

وزارة التعليم العالي والبحث العلمي

MINISTRY OF HIGHER EDUCATION & SCIENTIFIC RESEARCH

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Mouloud Mammeri University Of Tizi-Ouzou
Faculty Of Letters And Languages



جامعة مولود معمري – تيزي وزو
كلية الآداب و اللغات

Item number:.....

Serial number:.....

**A dissertation submitted in partial fulfilment of the requirements for the
master's degree in Translation.**

DOMAIN: Foreign Languages

SPECIALITY: didactics of foreign languages

Title

The Influence of English Songs on First Year Students' Vocabulary Learning

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Class: 2021

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Acknowledgments

First of all, we would like to thank our supervisor Dr. B Amel ENAÏSSA for her guidance and corrections.

We would also like to extend our gratitude to the members of the examiners who accepted to read and examine our dissertation.

We thank the first year students who contributed to this work by answering the questionnaire.

Special thanks to Ferhat Ferhati for his immense help in the organization of our work.

Dedications

I dedicate this work to my dear parents Omar &Ouardia. Thank you for your great support and encouragement.

To all my family members

Samira

I dedicate this work to my dear parents Lounes&Ouzena and Mohand. Thank you for your limitless encouragement.

To my dear sister Leticia

To Ferhat and all my friends

Feriel

Abstract

The current study examines the impact of listening to English songs to learn English as a foreign language. In other words, this work tries to show the effectiveness of learning English vocabulary through songs, it seeks also at findings the genre of English music they listen, and the motivating effects of song-based approach on first year students in the department of English at the university of MouloudMammeri Tizi-Ouzou. A questionnaire and an experimental test were used as research instruments in order to collect necessary data to answer our research questions and test our hypotheses. The population of the study is first year students of the Department of English at MMUTO. As far as the sample is concerned, two groups of ten students are selected for the experimental test. The first group (group A) consists of students who don't listen to songs in English, while the second group (Group B) consists of participants who listen to songs in English regularly. The final results of the study reveal the importance of integrating songs in EFL vocabulary learning. The answers provided by the participants in the questionnaire and experimental test confirm our hypothesis, since the participants show enthusiasm towards learning English vocabulary through songs. Moreover, the results obtained through the test support the effectiveness of using songs in EFL learning and the (group B) whose participants listen to songs in English regularly out performed (group A).

Key words: English songs, language acquisition, EFL Vocabulary learning, motivation

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Statement of the problem

Humans have a natural tendency for communicating and interacting with one another. Language, having a fundamentally social function, allows for meaningful human interactions (Dorsey, 2009). For decades language acquisition and its use have interested researchers and scholars across various scientific fields. With daily innovations in science and technology allowing people from all around the world to communicate with one another, the use of language has become more complex, while the need to go beyond one's first language (L1) and acquiring a second (L2) or multiple languages for effective communication with people of other languages is increasing. This change in the modern world has led to the development of a new strand of research in applied linguistics related to second or additional language acquisition (SLA), which attempts to answer questions including: How do individuals acquire an additional language? And what can be done from the educational standpoint to enhance student's learning process? (Loewen, 2014).

According to Nation (2011), considering the vast number of vocabulary items in languages, deliberate teaching and learning of all the words is an unrealistic goal, thus a large portion of vocabulary learning needs to be accomplished through incidental learning.

The focus of this study is on how learners acquire a foreign and additional language by focusing on vocabulary acquisition through a source of language input that is listening to songs.

For Rondon (2016) in his study, "using adequate and appropriate materials may help in facilitating the teaching and learning processes. Teaching music engages the whole learner physically, emotionally, cognitively and socially".

Moreover, using songs may motivate students to learn the target language since they contribute in creating a relaxed atmosphere needed for a fruitful learning experience.

Traditional pop songs of diverse styles as country, rock, jazz, blues, reggae, folk etc.... may be good motivators and stimuli to an enjoyable and effective learning.

Adults as children love singing because, as Schoepp (2001) assumes, songs are directly linked to effective factors like feelings, emotions, anxiety, frustrations, motivations, and confidence; understanding these feelings can enable them to know why and how songs help them learn English. (Lin, 2000).

Several studies have been conducted in all over the world about this topic. However it does not receive much attention in the English Department at MMUTO. Moreover learning through listening to songs was an issue of investigation for many researchers (Ellis 2003; Malekian 2016) who reveal that exposure to new language is one of the most significant factors contributing to a successful second or foreign language acquisition. Therefore, our interest is to shed light on how learners acquire a foreign and additional language by focusing on vocabulary acquisition through a source of language input that is listening to English songs.

Aims and Significance of the Study

This study aims at identifying the influence of English music on students' English vocabulary learning, as it explores what genres of music Algerians listen to improve their English vocabulary and how they contribute to the acquisition of English.

Research Questions and Hypotheses

As it is mentioned above, the study highlights the link between music and English vocabulary learning. So, it attempts to answer these following questions:

1-Do Algerian students listen to English songs outside the classroom to improve their English vocabulary?

2-What genres of English music do they listen to?

3- Is the use of songs in L2 acquisition an effective strategy?

To answer these questions, the following hypotheses are pointed out:

1-Algerian students listen to English songs outside the classroom to improve their English vocabulary.

2-Pop music and his genres (Rock, Rap) are the most listened genres by Algerians students.

3-Listening to English songs in L2 acquisition is an effective learning tool for students.

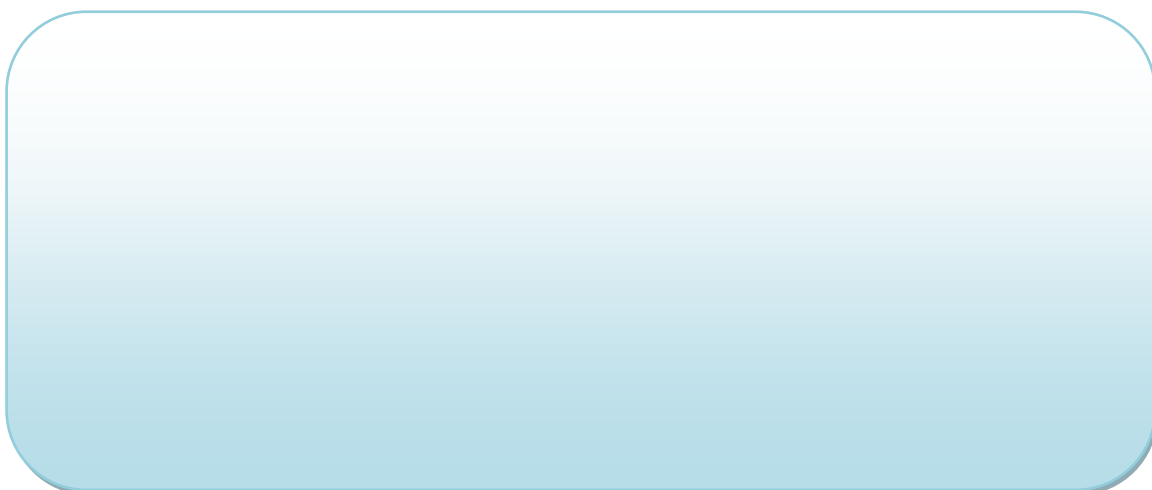
Research methodology

To conduct this research, we opted for a questionnaire to first year students in order to collect their opinions about the use of music as a learning tool for L2 acquisition, and an experimental test at Mouloud Mammeri University of Tizi-ouzou. In our investigation we used the mixed method research, the quantitative information obtained was analyzed using the rule of three, whereas the qualitative ones were analyzed and interpreted by using the qualitative content analysis. Moreover, these results were presented in the form of tables, diagrams and charts to show the influence of English music on English vocabulary learning.

Structure of the research

As far as the structure of this work is concerned, we adopted for the simple traditional model that consists of a general introduction that sheds light on the overall topic of this research, which is the role of English music in the learning of English. In the first chapter

entitled literature review, we have made a reference to previous studies related to the topic of our dissertation. The second chapter is about the research methodology that we have used to conduct this research, including data collection tools and data analysis. The third chapter is the presentation of the findings, where we have presented the results that we have obtained by means of tables, pie charts and diagrams. The last chapter is the discussion and the interpretation of the findings that confirm or disconfirm the hypotheses put forward in this study. At the end, the general conclusion answers the main research question and suggests further recommendations for other studies in the same field.



Introduction

The theoretical chapter reviews previous studies related to our topic of investigation, on the influence of songs on English vocabulary learning of university students. It is composed of three main sections. The first one deals with extensive and intensive listening, the place of listening in language learning and teaching and Stephen Krashen input Hypothesis' position in listening (1985). The second one deals with types of vocabulary and listening as a source of vocabulary learning. The third one shows the role of songs in facilitating foreign language learning, the importance of using songs in the EFL context and advantages of using songs for learning English.

Section one

I-1-Extensive and Intensive listening

I-1.1-Extensive Listening

Extensive listening refers to what students often listen to outside the classroom, for pleasure or other reason, and the input is often received through CDs,MP3 players, on the internet, or on TV. Briefly, it is a kind of listening which is done without the intervention of the teacher .According to J. Harmer (2007:134) “a distinction can be drawn between intensive and extensive listening, the latter refers to the listening which the students often do away from the classroom, for pleasure or some other reason”. The audio material they consume in this way-often on CDs in their cars, on MP3 players, DVDs, video or on the internet should consist of texts that they can enjoy listening to, because they more or less understand them without the intervention of a teacher or course materials to help them.

Thus foreign language learners may be exposed to extensive listening for two main aims:

First, a very important use is introducing students to old material which is already known by them or they have already studied in the classroom, so that they can see it in a new way.For example,when studying the Tudors England in civilization unit in its written version in the classroom,its corresponding filmic adaptation represents an authentic material that is likely to present studied material in an oral form with real, live English speech and an accompanied visual version to account for the non-verbal aspect of language that corresponds to the listening material.Extensive listening to English makes students feel the link between the classroom tasks and the language world, and hence can perceive the naturalness of their learning.

Second, Metruk(2018) states that extensive listening gives learners plenty of opportunities to hear and become unconsciously familiarized with new vocabulary items and

language structures and trains them spontaneously to pick up the appropriate pronunciation of English words, phrases, and utterances. Thus comprehension can take place without learners' awareness.

I-1.2-Intensive listening

Intensive listening is defined by Harmer (2007) in the following quote as:

Intensive listening is different from extensive listening in that students listen specifically in order to work on listening skills, and in order to study the way in which English is spoken. It usually takes place in the classrooms or language laboratories, and typically occurs when the teachers are present to guide students through any listening difficulties, and point them to areas of interest. (2007:134).

Unlike extensive listening which is much more concerned with the free and general exposure to English language, not necessarily under teacher's control, intensive listening, takes place in a structural situation under the teacher's supervision. It aims at exposing the foreign language learners to different language material in order to develop greater control to it, or to help them achieve further comprehension and understanding of items related to specific learning objectives.

I-2-The place of Listening in Language teaching

According to Wilson (2008) listening is probably the least language skill understood, the least researched, and historically the least valued. In the past, foreign languages were learnt mainly by reading and translation rather than listening. In the second half of the twentieth century, research started to focus on how people learn first and second languages, as well as, development in linguistics, sociology and anthropology, which led to an

understanding that listening is probably the key initial skill. Thus we cannot produce comprehensible output without being exposed to comprehensible input.

Another factor that led to changes in foreign language education was during the Second World War. Girad (1943) states that The US's Army Specialized Training Program trained a number of soldiers to learn foreign languages focusing on developing their grammatical competence, but when it came time to speak or to listen to an enemy conversations over the radio waves, their language skills were inadequate, then the authorities realized that a new methodology required, and this is how Audiolingualism emerged.

Audiolingualism puts listening at the center of language teaching pedagogy; the idea was based on a premise from psychology called Behaviorism, in which courses were based on good response to the stimuli to gain reward. Students were asked to hear long passages, mainly dialogues in which the main grammatical elements are presented, and then students repeat it to learn it. The reward here is the better understanding of language; Chomsky according to Wilson (1988:18) claimed that people could learn languages through habit formation, he also argued that language could not be delimited to a fixed number of sentences, and that people were capable to express an infinite number of thoughts, but with the growing popularity of Chomsky's ideas, Audiolingualism was replaced in 1970s by the humanistic methods. The centrality of listening remained and was reinforced by the work Krashen (1985).

The methodology that Krashen designed to put the input hypothesis into practice was called the Natural Approach (Wilson, 1988). It places listening at its center and the language is to be graded according to the natural order in which people acquire L2. For example students should not be introduced to the present perfect until they acquire the simple present.

The input Hypothesis formed the methodology of Asher called the Total Physical Response (TRP) which was based on the principle that learning L1 and L2 follow similar

processes; listening comes before speaking ;delaying the need to speak, thus there was no pressure on the student to speak.

I-3-Krashen input Hypothesis' position in listening

The idea of input has been central to listening and language learning. Input gives opportunity for incidental vocabulary learning, when the students pick up words by chance rather than by teachers' design, thus incidental vocabulary learning occurs because the topic may be of personal interest to the learner, and perhaps he/she needs to use it to accomplish a personal goal.

The theory of Stephen Krashen, input hypothesis, is extremely influential in the field of second language acquisition (SLA) where listening is at the center of Krashen's theory. He considers it the room that opens the door to input. Krashen claims, according to Wilson (1988:18), that languages are acquired when people understand messages. Besides, Krashen (1993: 50) states that "L2 acquisition takes place when a learner understands input, and the right level of input is attained automatically when interlocutors succeed in making themselves understood in communication". Therefore, comprehensible input is achieved when using situational context to make the messages clear through input modifications found in foreigner talk (the language native speakers use when addressing non-native speakers), i.e. the speaker has to speak in a very simplified language, to make his input understood and available to the hearer, who would also try to make sense of the received input in the context of speaking (Krashen, 1988).

Newton (2009:3) states that, "The meaning focused input strand involves learning through listening and reading using the language receptively". It is called meaning focused input because the learners' main interest should be to understand and gain knowledge from what they read and listen, and here the main interest is on listening. For that, typical activities

can be carried out to receive comprehensible input, such as listening to short stories, watching TV or films, or listening to music. According to Newton (2009:4-5) being a good listener can exist only if certain conditions are present:

- Most of what the learners are listening to is already familiar to them.
- The learners should be interested in the input and want to understand it.
- The learners can gain some knowledge of the unknown language through Context clues and background knowledge.
- When there are large quantities of input.

Although many researchers criticize Krashen's (1985) input hypothesis; none would disagree with the idea that meaningful comprehensible input is an important source of language learning.

Section two

II-1-Types of vocabulary

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster (1992) mastery refers to (1) a. the authority of a master: command, b. the higher hand in a competition and (2) a. ownership or show or great talent or technique, b. ability or understanding that makes one master of a topic comment.

Pikulski and Templeton (2004), classify vocabulary into receptive and productive vocabulary. Receptive vocabulary is the amount of words we understand, it constitutes both of receptive oral vocabulary that are the words understood when we hear them, and receptive written which are the words we can read. On the other hand, Productive vocabulary refers to the words the speaker possesses. They comprise both of productive oral which are the words

used by the speaker in oral speech, and productive written which are the words used in writing.

II-2-Listening as a source of vocabulary learning

As the constructing blocks from which learners begin their second language acquisition, second language mastering largely relies upon vocabulary. from which its importance lies in the first ranges of the acquisition of any language.

According to Weatherford (1990), teaching vocabulary via songs in the classroom is an interesting strategy for second language vocabulary acquisition. ESL practitioners Reeve & Williamson (1987), Guidice, (1986) widely state the importance of music in the motivation and involvement of students to learn English. Murphy observed that music influence both long and short term memory and said that it's common to forget almost everything we learn in another language except the few songs.

Nation investigated the necessary vocabulary size to understand distinctive kinds of English discourse. He recommended that learners have to recognize the most common 6,000 to 7,000 word families to understand spoken discourse and the most common 8,000 to 9,000 word families to understand written discourse .Lately ,research have suggested that the understanding of the 3,000 most common word families is probably enough for cognition of spoken discourse (Van Zeeland & Schmitt, 2013a; Webb & Rodgers, 2009a,2009b).Though ,studies shows that most EFL learners are not even capable to learn the most common 3,000 word families (Webb & Chang, 2012a).This indicates an importance in locating new approaches to fuel L2 vocabulary increase.acquiring vocabulary incidentally via encountering larger quantities of L2 input in distinct sorts of spoken and written discourse can offer the best capacity to encourage L2 vocabulary development (Webb & Nation, 2017).

Memory is an important aspect of language learning, and many studies have linked musical support with improved memorization. In his book, *Introduction to the Musical Brain*, Campbell (1992) notes that the more connections that can be made in the brain, the more integrated an experience becomes within memory. Combining music with language creates many connections, as language is primarily processed in the brain's left hemisphere and music in its right hemisphere. Listening to music helps the memory in acquiring languages. According to the study of the spectral analysis of electroencephalograms that was conducted by Verrusio (2015) listening to Mozart increases the brain wave activity linked to the memory. Maess (2001) states that using magnetoencephalography showed that melodies are processed in the same area of the brain as language, consequently, the brain retains words (Abott, 2002; Kerekes, 2015; Lems, 2001).

According to Romberg & Saffran (2010) the statistical learning approach states that learners learn new vocabulary either individual words or sequences of words through repetition. This approach is another reason that shows that songs are a source of language input. A study that was conducted by (Kerekes, 2015; Richards, 1969) shows that individuals learn through repeated listening. For instance, a research of repeated listening to a story, researchers have found that learners can acquire some knowledge of the target vocabulary by only one exposure, as they can increase their knowledge through several times they did. Moreover, learners can use the acquired vocabulary while retelling the story (Pennington, Wilkinson & Moore, 2002).

(Horst, Cobb & Meara, 1998; Peters, Heynen, Puimege, 2016; Webb & Chang, 2015) write that individuals increase their vocabulary acquisition through repeating the target vocabulary. For instance: Van Zeeland and Schmitt (2013) state that the spoken form doesn't need many exposures of the target vocabulary items, they add approximately 15 exposures are enough.

Section three

III-1-The role of Songs in facilitating foreign language learning

Introducing music in English language acquisition can bring another dimension to learning. In its relation to psychology, music placement into English lessons can emotionally enhance the learning process. The German writer and poet Heinrich Heine asserted that “Where words leave off, music begins”. The match between music and language acquisition has been established by research across various academic fields. On November 2016, a study was conducted by researchers (Dr Karen M. Ludke, prof. Fernanda Ferreira and Dr Katie Overy) at the University of Edinburgh in Scotland. They found evidence that singing can help facilitate foreign language learning. Sixty adults participated in the study, which involved 15 minutes of listening to Hungarian phrases and then repeating phrases normally or through song. When the participants were tested on the material, the researchers discovered that those who used singing scored higher than others. Students are motivated to learn English by listening to and singing English language songs.

Burden (2000) asserts that it is important to know that one condition for a task to operate motivation is that the material should catch the curiosity and interest of the learners. Therefore, using various materials to acquire a language is a good initiative that makes the students more engaged in the process and helps learning to occur. However, in order for learning to occur successfully, it is important to select carefully the teaching materials. It is worth mentioning that songs are a great pedagogical support, because they provide a substantial amount of auditory and verbal information which is an imperative at early language levels of learning. Research in the field of pedagogy demonstrated the benefits of learning English through songs (Schoepp, 2001; Mora, 2000; Liu, 2006).

First, the relaxing secure atmosphere brings pleasure and inspiration. It incents learners to lessen their anxiety filter and become more open to learning .As a matter of fact,songs alsoallow automaticity in language development process, due to their repetitive nature.Furthermore,Middelton(1999-2002) states that songs combine affective and unconscious factors together.The result of music and song specificities of repeating composition, catchy rhythm or beat, memorable words or lines,gives the learner the opportunity to learn efficiently new lexis in a pleasant enjoyable atmosphere inciting and motivating the listener.

Secondly, according toMurphy(1992) Singing helps easy memorization, and melody makes it easier to retrieve information effortlessly in case of need. Indeed, some songs consist of colloquial English as those featured by different dialects which prepare learners for informal conversations in real life situations. Songs are seen by historians as more or less straightforward “reflections” of the society and culture in which they were produced. Songs illustrate our knowledge about that society and culture.

Sevik (2011) made a list of the most remarkable characteristics of using songs with young learner:

According to Sevik (2011) there are some characteristics of using songs with young learners. Therefore, using songs is the best way to teach listening comprehension and it allows the mastery of language through repetition. He suggested that songs have positive impacts on learners’ memory as they can be as a source of comprehensible language input. Another important characteristic, songs are a great tool for language learning at an early age.

Additionally, Griffee (1988) identified the following reasons:

First of all, songs are a mean of entertainment and they decrease anxiety. Music is the most well known tool that creates an enjoyable and anxiety free environment for learning. In addition, teaching vocabulary through songs is a useful strategy since it serves as an excellent listening material. Finally, learners can use songs as supplemental texts at the end of the lesson to enlarge and improve their knowledge also while their revision.

III-2-Songs in the EFL Context

Songs have always proved to be a valuable means to perpetuate human history, traditions, and culture, and by the way, pass them down from one generation to another. Thus, they are efficient mnemonic devices for learning motivation of EFL language learners. Primarily, learners love them, they are very motivating and are adequate for aspects of pronunciation, word, and sentence stress.

Optimal use of songs may involve adapting them to specific academic purposes and working them out to wider extended activities. Because if used properly, they can be a powerful tool to incite the learners practice all language skills and sub-skills as well. Byrne (1991:44-45) states that songs provide good listening practice since the students are concerned with what the song says. The song is combined with tasks that help the learners improve their language skills.

III-3-The importance of using songs in the EFL Context

Schoepp (2001) asserts that music and songs have always been part of the human experience, and from the early childhood, men were used to listen to them. Gugliemino(1986:19-26) states that “ songs have become an essential element of our linguisticpractical knowledge,like when we sing in church, in religious services,pubs (Public Houses /Bars), in the bath,and when listening to the Radio in the car ,as well as when used in

co-ordination with a language lesson ,they can be an effective tool”. Correspondingly, Lo and Li(1998) assumed that songs are an opportunity for the teacher and the learner, since, they offer a change from routine classroom activities, and provide a relaxing background that can help learners of English to engage more in the lessons.

Accordingly, when language learning is funny and relaxing, the learner becomes increasingly motivated to be exposed to the target language. Cristina Cabal, a long term teacher, gave some learning tips to keep students motivated when learning a subject. One of these strategies is to make classes memorable, She said, “make learning fun by using games, competitions and songs, it gives students a nice opportunity to interact with each other, have fun and learn at the same time”(2017).

III-4-Advantages of using Songs for learning English

Teachers and researchers in pedagogy defined three main areas of interest for using songs in foreign language learning. Murphy(2009): Affective reasons, Cognitive reasons, Linguistic reasons.

III-4.1-Affective Reasons

Krashen (1982) assumes that the affective filter must be weak in order that optimum learning occurs.This means that the learner is demonstrating positive feeling and thoughts. On the other hand if the Affective Filter is strong, the learner does not feel any need to acquire language input, and is less receptive to language acquisition. Therefore, the role of songs is to provide a convenient approach to help learners achieve a weak affective filter and promote language experiences.

With a weak affective filter, Saricoban and Metin (2000) stated that songs can be used to develop all the learning skills; listening, speaking, reading and writing. Similarly, Eken(1996:46) argued that songs are useful for:

Songs play a vital role in our life. So, they are important for both presenting a new topic and a language point. Songs are a necessary way for encouraging extensive and intensive listening and stimulating discussion of attitudes or feelings. In addition, songs bring variety and fun to learning also encourage creativity and use of imagination

In this context, the value of songs is to motivate students to learn English and to enhance learners' involvement, a view widely shared by the two English teachers Reeve &Williamson (1987). For Guidice (1986), music helps development of skills for learning the language; It activates learners' prior knowledge in the target language, and hence it, gives positive inputs.

III-4.2-Cognitive Reasons

Songs develop automatic language learning and performance; the ability to act and carry out a task or information processing without effort or attention. According to Gatbonton and Segalowitz(1988: 473), automaticity allows the learner a frame of fluent language use, which involves a better knowledge of what to say and produce spontaneously and instantly without pauses.

The repetitive style of a song gives an opportunity for learners to develop their sense of creativity and performance, building their own sentences, using suitable words and tenses all based on their wants and interests .Besides, the song is a source of inspiration to the students, they can imagine and construct their own lyrics following the music and melody.

Research has shown that songs, all kinds of rhythm and music, exercise positive effect

on emotions ,but their effects on the brain and thinking are also warrantable.

Electroencephalogram tests on people (EEG) have confirmed an unusual activity of the brain when these people listened to songs.A systematic measurement of the electrical activity of the brain has shown that music changes brain waves and makes the brain more receptive to learning .Music connects the functions of the right and left hemispheres of the brain so that they collaborate and work to make learning quicker and easier .The result is that songs increase brain functions and promote complex thinking as demonstrated by many studies in the domainJanata et al(2002).Davies(2000) wrote that songs and music connect emotions and feelings to thinking and learning.

III-4.3-Linguistic Reasons

Another reason for using songs in learning is to achieve linguistic objectives and there is a long list of songs which use colloquial English,or the English of informal conversations as long as they are simple and go straight to the heart,short stanzas ,simple diction, with themes of interest to the student .

Domoney and Harris (1993) and Little(1983) undertook studies on the reasons behind the prevailing and popularity of Pop songs among Foreign Language (EFL) students, and came with the conclusion that music and songs are major sources of authentic English outside the classroom .The exposure to natural English is an important factor to promote language learning because it connects directly to the Affective Filter of students and to automaticity.

As previously discussed, the three theoretical reasons are all intertwined and demonstrate the great value of Pop songs in the classroom practice to assist language learners to increase their cognitive abilities (memory), self-confidence, enthusiasm and motivation for learning the foreign language .Thus, when the implementation of music and

song is instrumented in an adequate manner, and compatible to learners' needs, songs and music effectively improve and reinforce their language skills.

Conclusion

In this chapter, we have presented some key elements about the influence of songs on the learning process and its role in motivating students when acquiring a second or additional language. It was composed of four parts which were devoted to the definition and explanations of important concepts related to our study, and previous studies about the field of our investigation.

Chapter two: research design

Introduction

This methodological chapter contains the techniques and the procedures of data collection tools and data analysis. It is composed of two sections. The first one is the procedures of data collection which deals with the research method, the context of investigation and the sample population of the research study. In addition, the chapter explains the two research techniques we used in our investigation to gather the data. The second section is the procedures of data analysis where we explained how we analyzed the data gathered.

I. Procedures of data collection

I.1. Research method

To conduct our research, we used the mixed method research that integrates the quantitative and qualitative research instruments for both data collection and data analysis. Kottari (2004) reports that quantitative data are concerned with statistical and numerical data; while qualitative data are concerned with the interpretation of the results.

Multiple procedures are used for data collection. The quantitative data are gathered from the close-ended questions of the questionnaire, which seek for statistical analysis that should be presented by using descriptive statistical methods like tables, diagrams and charts. However, the qualitative data collected through the experimental study are analyzed and interpreted through qualitative content analysis.

I.2. Context of investigation and sample population

Our research is conducted in the Department of English at MouloudMaameriUniversity ofTizi Ouzou. First year students are the participants of our investigation and they are chosen as a sample to be the focus of our research. The participants were eighty students.

We opted for this sample because from our personal experience during the first year at university many of us faced difficulties to adapt to the learning system, so we tried to use other means to learn English like watching English movies and listening to English songs.

I.3. Data collection tools

To gather data, we have designed two main tools; a questionnaire and an experimental test for first year students in the department of English at MouloudMaameri University of Tizi Ouzou.

I.3.1. Students' questionnaire

The questionnaire is a research technique or a data collection tool which consists of a set of questions addressed to a large number of people to collect their opinions and attitudes about the topic being investigated. A questionnaire is an effective means of measuring the behavior, preferences and intentions of individuals easily and quickly.

Our questionnaire aims at showing the influence of English songs on learners' English vocabulary acquisition, and students' opinions about the effectiveness of using this strategy to acquire a second language. It contains fifteen questions that are divided into 2 sections. The first one namely **General questions** contributes to identifying students background and their level in English, this part includes four questions. The second one is entitled **Students opinions** it is about the attitudes, behavior and preferences of the respondents, it is composed of eleven questions. Moreover the questionnaire included some basic question like what was the level of students in English and if they listen to English songs. The other questions were related to their attitudes towards the use of songs to learn English, the effectiveness of this strategy and their preferred genres of English music.

I.3.2. Experimental test

To observe the result and outcome of our investigation, we adopted an experimental test as a second data collection tool, where a procedure is intentionally introduced to demonstrate the validity of our hypothesis. It allows us to explore and demonstrate the effect of listening to English songs and show the effectiveness of using music as a mean of second language learning. A total of twenty students in the department of English at MMUTO took part in this test. Their ages ranged from 18 to 25 years old. All participants had studied English for a minimum of five years.

To conduct this experiment, the participants were divided into two groups of ten students. Group A, is composed of participants who do not have the habit of listening to English music, and Group B is composed of participants who listen to English music daily.

Two English songs are selected as the learning materials for this study. The song A “Nothing else Matters” by Metallica (1991) and the song B “Demons” by Imagine Dragons(2012).Several criteria were considered for selecting the songs. First it was important that the participants had not heard them prior to this study in order to get reliable results. Also, we made sure to insert interesting songs to motivate the participants and be sure they do not get bored while listening to the songs.

Both Group A and Group B were asked to hear the songs only once. Then, the two groups were given handouts containing song’s lyrics with missing words and asked to fill in the blanks with the correct lyrics.The objective of comparing between these two groups is to see which group has better results, Group A or Group B.

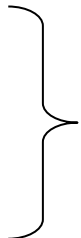
II. Procedures of data analysis

Data analysis is a process of converting the answers of the participants into percentages to reach the aims of the investigation. To analyze our results we relied on two different techniques: statistical and qualitative content analysis, because our research findings are both quantitative and qualitative.

II.1. Statistical Analysis

To analyze the results of our questionnaire, that is composed of close-ended questions , we relied on the rule of three to get reliable findings.

It is applied as follow:

- X represents the calculated percentage
 - Y represents the percentage of answers
 - Z represents the population
- 
- $$\frac{X = Y \times 100}{Z}$$

II.2. Qualitative content analysis

To analyze the qualitative data of the experimental study and interpret the results, we used qualitative content analysis (QCA) as a data analysis, it represents a systematic and objective means of describing and quantifying phenomena (DowneWamboldt, 1992; Schreier,2012)

Conclusion

In this chapter, we have dealt with the ways we followed to collect the data and analyzed the findings. The chapter described the context of investigation and the sample population. We have chosen a questionnaire composed of close-ended questions. For the students of the department of English at MMUTO, as a method to collect data.And an experimental study with two groups of participants, as a second research instrument. For data analysis we adopted statistical and qualitative content analysis.

Chapter three:

Presentation of the findings

Introduction

This empirical chapter deals with the presentation of the findings obtained from the different tools that we have used in our investigation, namely the questionnaire that was distributed to first year students (80 students) and the experimental study that was conducted with two groups at the UMMTO. The findings of this research are presented in the form of tables, diagrams and charts. This chapter is composed of two sections. The first one is devoted

to the presentation of the findings of the questionnaire. The second one presents the findings of the experimental study

I. Presentation of the questionnaire' results

I.1. Section one: Background information

Q1: What is your level in English?

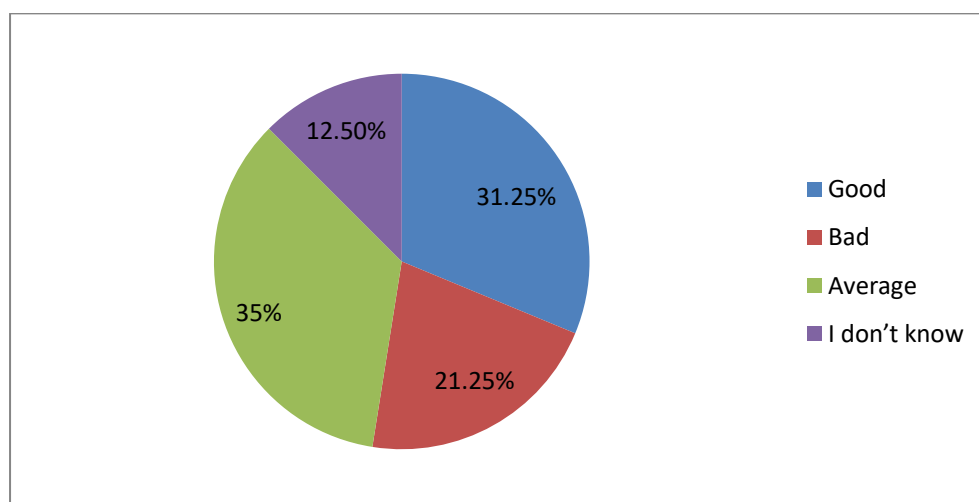


Diagram (01): Learners' Level in English

This pie chart indicates the level of students in English. It shows that the majority (35%) of participants have an intermediate level. (31.25%) claim that they have a good level. (21.25%) of the participants admit that they have a bad level. (12.5%) claim that they don't know their level.

Q2: Do you listen to English music?

Opinions	participants	%
Yes	70	87.5
No	10	12.5

Total	80	100
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Table (01): Learners' Opinions about Listening to Music

This table reveals that the majority (87.5%) of students listen to English music. Only (12.5%) answered by no.

Q3: What genres of English music do you prefer?

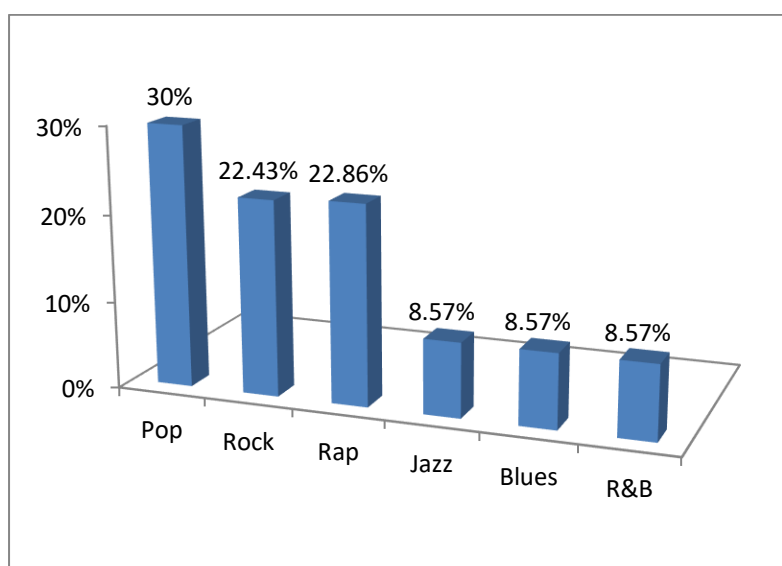


Diagram (02): The Different Genres of English Music Students prefer

As it is highlighted in the above diagram, the majority of students (30%) listen to pop music. (22.86%) of the participants prefer to listen to rap music. (22.43%) claim that they listen to rock music. Few of them (8.57%) favor jazz, blues and R&B.

Q04: Do you think that English music is popular in Algeria?

Opinions	Participants	%
Yes	64	80
No	16	20
Total	80	100

Table (02): Status of English in Algeria

As presented in the table, the majority of students (80%) said English is popular in Algeria. However (20%) answered by no.

I.2.Section two: Students' opinions about English songs

Q5: Do you find difficulties to understand the lyrics?

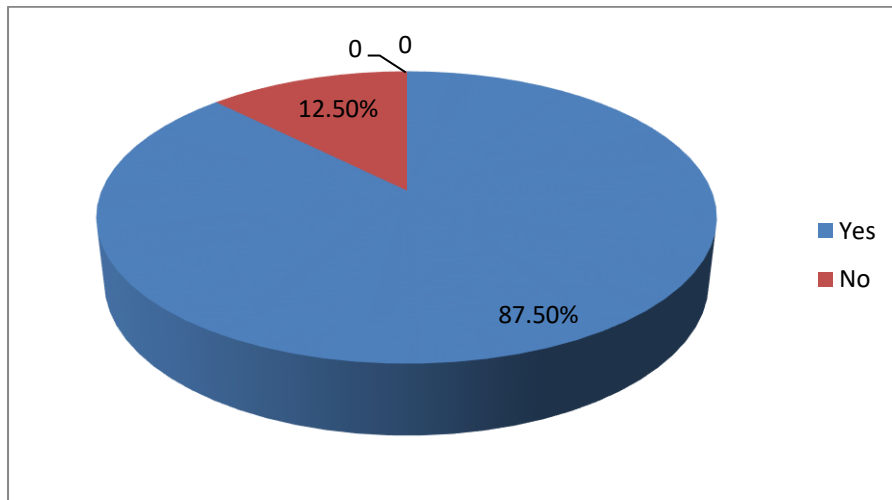


Diagram (03): Students' Opinions about the Difficulty of English

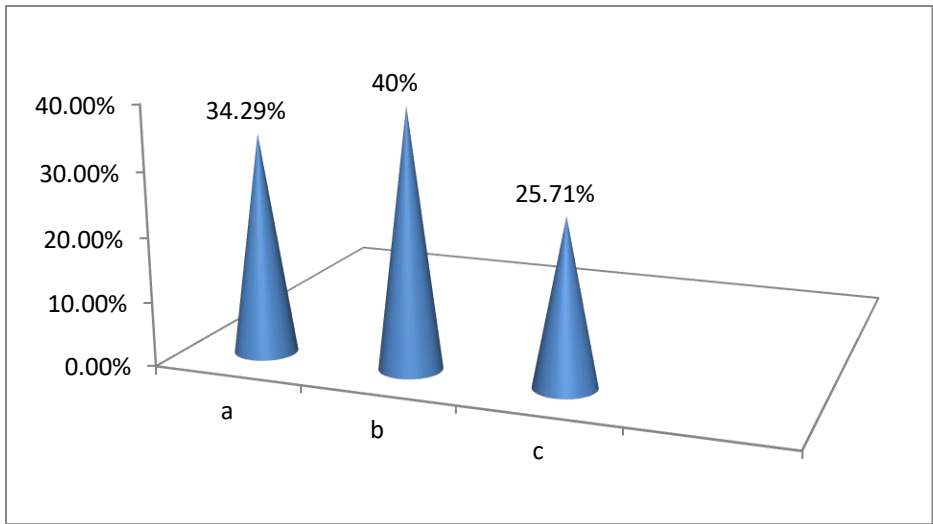
The results displayed in the pie chart show that (87.5 %) of students find difficulties while listening to English songs. However(12.50%) understand the lyrics of English songs.

Q6: What strategies do you use when you don't understand the lyrics?

a-Repeat listening

b- Check the songs' lyrics on the Internet

c- Translation



Diagram(04): Strategies Used by Learners for the Comprehension of the Lyrics

As it is highlighted in the above diagram, the majority of students (40%) check the songs' lyrics on the Internet in order to understand them better. (34.29%) repeat the songs, and(25.71%) translate the songs.

Q7: Do you like Karaoke singing?

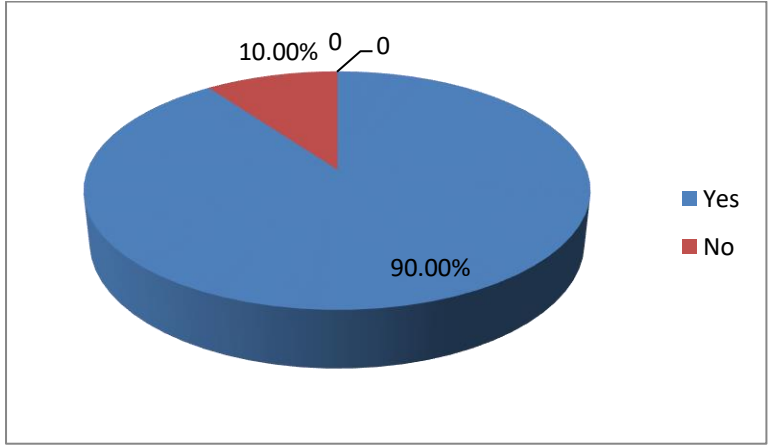


Diagram (05): Learners' Opinions about Karaoke Singing

As presented in the above pie chart, (90%) of the participants answered by yes, they like the application of Karaoke singing. However, (10%) dislike this application.

Q8: Do you think it is helpful to improve your English?

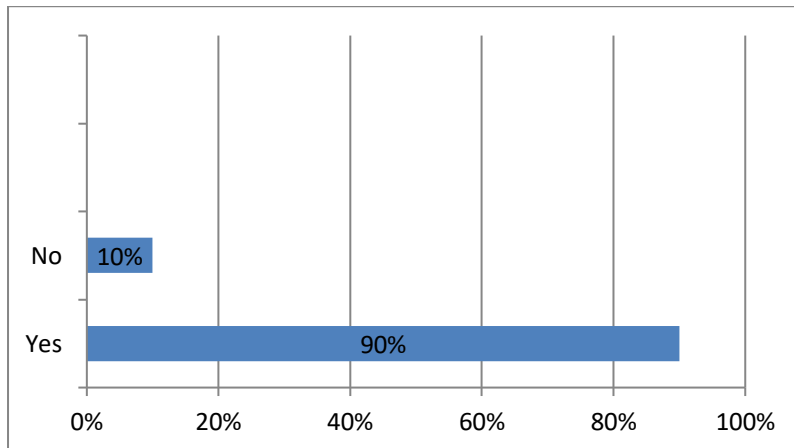


Diagram (06): Learners' Opinions about the Effectiveness of Karaoke Singing

The findings show that the majority of informants (90%) answered by yes, it is a helpful application to improve their English. Meanwhile, the minority (10%) affirm that it doesn't help at all.

Q9: If yes, how?

a-By memorizing words

b-By practicing pronunciation

c-by using simple language that everyone knows

d-By studying lyrics that give all sorts of vocabulary

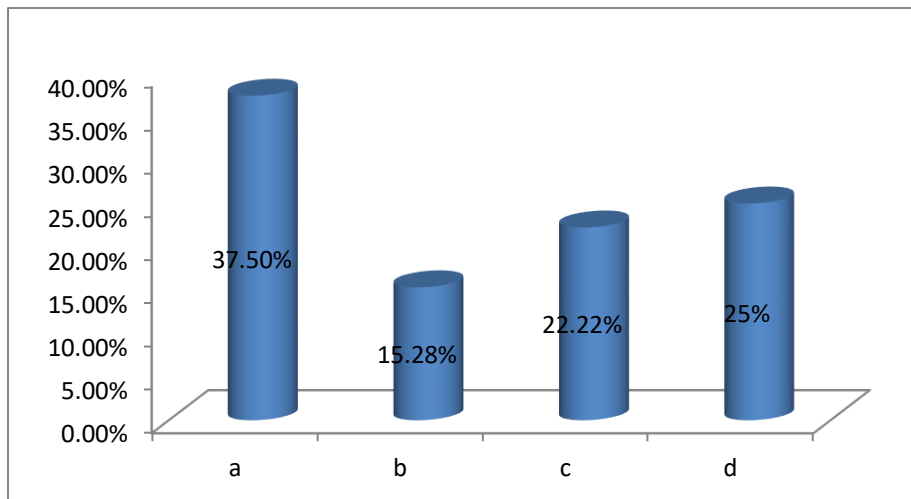


Diagram (07): The Manner of Improvement of English

This diagram shows that most students (37.50%) say that the application of Karaoke singing helps memorizing words. (25%) reveal that studying lyrics gives all sorts of vocabulary. (22.22%) declare that Karaoke helps by using simple language that everyone knows. And (15.28%) of the participants assert that it helps by practicing pronunciation.

Q10: What makes English music different from other music?

a-The use of explicit language

b-The diversity of English music types

c-The approach of many taboo subjects in our society

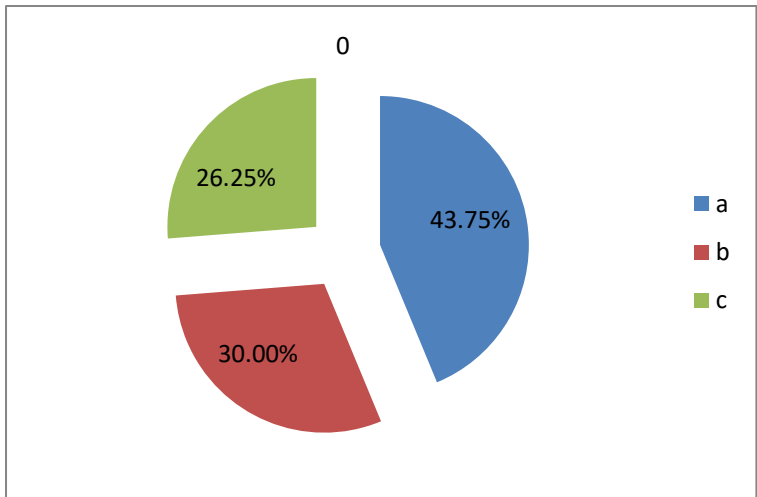


Diagram (08): The Specific Elements that Make English Different

This pie chart presents the specific elements that show what make English music differ from other music. (43.75%) claim that it is the use of explicit language. (30%) answer that it is the diversity of English music types. While (26.25%) say that it is the approach of many taboo subjects in our society.

Q11: What is English music for you?

a-A Mean of entertainment

b-A mean to learn new words or languages

c-Both

d-None

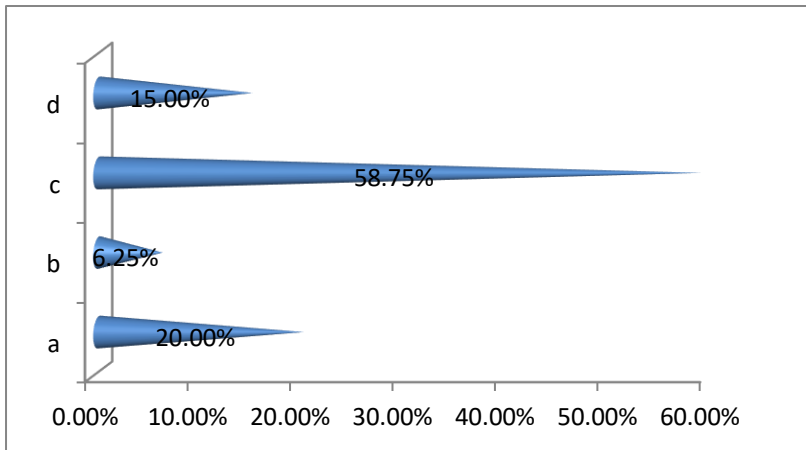


Diagram (09): Representation of English Music

It is clearly seen that (58.75%) of the participants answer that English music is both a mean of entertainment and a mean to learn new words or languages. While, (20%) see English music as a mean of entertainment. (15%) reveal that it is neither a mean of entertainment nor a mean to learn new words or languages. And (6.25%) claim that it is a mean to learn new words or languages.

Q12: What do you think about learning a new language through listening to songs?

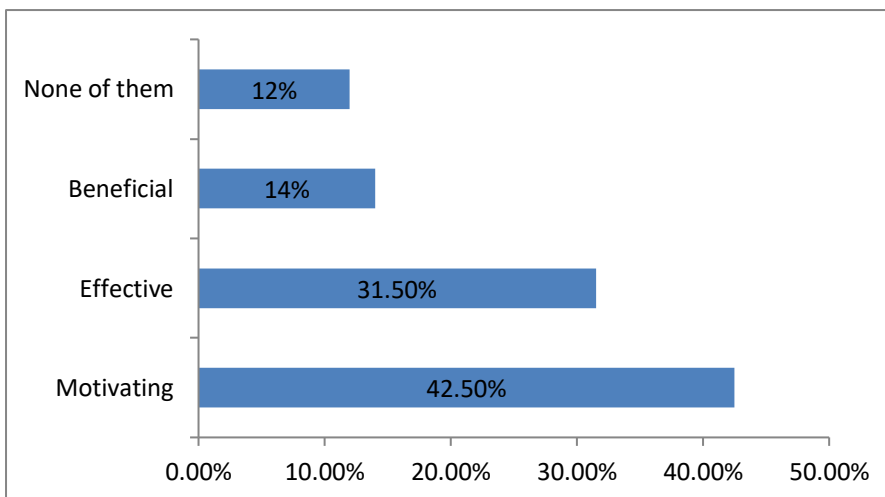


Diagram (10): Learners' Opinions about Learning New Language by Using Music

It is shown from the above diagram that (42.50%) of the students see learning through listening to music as motivating. (31.50%) answer that it is effective. (14%) benefit from learning through listening to music. Few of them (12%) answered by none of the above.

Q13: Have your teachers already used songs in the classroom before?

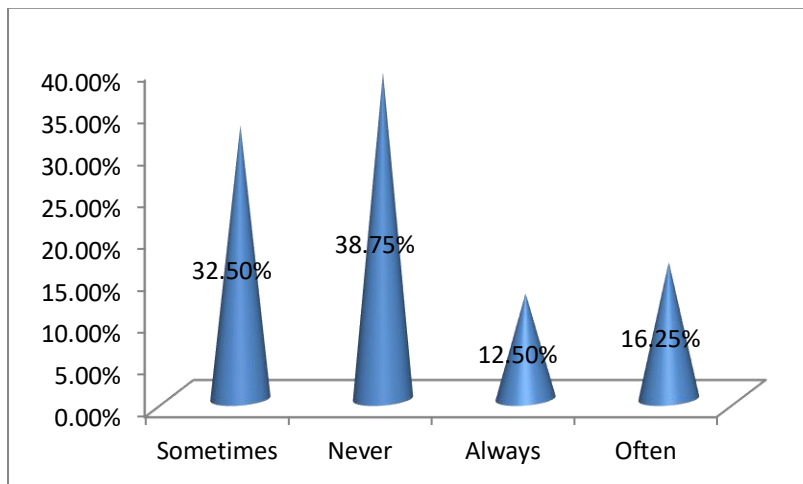


Diagram (11): Frequency of the Use of Songs in the Classroom

It is shown in the diagram above that (38.75%) of the participants reveal that their teachers never use songs in the classroom. (32.50%) say that their teachers sometimes use them. (16.25%) assert that they often do. And (12.50%) say that they always use music in the classroom.

Q14: Is the inclusion of music in classroom activities a motivating strategy?

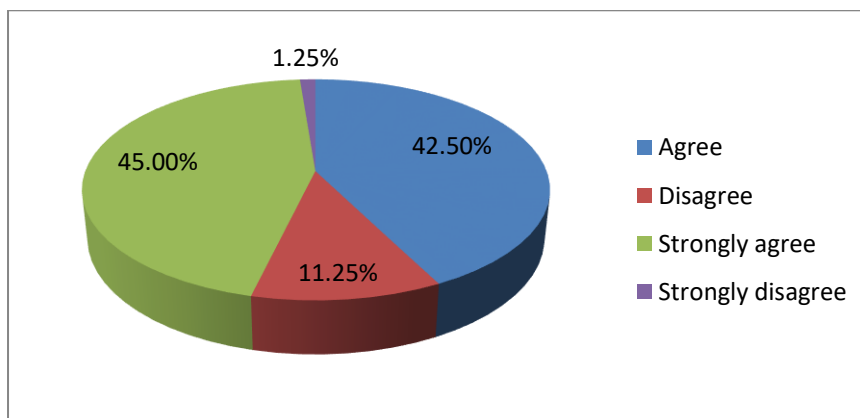


Diagram (12): The Impact of English Music in Classroom on Learners Motivation

This pie chart shows that the majority (45%) strongly agree that the inclusion of music in classroom activities is a motivating strategy. Also, (42.50%) agree. (11.25%) of the participants disagree. And (1.25%) strongly disagree.

Q15: Have you noticed any improvement in your English vocabulary by listening to English songs?

a-Small improvement

b-No improvement

c-High improvement

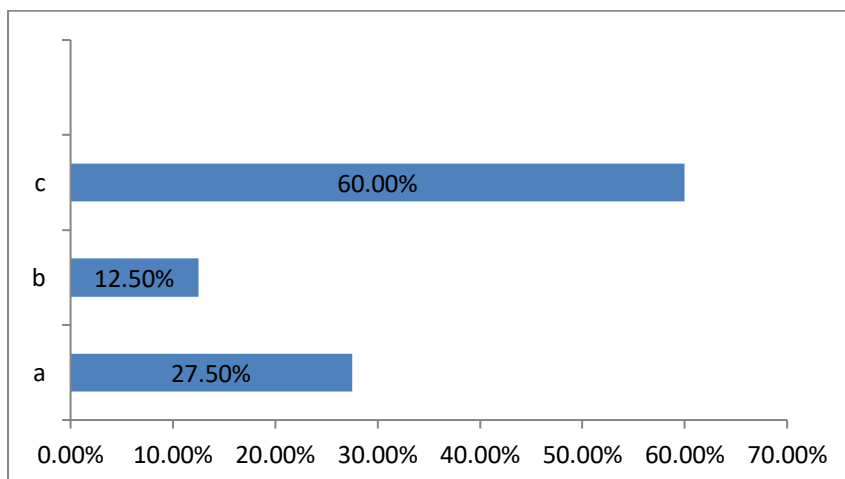


Diagram (13): Degrees of Improvement in English Vocabulary by Listening to English Songs

This diagram demonstrates that more than half of the participants (60%) benefit from listening to English songs. Therefore, they noticed high improvement. (27.50%) answered by small improvement. Only (12.5%) claim that they don't benefit from listening to English songs and there is no improvement.

II.2.Presentation of the experemental results

The group A consists of the participants, who don't listen to music, it is composed of ten students.

**03:results of the
Group A**

Group A				
Partici pants	Song A "Nothing else Matters"		Song B "Demons"	
	Correct answers	Incorrect answers	Correct answers	Incorrect answers
1	5	26	10	54
2	7	24	8	56
3	11	20	12	52
4	5	26	13	51
5	8	23	9	55
6	11	20	8	56
7	10	21	10	54
8	4	27	6	58
9	2	29	7	57
10	7	24	20	44

Group B				
Partici pants	Song A “Nothing else Matters”		Song B “Demons”	
	Correct answers	Incorrect answers	Correct answers	Incorrect answers
1	22	9	38	26
2	13	18	29	35
3	18	13	20	44
4	24	7	40	24
5	14	17	18	46
6	21	10	23	41
7	24	7	35	29
8	13	18	19	45
9	12	19	22	42
10	17	14	27	37

Table 04: results of the Group B

The group B is the group whose members are fond of music it is composed of ten(10) students

During the experimental study, the two groups (A and B) are tested. As it is explained in the methodological chapter, Group A claims to not have usually the habit of listening to English music whereas Group B claims to listen to English music more often.

The two songs Nothing else matters by Metallica and Demons by Imagine Dragons were selected for the listening test. We distributed them to the participants of the two groups (A and B). In the worksheet, we omitted some words of the songs lyrics and we asked them to fill the blanks with the correct words after listening only once to the songs in our presence .

After the experimental study we started to analyse the handouts collected from the participants to distinguish between the answers of the two groups.

We noticed that the participants of Group A did not fill a lot of gaps and were not able to recognize even half of the missing lyrics, as they do not have the habit of listening to English music. Few students have filled the gaps with some correct items, and the majority wrote incorrect lyrics, but some of them neither wrote nor suggested other words.

With group B we noticed that the participants filled more gaps than the other group. The majority of them found a lot of correct missing lyrics and suggested some incorrect ones.

From our watchful test, we claim that there is a difference between the answers of the two groups, and that Group B is superior to Group A.

Conclusion

The chapter presented the findings obtained through the two data collection tools, namely the questionnaire and the experimental study. The results of the questionnaire were analyzed by using the rule of three and were presented in forms of tables and diagrams. The findings of the experimental study were analyzed by using the qualitative content analysis and interpreted in forms of tables. The results obtained from our two data collection tools demonstrated that English songs play a certain role in the second language learning process of many participants and that there is an influence of English music on English vocabulary acquisition.

Chapter four:

Introduction

The present chapter is devoted to the discussion of the findings obtained from our investigation through the students' questionnaire and the experimental test. This chapter includes two sections, the first deals with the discussion of the results obtained from the students' questionnaire; the second one discusses the findings of the experimental test. The detailed analysis of the data obtained from the questionnaire and the experimental test revealed that the use of songs to learn English language has positive impact on the students

learning process. Thus the results obtained answered our research questions advanced in the general introduction and confirmed the validity of our hypotheses.

Section one

I-Discussion of the questionnaire' results

The primary results show that almost all the participants (87.5%) affirm that they listen to English songs. The percentage is obtained on the basis of the participants responses in table 1. The results show that learners opt for this learning activity outside the classroom. Correspondingly, Lo and Li (1998) assumed that songs are an opportunity for the teacher and the learner, since they offer a change from routine classroom activities, and provide a relaxing background for learning.

Two studies, Domoney and Harris (1993) and Little(1983) investigated the prevalence of pop songs in the lives of EFL students. Both studies found that music is often the major source of English outside the classroom.

The analysis of data obtained from the questionnaire shows that karaoke singing is also a popular activity among learners. (90%) of the students affirm that they like this application, and (90%) of them find that it is helpful to improve their English vocabulary. For further investigation about the effectiveness of this activity we asked the students about the way karaoke singing helps them in learning English. The results revealed that its use has positive impact on them, with (37.5%) memorizing words and (22.22%) using simple language that everyone knows(see diagram 7). As explained by Murphy(1992), Singing helps easy memorization, and melody makes it easier to retrieve information effortlessly in case of need. Indeed, some songs consist of colloquial English as those featured by different dialects, which prepare learners for informal conversations in real life situations. Thus, Karaoke

singing can be motivating, attention focusing and simply enjoyable for learners. The positive effects of singing to facilitate the recall of information have been demonstrated by many experimental studies. (Jacobson & Cuddy, 2000; McElhinney & Annett, 1996; Rainey & Larsen, 2002). Wallace and Rubin (1991) found that individuals were better able to use structural like syllabic stress, line breaks and phrasing when rhythmic characteristics were given importance.

A significant number of (58.75%) of students state that English represents for them both a mean of entertainment and to learn new words or languages. From this result, we can deduce that listening to songs is an activity used by students to improve their English vocabulary outside the classroom. Accordingly, Burden (2000) asserts that it is important to know that one condition for a “task” to “operate motivation” is that the material should catch the “curiosity and interest” of the learners. Therefore, using various materials to acquire a language is a good initiative that makes the students more engaged in the process and helps learning to occur.

From the above discussed results our first research question may be answered. The findings displayed in the presentation chapter support and confirm the validity of the advanced hypothesis mentioned in the general introduction that is: Algerian students listen to English songs outside the classroom to improve their English vocabulary.

When we asked students if they think that English music is popular in Algeria, the majority (80%) of them said yes.

Cooper & Stoler (1989) state that in the 18th century Asia and Africa were colonized by the British Empire who wanted to impose its power and impact in all domains around the world. Consequently due to its colonization Anglo-Saxon country has always been the most powerful in the world. Moreover the most popular genres of music nowadays began in Anglo-Saxon territories. Rock music, the base of Pop music and one of the most famous genres of

music nowadays began in the US and was refined in the UK. These two nations, the United States and the United Kingdom, remain the biggest exporters of music nowadays. Thus, with music being exported worldwide due to globalization and improved communication links it can reach everybody no matter what their native language is.

It is stated in the previous chapter that a number of (30%) of the students prefer to listen to Pop music, (22,86%) prefer Rap and (22,43%) of them prefer Rock music.

Pop music is the genre of popular music that produces the most hits, most of Pop songs are between two and five minutes long, and the lyrics are usually about the joys and the problems of love and relationships.

Pop is a variety of music which takes different elements from Rock and Rap. According to Rojek (2011:3) Pop music is known as popular music around the world. From this definition we understand that pop music is listened by all people in all media, this type of music has general characteristics like general appeal, light entertainment, commercial imperatives and personal identification.

Boyle et al (1981:47) claims that most young people around the world show interest in Pop music and spend a lot of time listening to favorite records. As for the reasons behind young people preferences for Pop songs, Boyle (Ibid. :51) cited the melody, mood, rhythm, and lyrics.

To investigate more the preferences of students about music genres we asked them about what makes English music different from the others. From the findings displayed in the previous chapter, for (43.75%) it is the use of explicit language that distinguishes English music from the others, for (30%) it is the diversity of music types.

When talking about language explicit means something that is stated plainly and expressed clearly without any ambiguity, while implicit refers to something that is implied and not stated directly. The use of explicit language is one of the main characteristics of English music, lyrics communicates meaning as clearly, concisely and candidly as possible. This can be contrasted with indirect music lyrics that sacrifices clarity to make language more colorful, polite, entertaining or intentionally difficult to understand in order to avoid criticism.

In the early 60s a new genre called Rock began to develop when young musicians combined Rock and Roll with elements of R&B. New styles of Country Music also became popular in the 60s, as did a new style of melodic R&B called soul music. Later in the 60s soul artists developed a more rhythmic style called Funk, and Funk led to many new styles of Dance Music in the 70s, the 80s and beyond. In the late 70s a new genre called Hip Hop also developed. Hip Hop is now one of the most popular styles of music in the world, and like all major genres of popular music it produced many hit singles on the Pop Music charts.

From the above discussed results our second research question may be answered. The findings displayed in the presentation chapter support and confirm the validity of the advanced hypothesis mentioned in the general introduction that is: Pop music and his genres (Rock, Rap) are the most listened genres by Algerians students.

The results of the students questionnaire show that an important number of (42.50%) of them claim that learning a new language through listening to songs is a motivating strategy, while (31.50%) reveal that it is an effective way of learning a new language.

First, Krashen's Monitor model is a well known theory of second language acquisition. According to Krashen's Monitor Theory,(1981) and the affective Filter Hypothesis highlight ,based on the significance of emotions and motivation , as key elements which control and affect language acquisition processes (Dulay ,Burt and Krashen,1982).They

argued that "When a student is exposed to a new language ,the first internal hurdles are posed by the individual's emotional state and motivation...filtering sources are the individual anxiety levels ,peer identification ,and general motivation to learn a language .Together, they make up the affective filter which acts to control entry to further mental processing".

Second, songs are used in educational setting as a tool that helps students to improve their learning outside and inside the classroom. Therefore listening to music contributes to the proficiency of learners. According to Sackes (2007), it exists as strong relationship between music and memory, he argues that music is an effective element that provides the memory with knowledge, unlike some other sources that do not succeed in giving the right amount of information.

The above results show that a significant number of (38.75%) students assert that their teachers never used songs in classroom activities, while (45%) of them are strongly agree and (42.50%) agree with the idea that the inclusion of music in classroom activities is a motivating strategy.

Dornyei (2001:116) noted that teachers' skills in motivating learners should be central to teaching effectiveness. The first skill a teacher may demonstrate is his ability to be imaginative and to be able to develop learners' creativity, as well creativity means developing new ideas, and finding new ways to accomplish actions. Burden (2000) asserts that it is important to know that one condition for a "task" to "operate motivation" is that the material should catch the "curiosity and interest" of the learners. Therefore, using various materials to acquire a language is a good initiative that makes the students more engaged in the process and helps learning to occur. However, in order for learning to occur successfully, it is important to select carefully the teaching materials. Itis worth mentioning that songs are a great pedagogical support, because they provide a substantial amount of auditory and verbal

information which is an imperative at early language levels of learning. Research in the field of pedagogy demonstrated well the benefits of learning English through songs (Schoepp, 2001; Mora, 2000; Liu, 2006).

(60%) of the respondents affirm that they noticed a high improvement in their English vocabulary by listening to English songs. That means that songs are an effective tool in teaching and learning vocabulary, they provide learners with a rich vocabulary and improve the academic skills Malekian (2016:18). Another study that was conducted by Pei-Ying Lin Gosselin (2015:9) also proved the increase of learners vocabulary acquisition with the use of songs. He claims that: *“music can be a useful tool to help ELL students to learn the English language.”*

Another study carried out by Lilia Batluk (2015) shows that listening to English music outside the school is a source of learning of this language.

From the above discussed results our third research question may be answered. The findings displayed in the presentation chapter support and confirm the validity of the advanced hypothesis mentioned in the general introduction that is: Listening to English songs in L2 acquisition is an effective learning tool for students.

II. Discussion of the experimental test's results

The experimental test is the second data collection instrument we opted for in our study. It was conducted with two groups of first year students at Mouloud Mammeri university of Tizi-ouzou. This experimental test aims at investigating the influence of English music on student's English vocabulary learning. For this investigation, two English songs were selected, (song A) “Nothing else Matters” by Metallica (1991) and the (song B) “Demons” (2012) by Imagine Dragons.

The participants were divided into two groups each one composed of ten students (group A and group B), their ages ranged from 18 to 25 years old, these groups had different specific characteristics. Group A is the group of whose participants don't listen to English music. Group B is the second group that we have selected for our study. The participants of this group are fond of English music.

At the end of the test, we analyzed the handouts of the two groups and we noticed a difference between the answers of the participants of group A and group B. We noticed that the participants of group A responded with incorrect answers and unanswered blanks. Whereas, group B responded with a lot of correct answers.

The findings of the test indicate that listening to English songs is an effective way of learning. Therefore, the results revealed that the group B whose participants have usually the habit of listening to English songs scored better than the participants of group A who don't listen to English music.

Songs are used in educational setting as a tool that helps students to improve their learning outside and inside the classroom. Therefore, listening to English music contributes to the proficiency of learners. According to Sackes (2007); it exists a strong relationship between music and memory, he argues that music is an effective element that provides the memory with knowledge, unlike some other sources that don't succeed in giving the right amount of information.

The results of this experimental test support the general hypothesis of our work which is the effective impact of English music on students' English vocabulary learning.

Conclusion

In view of our current investigation final results, and their analysis it has been proved that the use of English songs in learning English as a foreign language has high returns on EFL learners.

The results collected in the questionnaire and the experimental test are suitable for first year students as they encourage positive learning experience, and enhance knowledge. Songs aid better learning motivation which is a key element in learning and teaching a foreign language since they help learners develop a love for the language.

Songs may provide positive emotional and learning enhancement for students at different ages and stages of learning. (Karen M. Ludke,2008 on Spicher& Sweeney,2007; Ting,2002; Medina,1993; Lozanov&Gateva ,1989; Rees, 1977).



Music is an authentic sound which can have a linguistic and cultural function, and therefore a didactic tool which reproduces all the richness of languages, it is a means of seeing other horizons helping to build the personality and to intellectual enrichment of the student.

the aim of our present research is to investigate the impact of using songs in learning English language and how this strategy can be an effective learning tool among first year students at the university of MouloudMammeri of Tizi-ouzou.

To gather data for this study we needed to use a questionnaire and an experimental test for students in order to answer our research questions, achieve our aims and confirm our hypotheses. The questionnaire which said to be a form of inquiry document which contains a systematically compiled series of questions, a set of questions on a topic designed to be answered by respondents, enabled us to answer our problematic: can songs influence the learning process for L2 acquisition? Can it be an effective learning tool for students? And above all to discover the place, role and contribution of songs in learning English as a foreign language. The experimental test shows the difference between two groups of participants group A whose participants usually listen to English music and group B whose participants do not listen to English music.

Our study is divided into four chapters. It started with a general introduction that dealt with the background and the aim of the study. It included also the hypothesis, statement of the problem and research questions. The first chapter is entitled Literature Review, in which we provided different studies related to the present investigation. The second chapter, research design, described the methodology used to conduct this research, the method of data collection, and procedure of analysis. The third one was the presentation of the findings, it elaborated the research results. The fourth chapter is the discussion of the findings or results obtained. With a general conclusion at the end.

The results obtained from the current research work brought answers to the research questions that guided our investigation:

- Do Algerian students listen to English outside the classroom to improve their English?

The results obtained through the research instruments, suggest that the participants to our experimentation unanimously use songs as a learning tool for English language acquisition outside the classroom and agreed that songs represent good opportunities to productively learn English in a more motivating way. Their power as a memory aid helps to acquire fluency in the use of language, as well, they provide a peaceful and relaxed learning setting to students.

- What genres of English music do they listen to?

From our students questionnaire we confirmed our hypothesis which claims that Pop music and his genres especially Rap and Rock are the most listened genres by Algerian learners. These styles of music are apparently good motivators and stimuli to an enjoyable and effective learning of English.

- Is the use of songs in L2 acquisition an effective strategy?

Our third question is an attempt to explain how songs can be an effective learning tool for students in the EFL context.

The results obtained from our work are in the line of what the following researchers assumed about the role of songs in learning a foreign language.

First, in listening sessions, the learner is concerned with what the song conveys Byrn (1991). Secondly, Combining songs with other learning tasks helps the learner refine and improve their sub-skills. Thirdly, Songs have many benefits in the EFL learning, too, they can

be adapted and exploited in many learning contexts and situations Gasser and Waldman (1979), Celce-Murcia and Hilles (1988). Finally, and as Hubbard et al (1983) stated, songs may increase motivation to learn the language. The learner when has been able to learn a song, especially the weaker learner, feels a real sense of achievement and self-accomplishment, and this is an argument for using songs in the language learning. For many other researchers, songs can be used as presentation contexts, a reinforcement material, and as a medium through which a variety of important cultural themes about modern life can be introduced.

To conclude we can claim that the results obtained from our study confirm our hypothesis which states that: learning English as a foreign language through listening to English songs will bring positive effects among EFL students.

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