comments and suggestions concerning songs and proverbs based approach.

The first five questions of the questionnaire tend to discover learners thought about the classical method and its effectiveness in learning grammar, vocabulary and cultural studies. The majority of their answers were positive, they do grasp relevant information about the foreign language but they did not find it enjoyable.

The second part of the questionnaire was devoted to learning English language using songs and proverbs. The results reveal that almost all students support the integration of songs and proverbs as an instrument in the learning and teaching processes because they create a relaxable atmosphere in the classroom and help in learning the culture of foreign language. They also help students to discover the cultural differences and develop their critical thinking and knowledge background. Songs and proverbs are able to make the learning task easier. Actually music and proverbs based approach help students to memorize what they have learned more easily.

Direct questions in the third part were asked to students about the negative sides that songs and proverbs may have, and if they can impede the learning and teaching processes, confuse students or make the lesson more difficult. The participants strongly disagree with these ideas and think that songs and proverbs can be effective tools if they are well used. It was mentioned in the last open-ended question, when students were free to add comments and suggestions concerning the approach, the majority of them did not answer this question they leave it empty, and few of them suggest to integrate gaming in addition to songs and proverbs, because it helps learners in creating an enjoyable atmosphere in the classroom.

IV.2.The Interpretation of the Results of the Teachers' Interview:

The research study that takes place in the English Department of the University of Mouley Taher –Saida- has been addressed to teachers in order to know their attitudes and opinions towards the use of songs and proverbs as useful and enjoyable approach in ELT. A total of 5 teachers participate in the interview. All of them are old teachers who are working in the educational domain for at least 10 years ago.

Teachers are considered as a vital factor in the teaching process, their participation in this study is so important, since they have a direct contact with learners, they are aware of the student's lacks and needs and they have a rich background concerning the effective approaches, methods and techniques, when, why, and how they should be used.

According to the participants' responses to the interview, the majority of them support the integration of this approach in ELT, taking into consideration its benefits towards learning from different angles, they mention that songs and proverbs create good atmosphere in the classroom and this help students to relax as it motivates them to participate and encourages them to stay focused during the lesson because they do not get bored.

As for the application of music and songs in the classroom, teachers' views are different and various. In fact, they use different techniques and strategies in integrating proverbs and songs in their courses, more importantly, no one of them use a single technique because the application of multiple techniques results in better teaching achievement and increases the learning standards. Almost all of them prefer to use the music and proverb-based approach in the oral expression because they say that it needs long time to be applied and helps much more in achieving communicative purposes. So they support the idea that songs and proverbs can improve the speaking skill much more than writing and reading.

Based on their experiences, teachers find that this kind of approach can have a negative impact on teaching and learning if the teacher does not use it

appropriately, they indicate that songs can be time-consuming if the lyrics are difficult to be understood by students as well as proverbs. So they recommend for novice teachers to take into consideration songs and proverbs' choices depending on their students' level.

They also mention a very important point when asking them about additional comments or suggestions about the application of songs and proverbs based approach, they recommend for novice teachers to respect the educational and the religious norms of students. Teachers also encourage the use of songs and proverbs frequently in their classroom in order to raise students' cultural awareness, the knowledge about the foreign country as well, and to develop their critical thinking while analyzing proverbs.

IV.3.Practical Exercise of Proverbs:

In order to test the proverb based approach a practical session was done at the University of Mouley Taher Saida at the English department. The aim of this practical session is to test the effectiveness of including proverbs in ELT and tries to figure out the students' responses towards such activities. An activity based on gaming was prepared for students of third year. According to the paremiologist, Wolfgang Mieder (2004 : 146) :

> Proverbs have been used and should be used in teaching as didactic tools because of their content of wisdom". Mieder (ibid) argues that: "since they belong to the common knowledge of basically all native speakers, they are indeed very effective devices to communicate wisdom and knowledge about human nature and the world at large.

Mieder (ibid: 147) also mentions that: "when it comes to foreign language learning, proverbs play a role in the teaching as a part of cultural and metaphorical learning". Mieder also claims that: "The use of proverbs in the teaching of English as a second or foreign language is important for the learners' ability to communicate effectively". Mieder (ibid) also adds that: "Textbooks on both the teaching of native and foreign languages usually include at least some lists of proverbs accompanying exercises".
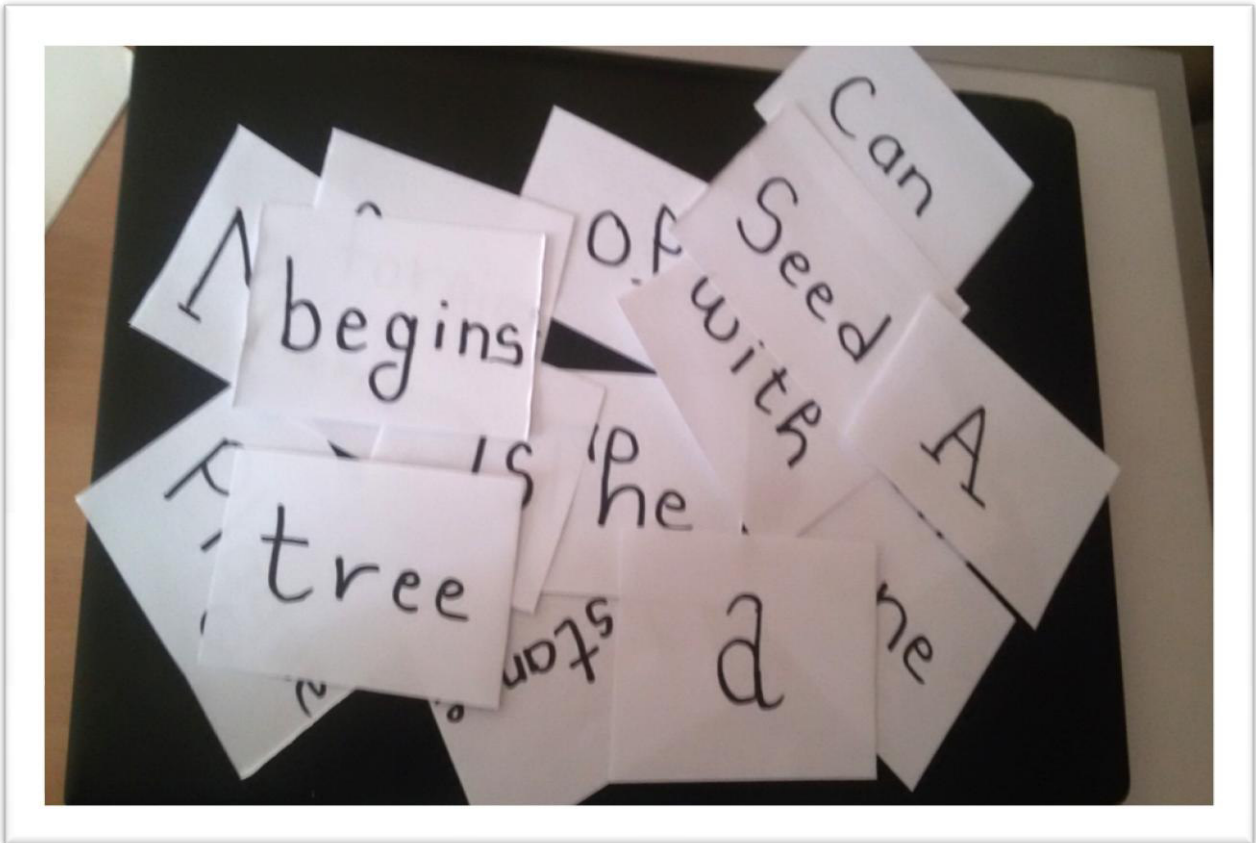
4.1. The Pieces of Paper That Were Used in the Practice

The game consists of 12 proverbs, which are cut into words and distributed to three groups of students who were asked to rearrange these words in order to find the correct proverbs. Once found, each group should transmit the message of the proverbs to the others indirectly in order to guess them, and then all students should find the equivalent Arabic proverbs.

Group One:

➢ A tree begins with a seed.
➢ Make distance between you and every dirtiness.
➢ Forgetting is the plague of knowledge.
➢ The wisest is the one who can forgive.

Group Two:

- ➢ A bird in the hand worth ten in the bush.
- ➢ A cock crows on his own dunghill.
- ➢ A drowning man will clutch a straw.
- ➢ A fox is not taken twice in the same snare.

Group Three:

- ➢ A friend in need is a friend indeed.
- ➢ A guilty conscience needs no accuser.
- ➢ A little knowledge is a dangerous thing.
- ➢ Actions speak louder than words.

The aim of the activity is to introduce new vocabulary, new proverbs, and give the students the chance to talk and use the target language and all is done in a funny and enjoyable atmosphere. The activity takes 90 min, the material used in the game just pieces of paper that contain words of the proverbs.

All the students enjoyed the game it was noticeable during the whole session they were focused all the time, playing, talking and having fun. They found some difficulties in discovering the new meaning of new words but at the end of the session when they were asked about whether they find the approach effective or not, they all support it and they say that they have learned new vocabulary and they were satisfied by their work. However, during the activity student used always their mother tongue they did not addressed each other in English language, and they take a long time in order to link words together but they have found the equivalent Arabic proverbs so quickly.

IV.4.Practice of Song:

In the tasting of music based approach which takes place in the department of English at the University of Saida with third year students with the presence of the

teacher. An enjoyable activity was applied; it was based on song "Adele – water under the bridge".

The activity aims to show the students new vocabulary, idiom and new type of conditional sentences which is called mixture conditional sentence.

- ➢ The vocabulary that was introduced where two words, the first one is wilderness which means an area of land that has not been used to grow crops or had towns and roads built on it, especially because it is difficult to live in as a result of its extremely cold or hot weather or bad earth, The next word is reckless which means someone who is irresponsible.
- ➢ The new idiom that was introduced to the students was actually the title of the songs "water under the bridge" which means something belongs to the past and is not important or troubling any more.
- ➢ In the practice it was explained to the learners what is the meaning of "Ain't" which is the contracted form of am no/ are not/ is not, or have not.
- ➢ At the end of the session there was an explanation of the new type of conditional sentences which is called "mixture conditional sentence" which is related or depend on context, it does not tell you necessarily what is going on in term of time.

"Water Under The Bridge"

If you're not the one for me
Then how come I can bring you to your knees?   **(Mixed conditional sentence)**
If you're not the one for me
Why do I hate the idea of being free?
And if I'm not the one for you
You've gotta stop holding me the way you do
Oh, honey, if I'm not the one for you
Why have we been through what we have been through?
It's so cold out here in your wilderness **(the word that was introduced as a new vocabulary**)
I want you to be my keeper
But not if you are so reckless **(the word that was introduced as a new vocabulary)**

If you're gonna let me down, let me down gently

Don't pretend that you don't want me

Our love ain't <mark>water under the bridge</mark> **(the idiom that was introduced to students)**

If you're gonna let me down, let me down gently

Don't pretend that you don't want me

Our love ain't water under the bridge

Say that our love ain't water under the bridge

What are you waiting for?

You never seem to make it through the door

And who are you hiding from?

It ain't no life to live like you're on the run

Have I ever asked for much?

The only thing that I want is your love

If you're gonna let me down, let me down gently

Don't pretend that you don't want me

Our love ain't water under the bridge

If you're gonna let me down, let me down gently

Don't pretend that you don't want me

Our love ain't water under the bridge

Say that our love ain't water under the bridge

It's so cold out here in your wilderness

I want you to be my keeper

But not if you are so reckless

If you're gonna let me down, let me down gently

Don't pretend that you don't want me

Our love ain't water under the bridge

If you're gonna let me down, let me down gently

Don't pretend that you don't want me

Our love ain't water under the bridge

At the beginning of the session there was a listening activity, student listened to the song and they were reading the lyrics at the same time. Then they were asked to guess the meaning of the new vocabulary and new idiom, they were introduced by a new type of conditional sentence and at the end there was a speaking activity where students talked about what they remember once they have listened to the song, so they talked about movies, music and stories.

At the end of the session they were asked to write down sentences using the new words and idiom they have learned in the song. Students enjoyed the song since Adele is the favorite artist of all them and the lyrics are not very difficult. Students grasp easily the new vocabulary and they write meaningful sentences using them but they did not know how to write an appropriate sentence with the idiom "water under the bridge".

Some sentences written by students:

Wilderness:

➢ Released the wolf back into the wilderness.
➢ Bears live in wilderness.
➢ It is hard to survive in the wilderness

Reckless:

➢ The person who is reckless will not succeed in his relations with people.
➢ Ali is a reckless person.
➢ The accident was caused by a reckless driver.
➢ Youth are reckless.
➢ Don't be reckless in your relationships.
➢ He seems a reckless.

Ain't:

➢ I ain't be marries!
➢ She ain't work harder to achieve her goal.

"Water under the bridge":

➢ That story is water under the bridge.

➢ I don't want to talk about it, it is water under the bridge.

IV.5.Recommendations:

Teaching process for foreign language has changed radically, just as general teaching practice has moved from teacher centered activities to students centered activities, ESL teaching practice has moved from memorizing lists of decontextualized vocabulary (audio linguistic method) to learning vocabulary that is embedded in context, also grammar that was once explained with extended definitions of structures and forms (direct method) is now often taught inductively and communicatively,.

All of these developments have created better language teaching strategies, but there is still need for language learning approaches that teach grammar, vocabulary, prosody and other language skills without contrived an artificial context exercises. Instead, content should be introduced in authentic and natural ways. Although emphasis has shifted to communicative approaches, many of the methods of teaching, speaking and listening are unappealing to students and should be taught in way which is relevant and interesting.

A teacher who is happy in a classroom can make students feel happy too, helping them to learn through a motivating learning atmosphere. Songs give energy and happiness and keep the teacher active during the lesson and using them in classroom enable the teacher to transmit this energy to his learners too. Using songs in the classroom could be a way for a teacher to sustain a positive atmosphere helping students who are bored, and the ones who are not willing to participate, to enjoy a sense of happiness during the EFL lesson.

A teacher must take into consideration that the use of songs could generate some barriers. This study allowed us to identify strategies for song integration and as a result it can be a source of inspiration and guidance for future use by other teachers. This research paper can provide an EFL teacher with ideas for different activities,

awareness of the possible problems that could arise during the teaching process and ways to deal with them.

Each teacher should be aware of their learners' needs and interests and should try to take them into account when choosing songs and related activities. A good way is to allow students to suggest their own songs. They should have the opportunity to bring to the classroom the songs they like. Giving them the opportunity for free choice could make them more motivated but the teacher should study the suggested songs carefully and decide whether they match the lesson's needs and of course the learners' language skills.

Songs should support the language lesson by providing a purposeful activity for our learners, engaging them in enriching and enhancing learning experiences. Teachers should see songs as a tool and look for the best way to use them to enhance the rest of the language lesson. It is important not to force students to use them if they do not like to.

Teachers also need to think about classroom management procedures for the use of songs making sure that students, either as individuals, peer pairs or small groups, take advantage of the learning opportunities and that they feel comfortable when using songs. However, this could create too much noise if not managed carefully and could disturb other classes. Good preparation is essential, starting from the necessary equipment that should be available to students to use, like headsets which would allow them to listen to the songs without creating any disturbing noise. Teachers also have to help learners to realize that using songs is a part of the learning procedure. Using them often enough would get them accustomed to the use of songs in order not to overreact when listening to them.

More importantly teachers should remember that not everyone enjoys singing or can sing in tune. As a result students must not be mad to sing if they do not wish to do so and we should take care not to lose the point by becoming overly focused on sounds/singing since our aim is to help them with their vocabulary and grammar. As a result the activities should be serving the intended purpose in order to facilitate the EFL teaching plan and these activities should be appropriate to the students' age in order to have an impact on learning. In order to minimize the possible problems

teachers could integrate the use of computers in their EFL teaching since learners get easily bored by using the same written activities. When combining songs and computer activities teachers should not assume that all students have sufficient background in using computers. It is important to know what learners can do with computers, to observe them and have a sense of their capabilities. Through observation we can make sure that they are both capable of and interested in completing their activities.

Teachers should enjoy the whole procedure of implementing songs in their classroom. In order to transmit this feeling to their students, they should also exploit this useful tool by providing activities adequate to the needs and demands of their students and ensure a good environment in the classroom, and make sure that they are feeling no pressure or stress can lead to greater participation and successful grammar and vocabulary learning.

English is currently the most studied foreign language in many countries in the world. Under these general results obtained from the study, some recommendations can be made in order to increase the promotion of teaching proverbs in English as a foreign language classes:

Language is a tool that is required at all stages of human life. What we need is not just to know the language but at the same time, to successfully use it. Thoughts and feelings should be expressed in a beautiful style, which requires aesthetic and cultural wealth.

Course offerings in English as a foreign language in our schools should be redesigned for the new century. A significant role should be given to proverbial wisdom in education and learning so that learners will have a richer understanding of the culture. English language teaching materials promoting teaching proverbs should be prepared and published for English teachers and their students.

The potential benefits of the inclusion of proverbs in cultural awareness teaching, materials and texts are high so those materials should be incorporated into the English foreign language instruction in schools with the help of curriculum designers. Methodological change and reforms should be implemented as soon as possible. The proverbs to be taught to learners of different levels and ages should be

selected. Exercises for proverb teaching to students of different levels of language proficiency and different ages (e.g. young learners, adults etc.) should be prepared. Identifying proverbs with philosophical ideas relevant to all school subjects can be useful in the school community and school learning. If teachers or curriculum designers include proverbs in the curriculum, this will make a contribution towards shaping children's character development and ensuring educational outcomes that are in line with traditional values.

The goals of education will be more enhanced when a clear understanding of the value of education is stated to the students and teachers. Proverbs should be used while teaching some values, such as being a good citizen of the country and placing the needs of the society and country before personal needs. Students can be more encouraged to learn proverbs for their value in enhancing the qualities of the culture rather than pursuing education for the sake of commercial gain or employment opportunities.

Students who are interested in another country's proverbs are more likely to develop a working relationship since the proverbs will help them understand the culture of that country. As a consequence of globalization, economic relations between countries are increasing. So, doing business with other countries means being cognizant of the culture of that country. By using proverbs, people can more effectively communicate and establish trust with their partners and customers.

Because proverbs are witty sayings and capture the main ideas in a concise and unique style, they can be an effective learning tool. Using familiar proverbs, which are based on past experiences of students, contributes to understanding new material. Teachers should consider proverbs usefulness, should ask other colleagues how they teach them, and ensure wider participation of students in classes.

Teachers should evaluate the way they are teaching and their general knowledge of proverbs for intercultural competence. Teachers should be critical of their work and should evaluate the quality of that work. Teachers need to develop their language competence and language awareness. Proverbs can be seen as an integral part of the target language and culture, and should be included in teacher training programs to help teachers in the improvement of both organizational and pragmatic

competence. Thus, teachers will be aware of what to transfer to language learners as part of language and culture, and use their knowledge of proverbs in designing instructional materials and adapting textbooks that are insufficient in terms of proverb instruction.

If teachers have the knowledge of English proverbs, they can contribute to the development of learners" metaphoric, intercultural, pragmatic and organizational competences and eventually, their communicative competence. They are used with a certain communicative purpose that transcends their linguistic form and meaning.

When teaching through the use of proverbs, the teacher should know when a proverb is inapplicable and must help students to use the right proverb at the right time. Indeed, as it is known, proverbs frequently contradict each other so students should be careful when using them. It is the mission of the teacher to advise the students to pay attention to the stated situations and spend sufficient time on explaining the meaning and application of the proverbs.

Foreign language teachers should have a plan to teach proverbs by asking students to collect several proverbs from their parents or other adults. Students can classify those proverbs with the assistance of other teachers which will create team work and resources to teach proverbs in all schools.

Teachers should teach proverbs in classes in countries such as Algeria, where students have limited exposure to English outside the classroom, even though they have access to English language channels on TV, internet and other means of mass media. Although students may hear proverbs on television and in movies, they do not have the opportunity to clarify meaning because they do not receive feedback and successful acquisition will not happen. For these reasons, the teachers" mission should be to confidently provide instruction about proverbs to their students.

Teaching proverbs can promote inter-disciplinary understanding and help students interconnect their understanding with that of their fellow students. In multi-cultural classes, some students may complain that their ethnic group is not sufficiently reflected in images throughout the school period. School administrators and other teachers should permit students of multicultural backgrounds to place their drawings

on specified wallsa nd areas in the school. Those drawings can include proverbial sayings which reflect their geographical origin.

IV.6.Conclusion:

This chapter includes the interpretation of data analysis of both students' questionnaire and teachers' interview. Moreover, it aims to demonstrate the steps followed in the practice sessions, which were done in the department of English language at the University of Taher Mouley Saida, and shows the results of this test. At the end of the chapter, useful recommendations are given to students and teachers in order to help them in their future works, concerning both songs and proverbs.

General Conclusion

This Study tried to investigate the importance of including songs and proverbs in the learning and teaching English language. Actually, it aimed at bringing some details about this approach, figures out the learners' and teachers' opinion about it and investigates whether they are effective or not. The current research was conducted in the form of a case study and combined both qualitative and quantitative research methods for data collection. Thus, this research intended to investigate and confirm the following hypotheses:

- ➢ Students do not enjoy the classical method in learning English.
- ➢ The cultural studies are not taking into consideration in teaching a foreign language.
- ➢ Songs and proverbs based approach can develop the four skills together.
- ➢ Songs and proverbs play a crucial role in creating an enjoyable atmosphere in the classroom.

Its main objective was to give answers to the following research questions:

- ➢ Do students enjoy learning English language through songs and proverbs?
- ➢ Do songs and proverbs develop listening, writing, reading and speaking skills in the same time?
- ➢ Are they important in learning a foreign language, developing communicative competence and increasing students' critical thinking?

➢ Do songs and proverbs have a negative impact on learning and teaching English language?

This research paper comprised four chapters: the first chapter is devoted to the literature review about songs and proverbs and highlights its importance and benefits. As for the second chapter, it intends to provide a general view about ELT with reference to the Algerian educational policy. In fact, it investigates the status of English in Algeria.

Chapter three included the research design, methodology, data collection, and data analyses. Finally, chapter four included the interpretations of the main results; presented a report about the practical sessions and finally it provided a recommendation for future works.

The findings from this study demonstrated the benefits of the pedagogical applications of songs and proverbs in language classes and their effectiveness on thought and behavior of language learners, in summary the benefits to primary learners of using songs and proverbs in the EFL class are:

First, it will introduce authentic language to the students through songs and proverbs. In addition, it will make the instruction student-centered rather than teacher-centered. It will also help students to acquire both academic and conversational vocabulary. Finally, it will serve as an effective tool that creates an enjoyable atmosphere in the classroom.

This approach can be effective if teachers use it in a convenient way, the appropriate selection of songs and proverbs plays a crucial role in the transmission of information during the lesson. Teachers need to pay close attention to the selection of appropriate songs and proverbs, so that pupils of low ability will not face difficulties to cope with fast speeds which prevent them from following the lyrics of the song or choosing complex proverbs which prevent learners to understand their meaning, it can cause stress and anxiety. It is incumbent on every teacher to select songs and proverbs which are suitable for the age-group and language level of their students.

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Appendix

Questionnaire

This questionnaire is part of an academic research on the practice of using songs and proverbs as an enjoyable approach in ELT. Its principal objective is to investigate whether songs and tools are useful tools in teaching and learning English language. The researcher promises to maintain strict confidentiality of your information.

Section one: Biographical information

1. Gender: Male ☐   Female ☐

2. Age:

3. Level:

Section two: Please choose yes or no to answer the question in this section

1. Do you learn grammar easily in the classroom with the classical method? Yes ☐   No ☐

2. Do you grasp vocabulary in the classroom easily? Yes ☐   no ☐

3. Do you enjoy grammar and vocabulary sessions in the classroom with the classical method "grammar translation method"?   Yes ☐ No ☐

4. Did you learn the culture of a foreign language in the classroom? Yes ☐   No ☐

   *If yes, was it enjoyable? Yes ☐   No ☐

Section two: Tick (√) the appropriate box to answer the questions in this section

 A. do you think that integrating songs and proverbs as a tool of teaching and learning English language:

   1. Help you to relax in the classroom. Agree ☐   Disagree ☐
   2. Create an enjoyable and funny environment in the classroom. Agree ☐   Disagree ☐
   3. Help you to focus more. Agree ☐   Disagree ☐
   4. Help you to memorize more easily what you have learned. Agree ☐   Disagree ☐

5. Make the learning and teaching process much easier. Agree ☐   Disagree ☐

6. Confuse you. Agree ☐   Disagree ☐

7. Make the lesson more difficult. Agree ☐   Disagree ☐

8. Does not have any importance. Agree ☐   Disagree ☐

9. Make no difference for you. Agree ☐   Disagree ☐

b. Do you think that songs and proverbs are important in understanding cultural differences and similarities? Yes ☐   No ☐

Section three:

Any additional comments or suggestions for the future use of this approach:

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Appendix

Teachers' Interview

- How many years have you been teaching English language?

- Do you agree with the integration of songs and proverbs as tools to ELT?

- Do you think that proverbs will improve reading, writing and speaking skills?

- Do you think that songs and proverbs play an important role in learning the foreign culture in an enjoyable manner and teaching vocabulary and grammar properly?

- Do you agree that proverbs should be included in textbook?

- When do you use proverbs?

- Do you think that songs:
  - ➢ Can be time consuming.
  - ➢ May distract pupils' attention during the lesson.
  - ➢ Can make teachers lose control in the classroom.

- Any additional comment or suggestion!

List of Proverbs Used in the Practice

➢ A tree begins with a seed.

➢ Make distance between you and every dirtiness.

➢ Forgetting is the plague of knowledge.

➢ The wisest is the one who can forgive.

➢ A bird in the hand worth ten in the bush.

➢ A cock crows on his own dunghill.

➢ A drowning man will clutch a straw.

➢ A fox is not taken twice in the same snare.

➢ A friend in need is a friend indeed.

➢ A guilty conscience needs no accuser.

➢ A little knowledge is a dangerous thing.

➢ Actions speak louder than words.

Lyrics of the Song Used in the Practice

"Water Under The Bridge"

If you're not the one for me

Then how come I can bring you to your knees?

If you're not the one for me

Why do I hate the idea of being free?

And if I'm not the one for you

You've gotta stop holding me the way you do

Oh, honey, if I'm not the one for you

Why have we been through what we have been through?

It's so cold out here in your wilderness

I want you to be my keeper

But not if you are so reckless

If you're gonna let me down, let me down gently

Don't pretend that you don't want me

Our love ain't water under the bridge

If you're gonna let me down, let me down gently

Don't pretend that you don't want me

Our love ain't water under the bridge

Say that our love ain't water under the bridge

What are you waiting for?

You never seem to make it through the door

And who are you hiding from?

It ain't no life to live like you're on the run

Have I ever asked for much?

The only thing that I want is your love

If you're gonna let me down, let me down gently

Don't pretend that you don't want me

Our love ain't water under the bridge

If you're gonna let me down, let me down gently

Don't pretend that you don't want me

Our love ain't water under the bridge

Say that our love ain't water under the bridge

It's so cold out here in your wilderness

I want you to be my keeper

But not if you are so reckless

If you're gonna let me down, let me down gently

Don't pretend that you don't want me

Our love ain't water under the bridge

If you're gonna let me down, let me down gently

Don't pretend that you don't want me

Our love ain't water under the bridge

Say it ain't so, say it ain't so

Say it ain't so, say it ain't so

Say it ain't so, say it ain't so

Say it ain't so, say it ain't so

Say that our love ain't water under the bridge

Say it ain't so, say it ain't so

Say it ain't so, say it ain't so

Say it ain't so, say it ain't so

Say it ain't so, say it ain't so

Say that our love ain't water under the bridge

Say that our love ain't water under the bridge