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**The Effect of Using English Songs on the Improvement Students'
Oral Expression**

**The Case of First Year Students at the Department of
English. University of Saida.**

Dissertation Submitted to the Department of English, Dr. Moulay tahar, University of Saida. In Partial Fulfillment of the Requirement for the Master Degree in Science of the Language.

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Dedications

We dedicate this work to our family.

To our beloved Mothers, fathers, brothers and sisters.

To all our friends, teachers and colleagues.

To whoever happens to read this dissertation.

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ABSTRACT

Songs are very significant tools to develop the students' linguistic oral proficiency. They offer a relaxing atmosphere, enhance both listening and speaking activities and develop the students' linguistic knowledge of vocabulary, pronunciation and grammar as well.

This research is an attempt to examine the role that English songs, as the alternative teaching strategy to the Oral Expression course, might have on improving students' achievement in the speaking skill. The results obtained have shown that applying songs as a teaching strategy revealed to be very successful. The students who were taught, Oral Expression, using songs achieved better progress than the students who were taught in the traditional way.

LIST OF ABBREVIATIONS

GTM: Grammar Translation Method

DM: Direct Method

TEFL: Teaching English as a Foreign
Language

CBA: Competency Based Approach

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Introduction:

In Algeria, English is taught to a great number of University students as a foreign language including many subjects and courses. Students at the English department are taught: Grammar, General Culture, Linguistics, Phonetics, Civilization, Literature, Written Expression as well as Oral Expression. The classical way of teaching Oral Expression where the teacher suggests topics for discussion does not seem to be successful to improve students' speaking skill. In fact a song performed by a native speaker will be more beneficial in that the learner has a chance to be exposed to a native language user in an attractive way.

It appears that songs offer a change from the routine procedures in the classroom and provide a relaxing atmosphere for learners. They are invaluable tools to develop learners' language abilities in listening and speaking. They can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythms, grammar and so on.

1 – Statement of the Problem

Teaching Oral Expression is a subject to debate. Students keep silent while the teacher does most of the talking. Enhancing them to speak. The present way of teaching Oral Expression is not very efficient since it does not allow the required involvement of students in communication exchanges. Some teachers tend to dominate the course and consequently oblige students to play the role of passive listeners. Others usually complain that the absence of discussions during

2 – Hypothesis

In our research, we aim at investigating the effect of using English songs on the improvement of the first year students' oral performance of English as a foreign language, the attempt is to determine whether English songs can enrich their vocabulary store and equip them with the necessary ingredients (pronunciation + grammar) to help them speak in the Oral Expression course.

3 – Variable

In our experiment on oral performance of first year university students, using English songs would be our independent variable and improving the students' speaking skill would be the dependent one.

4 – Objectives of the Work

The present work attempts to shed light on an important issue that of improving the study of the speaking skill through the use of English songs. Students must be aware of the fact that listening to and repeating the lyrics of the English songs will bring them closer to the target language they are learning.

5 – Research Methodology

5 - 1 Method : in the field of education speculating about human issues is not an easy task that lends itself to the exactitude and explicitness required in science. As we attempt in our work to lay ground for the assumption that introducing English songs and lyrics in the Oral Expression course would improve students' achievement and knowledge of the spoken target language, we think that the experimental design would fit best the outlined objectives. The experimental method is believed to suit our research since it permits a close examination of the effects that English songs may have on the students' achievement in developing their speaking skill. The experimental method is among the best tools which establish and verify the cause / effect relationship between the dependent variable, in our case, students' improvement in the oral English, and the independent variable being the use of English songs.

5 - 2 Population : the target population is the about the students of first year LMD at the English Department Saida University.

Chapter One

LITERATURE REVIEW

Introduction

In this first chapter, we will describe the language receptive skills (listening + reading) then the language productive skills (speaking + writing). Our description will focus on the language listening and speaking skills for they represent the core of our investigation about Oral Expression.

I-1 Receptive Skills

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills":

- Skill #1: Listening
- Skill #2: Speaking
- Skill #3: Reading
- Skill #4: Writing

The four basic skills are related to each other by two parameters:

*The mode of communication: oral / written.

* The direction of communication: receiving / producing the message.

Receptive skills are the ways in which people extract meaning and get the message(s) from the discourse they see or hear. There are generalities about this kind of processing which apply to both listening and reading, but there are also significant differences between the two processes too and in the ways we can teach these skills in the classroom.

I-I-1 Listening

Listening is the first language skill that we all acquire. It provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication. A study by Wilt (1950), which found that people listen 45 percent of the time they spend communicating, is still widely cited. Wilt found that 30 percent of communication time was spent speaking, 16 percent reading, and 9 percent writing. That finding confirmed what Rankin had found in (1928) that people spent 70 percent of their waking time communicating and that three-fourths of this time was spent listening and speaking. We probably spend more time using our listening skills than any other kind of skill. Like other skills, listening takes practice. What does it mean to really listen?

I-I-2 Reading

When we read a story or a newspaper, we employ our previous knowledge as we approach the process of comprehension. In all cases, we deploy a wide range of receptive skills depending on our reading or listening purposes to catch the meaning. Understanding a piece of discourse involves much more than just knowing the language. G Cook (1989) points out: "*In order to make sense of any text we need to have a pre-existent knowledge of the world.*" (P69) Such knowledge is often referred to as schema.

I-2 Productive Skills

The productive skills of a language are speaking and writing. These are different in the sense that speaking is rather spontaneous, more chaotic and disorganised than writing which is more coherent, structured and organised.

I-2-1 Speaking

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

At the most basic level, speaking means communicating with other people. But when we talk about speaking we do not mean teaching students to speak as much as we mean improving their ability to talk or communicate more effectively. Speech is not usually simply basic communication--it involves thinking, knowledge, and skills. It also requires practice and training.

I-2-2 Writing

Writing is the final step in any language acquisition process. It is a delicate and complicated task. Writing has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text layout manifested by handwriting, spelling and punctuation.

There exist a number of approaches to the practice of writing. We need to choose between them, deciding whether we want learners to focus on: the process of writing more than on its product, the writing genre we want them to imitate, creative writing or how to use computers as a writing tool.

Conclusion

Throughout the foregoing chapter, we first tried to present details concerning the language receptive skills (listening and reading) and second, we did the same with the language productive skills (speaking and writing). We attempted to focus on listening and speaking skills so as to present them in a well detailed manner because they do represent the core of our investigation. Throughout the next (second) chapter, we will try to present an overall impression of the various approaches and methods used in teaching foreign languages and the importance each of them gave to the teaching of the oral skill.

Chapter Two

Approaches And Teaching Methods

Introduction

Throughout this chapter, we will present those methods and examine some of the theoretical and practical foundations, the principles, the objectives, the procedure of each method and an overall impression of its influence on the listening and speaking skills.

II-1-1 The Grammar Translation Method (GTM)

This method is one of the most traditional methods. It was originally used to teach dead languages (literature) such as Latin and Greek in the nineteenth century. It was also used to teach modern languages such as French and German and is still influential in the teaching of languages in many countries. As its name suggests, it emphasized the teaching of the second language grammar; its principle practice is translation from and into the target language. Students were taught in the mother tongue, with little use of the target language, they were asked to learn by heart columns of vocabulary, definitions and explanations, it rather focused on the form and inflection of words, reading and writing were taught at early steps so that people could read great literary masterpieces and philosophical books. There is little or no attention to the skills of speaking and listening. The main objectives of the Grammar Translation Method were: to develop the ability to read prestigious literary texts, to learn the disciplines of reading and writing the language accurately, to appreciate foreign language literature and being able to read it in the target language and to develop students' mind and abilities in the native language.

The procedures followed in GTM were: reading from the passage, translating the passage into the native language, explaining the new vocabulary, questioning, the practice on new vocabulary, the practice of grammar rules and homework. Consequently, the teacher was very traditional and authoritarian and the student very passive

II-1-2 The Direct Method (DM)

The Direct Method emerged in 1920's as a reform movement and a way to reject the Grammar Translation Method.

The DM is characterized, above all, by the intensive use of the oral interaction as a means of instruction and communication in the target language, and by the avoidance of the use of the first language and of translation as a technique. Its focus was on speaking rather than reading and writing.

It is based on classroom instructions conducted exclusively in the target language, the oral communication skills are carefully organized in a progressive way focusing on the exchange between the teacher and the learners and between the learners themselves, the inductive teaching of grammar, the use of visual aids to teach vocabulary, the presentation and the description of real-life situations and the teaching of speech and listening comprehension.

II-1-3 The Audio-Lingual Method (ALM)

This method appeared in the 1940's during the Second World War. America became aware that it needed its troops to learn foreign languages very quickly as part of its overall military operations and strategies, in the aim of forming them to be interpreters and translators. Two factors led to the birth of Audiolingualism as a new language teaching method. These were: Structuralist linguistics and Behaviourist psychology; Structuralism viewed language as having

It is based on the principles that: language learning is a habit formation which depends on mimicry, imitation, repetition and memorisation. Grammar is taught inductively. Errors are carefully avoided because they lead to the formation of bad habits. The main objectives of the Audiolingual method are: mastering the target language as the native speaker uses it.

Creating communicative competence in learners, so they can use the target language communicatively and automatically without stopping to think. Getting accurate pronunciation and grammar and knowing sufficient vocabulary to use with grammar patterns.

II-2-1 Total Physical Response (TPR)

In the 1960s, James Asher began experimenting with a method he called Total Physical Response. The method was to become well known in the 1970s, and it drew on several other insights in addition to the "trace theory" that memory is stimulated and increased when it is closely associated with motor activity. James Asher defines TPR method as one that combines information and skills through the use of kinaesthetic sensory system. In fact, this method is built around the coordination of speech and action: it attempts to teach language through physical (motor) activity. This combination of skills allows the students to assimilate information and skills at a fast rate.

TPR is based on the principles that: the teacher "directs" and students "act" in response- the instructor is the director of a stage play in which the students are the actors. The listening and the physical response skills are emphasized over the oral production. The imperative mood is the most common language function employed to transfer or communicate information. Humor is-from time to time- injected into the lessons to make them more enjoyable for learners. Students are not required to speak until they feel ready and confident enough to do so. Grammar and vocabulary are emphasized, spoken language is emphasized over written one.

II-2-2 Communicative Language Teaching (CLT)

The Communicative Language Teaching (CLT) or Communicative approach (CA), began in Britain in the 1960s as a result of the increasing need to articulate and to develop alternative methods of language teaching and as a replacement for the earlier highly-structured method of situational language teaching. In these early models, students were given a specific situation to solve. The given situations were irrelevant to the needs of the students. CLT could be considered as the product of educators and linguists who had grown dissatisfied with the Audio-Lingual and Grammar Translation methods of foreign language teaching. CLT was designed primarily to meet the needs of adult learners, tourists or people engaged in academic, cultural, technical and economic purposes. The foundations of CLT can be traced back to the theory of Hymes based on the communicative competence which recognizes the importance of social and cultural contexts of language use as well as the rules of language use.

CLT is based on the principles that: learning is a process of trial and error, errors are a natural part of learning a language and the teacher must gently correct them. Lessons should emphasize real life situation topics to develop the learner's ability to communicate in the target language. Its emphasis is on interactional activities in groups or pair work including: conversations, discussions, sessions, dialogues, role play, debates and interviews. Grammar is taught by inductive analogy rather than by deductive explanation. Meaning is more important than anything else. Learners are required to develop both accuracy and fluency.

II-2-3 The Silent Way (SW)

The silent way is the name given to a method of foreign language teaching developed by Caleb Cattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible.

The silent way is a method based on the principles that: the teacher should be as silent as possible. He should encourage students to be increasingly self-reliant and independent of him. This is due to the belief that learning is best facilitated if the learner discovers and creates language rather than just remembering and repeating what has been taught. Learners interact with physical objects, especially Cuisenaire rods and phonemic charts.

Its primary objective is to teach the learner how to learn the language rather than the language itself. Moreover, it gives beginning level students an oral and aural facility in basic elements of the target language. According to Cattegno, students in SW should be able to: answer personal questions, speak with a good accent, give a written or an oral description of a picture (including reference about time, place, number ...etc), answer general questions (about literature, history, politics...etc) of the natives and perform adequately in language skills.

II-2-4 Suggestopedia

Suggestopedia is an approach to language learning based on the science of suggestion. It was developed by the psychiatrist educator Georgi Lozanov. Suggestopedia considers the physical surroundings and atmosphere of the classroom to be of vital importance in the teaching-learning process.

Suggestopedia is a method based on the principles that: the teacher and the students must exist in a parent-children relationship where, barriers to learning are removed, students are given different names from their outside real ones, traumatic (shocking, distressing or unpleasant) themes are avoided, some kind of sympathy must exist between the teacher and the students in addition to stimulating the learner's brain especially the right hemisphere through the power of suggestion.

The main objective of Suggestopedia is to produce an altered state of consciousness which is conducive to learning and to lower the affective filter to encourage learning.

II-2-5 Competency Based Approach (CBA)

Competency based approach is rather a modern language learning approach. In a traditional educational system, the unit of progression is time and it is teacher-centered. In a CBA system, the unit of progression is mastery of specific knowledge and skills and is learner (participant) centered.

Two key terms used in competency-based training are:

- **Skill:** a task or group of tasks performed to a specific level of competency or proficiency which often use motor functions and typically require the manipulation of instruments and equipment.
- **Competency:** a skill performed to a specific standard under specific conditions.

CBA is based on the following principles: it requires consensus around what is a successful teaching performance. The combination of attributes (such as knowledge, abilities, skills and attitudes). Competence is inferred from good performance. A competence-based system identifies elements of competence, performance criteria and the range of indicators. It allows diversity of competent performance. A teacher must develop the competence standards of the learners.

The main objectives of CBA are: Competencies to be achieved are carefully identified, verified and made public in advance. Criteria to be used in assessing achievement and the conditions under which achievement will be assessed are explicitly

stated and made public in advance. The instructional program provides for the individual development and evaluation of each of the competencies specified.

Assessment of competency takes the participant's knowledge and attitudes into account but requires actual performance of the competency as the primary source of evidence. Participants progress through the instructional program at their own rate by demonstrating the attainment of the specified competencies.

The procedures followed in CBA are: participants will achieve competencies required in the performance of their jobs. Participants build confidence as they succeed in mastering specific competencies. Participants receive a transcript or list of the competencies they have achieved. Training time is used more efficiently and effectively as the teacher is a facilitator of learning as opposed to a provider of information. More training time is devoted to working with participants individually or in small groups as opposed to presenting lectures. More training time is devoted to evaluating each participant's ability to perform essential job skills.

Conclusion

Throughout the foregoing chapter, we have tried to present an overall impression of the various approaches and methods used in teaching foreign languages. We dealt with some of the traditional as well as the contemporary methods trying to describe each method, its principles, its objectives, its procedures and the importance each of them gave to teaching the oral skill. Our study has shown that over the last two decades, little energy was devoted to teaching listening and speaking skills. Most of the methods emphasized on how to teach Grammar, reading and writing.

Chapter Three

The Use of English Songs in Oral Expression

Introduction

Oral expression teachers have to struggle against the lack of teaching materials, the limited number of language laboratories and the limited time devoted to the oral expression course, they should find out ways to stimulate and encourage students to participate in the class in order to achieve better performances in oral English proficiency.

The use of songs to improve the students' speaking proficiency, in this chapter we are going to speak about the various kinds of materials used in teaching oral expression with focus on songs. Moreover, we will deal with the problems our students encounter when requested to speak.

III-1-1 Songs

Teachers can learn to design lessons around popular music in the target language. Each song should have one primary and several secondary vocabulary themes appropriate to level i.e. city theme with vocabulary such as places in town/shopping vocabulary/transit vocabulary... etc

There may be some repetition of structure (refrains, dependent clauses, etc.). This imprints the structure in memory, into which spontaneous or new utterances may be later created, and it is a great jumping off point for patterned writing.

The song must be agreeable to listen to. This applies to all grade levels. It must be something that students will respond to, it must be melodic, it might be culturally authentic. Young people who listen almost exclusively to non-melodic music such as rap respond positively to melodic music as well. This is a wonderful opportunity to reinforce art and music in the schools.

The use of songs in teaching a foreign language is not surprising since the literature abounds with the positive statements regarding the efficacy of songs and music as a vehicle for first and second language acquisition. It has been created to help foreign language learners acquire vocabulary and grammar, improve spelling and pronunciation and develop the linguistic skills of reading, writing, speaking and listening.

Songs are very useful for the following reasons:

- Singing songs and listening to music are enjoyable experiences.
- As students repeatedly listen to or sing songs, their confidence level rises.
- Learners are relaxed, more attentive and therefore more receptive to learning.
- Songs almost always contain authentic, natural language.
- Songs often include lot of repetition that helps to make language memorable.
- Songs include supra-segmentals: how rhythm, stress and intonation manipulate the pronunciation of English language.
- Songs help learners distinguish between the American and British English.
- A variety of new vocabulary can be introduced to students through songs.
- Songs are usually very easily obtainable.
- Songs can be selected to suit the needs and interests of the students.
- Grammar and cultural aspects can be introduced through songs.
- The use of songs is very flexible since the time length is easily controlled.
- Students can experience a wide range of accents.
- Song lyrics can be used in relating to situations of the world around us.
- Students think songs are natural and fun.

All the above stated reasons suggest that the use of songs to teach foreign languages has a wide range of benefits. These benefits are:

- Presenting the target language through melodic music expands yet further the learning modality options we are providing for our students (aural-musical).
- Probably nothing imprints linguistic patterns better than words wedded to memorable music. Because of the unique impressive nature of melodic music, students will retain grammatical structures and vocabulary for the rest of their lives.
- Students' positive response to melodic music makes them completely engaged in the activities.
- Music, being indigenous to its geographical place of creation, as well as to the cultural and social environment in which it arises, naturally transmits and reflects the culture in which it is created.
- Activities can be done in cooperative learning groups, thus promoting classroom cohesion.
- Songs and activities can be used either to introduce new material, or re-inforce previously learned material.
- Music teaches language by way of art.

Songs should be very carefully selected before using them in the classroom.

They must be:

- Clear and loud, not submerged in the instrumental music.
- The vocabulary load for the song should be appropriate to the proficiency level.
- Pre-screened for any potential problematic content such as explicit language, violent descriptions, sex or inappropriate religious allusions.

We usually use songs in the class to present a topic, lexis or different language exponents. We use them to encourage extensive and intensive listening. We also use them to learn and consolidate language items and augment creativity and the use of imagination in the target language among learners.

We can do lot of things with the song lyrics. Fill blanks, ask and answer questions about the lyrics or about the different situations or characters in the song, write a letter to one of them, send an answer to the person referred to in the song, rewrite it as a story, write a story which began before the story in the song and led to it, write a story which will continue after the song, substitute the lyrics by our own ones and of course enjoy listening to it or singing it.

III-1-2 Video-tapes

Video allows students a look at situations beyond their classrooms. It makes them live real-life situations. Here, we can say that a great number of students are used to gain knowledge from audio-visual means such as television and computers. This why many teachers exploit such tools to teach oral expression to university students.

III-1-3 Language Laboratories

Students can work on their own, can be paired or grouped with other students, or can interact on a one-to-one basis with the teacher. Language laboratories offer a variety of advantages which make them an addition to any school's resources; they allow students compare the way they say things with the correct pronunciation on a source tape thanks to the double track function, they allow students talk to each other through their microphones and headphones in a private way, they allow teachers talk individually to one student unlike in classroom situations where this is often difficult because it stops the teacher from working with the rest of the class. Laboratories also

motivate students, make them feel more free and autonomous and more open to the guidance of the teacher.

III-1-4 Overhead Projectors

Overhead projectors or the modern sophisticated version called "Data show" are extremely useful pieces of equipment. They allow us to prepare visual or demonstration aids. They are widely used since they require little technical knowledge and are easy to carry around.

Any kind of script (texts, exercise, pictures, caricatures, cartoons, diagrams, schemes, plans, drawings.....etc) can go on overhead transparencies which can be put through a photocopier or get printed from a computer. These transparencies can be of a very high quality.

III-1-5 The Board

The board is the most versatile piece of teaching equipment, whether this is of the traditional chalk variety or of the glass board written on with marker pens.

Teachers use it as: a note pad to write things up on it, an explanation aid to show and expand detailed information, a picture frame to draw pictures of course, a public workbook for all students who can go up to and write on, a game board to play games and a notice board to stick on pictures, posters, announcements, maps, charts or even cards.

Teachers should have a clear handwriting, they should organize the board in some way so that it doesn't get covered in a random way, they shouldn't turn the back to the class when writing on the board, it is better to involve students with board work as much as possible, some courteous teachers, when the class is over, clean the board and leave it ready for their colleagues who come next.

III-1-6 Computers

Although computer use is still restricted to a narrow number of wealthy people who can meet the expense of purchasing them, the use of computers and the Internet in education generally and the teaching of English in particular continues to increase at a very fast speed.

Computers, either through Internet or CD/ DVD-ROMS, are used as a reference tool. There are tons of ready made information on Internet and enormous quantities of CD/ DVD-ROMS which carry a number of all sorts of information about all domains. The availability of research tools such as this means that we can send students to the computers to prepare for all sort of tasks and projects. The creation of Internet added another dimension to computers as a reference tool. By accessing directories and search engines, users can look for information about any subject very fastly.

Language teaching programmes supplied on CD-ROMS, offer students the chance to listen to natives, study conversations and texts, practice grammar and vocabulary and even record their own voices.

Some Internet websites are designed for students of English as a foreign language. They offer hem the chance to exchange e-mails, do on-line exercises, read texts, play games or download documents.

One other advantage of computers is their use as a word processor; unlike pen and paper, the word processor allows students to write as they think and change their minds in the course of writing because the writing takes place on a screen. A. Piper (1987) suggested that the most successful educational use of the computer is as a word processor, with students grouped around a screen drafting and redrafting collaboratively.

III-1-7 Pictures and Images

Teachers have always used pictures and images drawn or taken from books, newspapers or magazines to facilitate language learning. Pictures are extremely useful in a variety of ways; they may be used to elicit response, in communication games, to present and check the meaning of words, to make students predict what is coming next and stimulate discussions.

The choice of pictures or images is rather a matter of personal taste but teachers should keep in mind that the pictures or images they use must possess three qualities: first, they must engage students, second, they must be linguistically useful and third, they should be visible.

III-2 How to Adapt Songs to Teach English

It is currently a common practice to use songs in the classroom to support second language acquisition. The literature abounds with positive statements concerning music as a vehicle for first and second language acquisition.

III-2-1 Vocabulary Acquisition

There is substantial evidence that vocabulary may be acquired incidentally by reading or listening to oral stories. Cohen (1968). This incidental acquisition of vocabulary is explained by Krashen (1989) within the context and framework of his "Input Hypothesis." According to this hypothesis, new and unfamiliar vocabulary is acquired when its significance is made clear to the learner. Meaning is conveyed by providing extra linguistic support such as illustrations, actions, photos, and realia. This, in turn, results in what Krashen refers to as "comprehensible input" since the linguistic input is made comprehensible to the second language learner. Krashen further states that

the amount of comprehensible input is proportionate to the amount of vocabulary acquired. Thus, vocabulary is incidentally acquired through stories because familiar vocabulary and syntax contained in the stories provide meaning to less familiar vocabulary. Picture illustrations support the reading process by clarifying the meaning of unfamiliar words. Omaggio (1979)

Apart from oral stories, there may be other means of bringing about the incidental acquisition of vocabulary. Songs share all of the same elements of an oral story, except that the vehicle through which the song is conveyed is musical rather than spoken.

Other benefits of songs are:

- Develop listening and reading skills in a fun, interactive way.
- Easily embed new vocabulary and grammatical structures in the conscious and unconscious memory.
- Create enthusiasm for learning.
- Evoke memories, images and feelings.
- Stimulate spirited discussion and creative writing.
- Songs are authentic, fun and appealing! Students are sure to be familiar with some of the international hits.
- Songs are flexible, and they can accommodate all learning styles, levels and student backgrounds.
- Songs provide activities, review exercises, and homework for classes and for independent learning.

Conclusion

Throughout the foregoing chapter, we first presented the various teaching materials ranging from songs to homegrown materials. Those are resources and accessories often employed by teachers to teach foreign languages. Indeed, there is a great variety of tools, equipment and accessories teachers might use during their teaching, but the core of our investigation is precisely the use of songs to help foreign language learners achieve better language spoken proficiency. This is why we tried to highlight how do songs and music contribute in the acquisition of foreign languages. We aim at bringing evidence about the usefulness of using songs in the foreign language acquisition process. The three previous chapters have been intended to be a theoretical overture before validating our hypothesis through field work.

Suggestions And Recommendations

* More consideration and value should be given to the speaking skill in foreign language teaching. Learners really suffer from a great oral handicap since almost all the local studies and exams are done in a written form. In the field of foreign language, it is becoming a necessity that these habits should change. We should give more importance to the speaking skill for a language is not always only written.

* Teachers of Oral Expression should do their best to improve the oral capacities of their learners. They ought to vary teaching strategies, vary oral activities as much as possible, use audio and audio-visual means and carefully select the topics for discussion.

* More time should be allotted to the oral expression course. Three hours per week during first year and only one hour and a half per week during second and third year while the course totally disappears during fourth year revealed to be very insufficient to fully develop the learners' oral proficiency. Thus, we suggest that the course be given more time and why not introducing it during fourth year so as to do away with oral deficiency.

* Teachers of Oral Expression should use songs as one teaching strategy. But when doing this, they should bear in mind that it requires a careful selection of songs and appropriate equipment.

* Teachers of Oral Expression, General Culture, Grammar and Phonetics modules should combine efforts and work in collaboration so as to bring learners achieve the best accomplishment. The mentioned modules are very close to each other and seem to serve the same cause; this is why a need for collaboration will certainly be of a great benefit to learners.

* Teachers of Oral Expression should convince their students that speaking a foreign language is compulsory for language learners. Students should do their best to acquire a high oral competence.

* Teachers of Oral Expression need to show respect to his learners' thoughts and opinions, teach them to say things, never hide and feel freedom and comfort whenever they want to express themselves.

* Teaching should be focused on language authenticity. With language authenticity activities, the teacher can create a learning environment where the learner notices new language and exploits it in an authentic communicative way.

* Teachers should accept that learners have different levels of achievement. They should stimulate the silent (dormant) ones. Teachers should know how to create motivation among learners to bring them communicate frequently.

* Teachers need to teach learners learn to listen then to speak. We need to be good listeners before being good speakers.

* Teacher of Oral Expression should teach their students how to respect each other. They should be taught that error making is likely during the learning process. What is necessary is to learn to get rid of shame and hesitation.

* An Oral Expression teacher has to know about the needs of his students, the orientation of their motivation and enthusiasm. He will, then, be able to decide on the most appropriate topics for discussion.

*Teachers should teach learner creativity. Generating and varying utterances can be a very useful method to increase the oral proficiency.

Teachers should train students to talk with respect to correct pronunciation and academic grammar. Teachers should make students aware of the importance of grammar respect and appropriate pronunciation in speaking English.

* The research we have actually undertaken is an attempt to shed light on the effects of listening to songs on the acquisition of language oral proficiency. It led us conclude that such a strategy is really very valuable. But the debate over the issue of learning a foreign language through music and song is still going on and further investigations about the same issue can be conducted under some other different angles and circumstances.

GENERAL CONCLUSION

This study was conducted to investigate the efficiency of English songs in improving the first year students' speaking skill. The investigation was carried out at the English department, University of Saida. It aimed at whether confirming or rejecting the hypothesis that English songs enrich the learners' vocabulary register which brings them become good speakers. The analysis was by two groups; mainly first year students at the English department and secondary their teachers of Oral Expression for the academic year 2015 / 2016 using both a questionnaire and an observation grid for students and an interview for the teachers.

Our research has led us to conclude that oral practice is a very important activity in the language classroom because it is the unique opportunity for the learner to express himself freely. So, teachers should teach not only to say things but how to say them.

Our research has also led us assert the significance of the Oral Expression course in the language classroom and of the positive impact that songs have on students' achievement in the speaking skill. If we consider our self to be one of those who hold this opinion, our work has been a modest attempt to prove it. Yet, in the field of education and scientific research the reader remains the best judge.

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