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***Investigating the Impact of English Educational Songs on the Development  
of Speaking Skills in Algerian Primary Schools: A Case Study***

**Dissertation Submitted to University of Ghardaia for Obtaining the Master's Degree in  
Didactics of Foreign Languages**

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## **Dedication**

I would like to thank Allah for His blessings and for giving me the strength to succeed and to be where I am now.

I dedicate my work to my parents: to my beloved “Mother the woman who has been supporting me since I started this journey.

My academic pursuit, my source of motivation, encouragement, love and Strength: May you always be in my life!

To my “Father”, the beloved of my heart, the man who has always been present in my academic pursuit.

To my sisters and brothers: Thank you for being always beside me.

To all the members of my family for supporting me materially and morally and to my friends “each one by his name”

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## **Abstract**

This study investigates the impact of English educational songs on the development of speaking skills in Algerian primary schools. Given the importance of speaking in language acquisition, integrating songs into classroom instruction presents a creative and engaging method to support oral language development. The research was conducted in Touggourt and its neighbouring municipalities and involved 62 primary school English teachers, including 32 online participants from areas such as Tibet, Hjira, Hassi-messsoud, and El-Oued. A quantitative research design was employed using a structured questionnaire to collect data. The obtained findings revealed that the majority of teachers support the use of educational songs, recognizing their potential to improve speaking proficiency and classroom engagement. The study underscored the need to integrate modern, interactive materials-including songs, videos, and games-into EFL curricula. It concluded by encouraging teachers to incorporate such resources to create more dynamic and authentic language learning environments.

**Keywords:** *Speaking skills, educational songs, attitudes, EFL learners, primary schools.*

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## **List of abbreviations**

CLT: Communicative language teaching

EFL: English as a foreign language

ESL: Second language English

TBLT: Task-Based Language Teaching

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# *General Introduction*

## **Introduction**

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### **Introduction**

With the rapid advancement of technology and globalization, the English language has become a global lingua franca, significantly influencing education, communication, and business worldwide. This heightened importance has prompted many governments to incorporate English into their educational curricula, whether as a foreign language (EFL) or as a second language (ESL). In Algeria, English was traditionally introduced at the middle school level. However, recent educational reforms have shifted this approach, integrating English instruction at the primary level. This change reflects the growing recognition of English as an essential skill for young learners, equipping them to navigate the complexities of an interconnected world.

The decision to introduce English earlier in the education system acknowledges the cognitive and social advantages of learning a second language at a young age. Early exposure to English enables students to develop foundational language skills that are crucial for their academic success and future career opportunities. By fostering English language proficiency from the primary level, the Algerian education system aims to prepare students for the challenges of the 21st century, enhancing their ability to participate in a globalized society.

### **Background to the Study**

English language teaching has evolved over the years, shifting from traditional approaches like the Grammar Translation Method, which focused on rote learning of grammar rules and vocabulary (ElKouti, 2017), toward more communicative approaches that give priority to context and sociolinguistic dimensions to conversations and that focus on discourse as the basic unit of analysis rather than the sentence (ElKouti, 2017. Kouti, 2023). These modern methods emphasize meaningful interaction and student engagement, aiming to develop learners' practical language skills. One such innovative method is the use of educational songs in English language instruction.

Songs offer a unique, engaging way to teach language, blending rhythm, melody, and words to create a memorable learning experience. They can help improve various language skills, including pronunciation, vocabulary, and listening, while also promoting cultural awareness. Teaching through songs aligns with the principles of Communicative Language Teaching (CLT) by encouraging meaningful communication and with Task-Based Language Teaching (TBLT) by using songs as authentic tasks for language practice. Moreover, songs provide a multi-sensory learning experience that engages learners cognitively and emotionally, facilitating deeper retention of language.

In the context of primary education, songs can create a fun, low-pressure environment that motivates students to participate actively in speaking activities. They also offer repeated exposure to language patterns, which can help students internalize vocabulary and structures, making them more confident in their oral communication. For young learners in Algeria, music-based activities may tap into their natural enjoyment of rhythm and singing, fostering both language learning and emotional engagement.

## **Introduction**

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### **Statement of Purpose**

This study aims to investigate the impact of educational songs on the development of speaking skills among primary school students in Algeria. It also seeks to understand how songs can encourage students to participate actively in classroom activities, such as group singing, dialogues, and lyrics creation.

### **Statement of Problem**

The integration of educational songs into English language teaching at the primary level in Algeria presents a potential strategy for enhancing students' speaking skills. While educational songs may offer opportunities for practicing pronunciation, intonation, and vocabulary, their specific impact on students' speaking abilities requires further exploration. Understanding how different types of songs influence pronunciation, fluency, and student engagement in speaking activities is essential for effective implementation.

Additionally, teachers may encounter challenges, such as limited training and curriculum constraints, which could hinder their ability to incorporate songs effectively. Exploring these challenges and the strategies teachers use to address them can provide valuable insights into the practicalities of using songs in language instruction. This research aims to fill these gaps, contributing to a better understanding of the role of educational songs in enhancing speaking skills among primary school students in Algeria.

### **Research Question**

Main Research Question is:

- To what extent does the use of educational songs influence the development of speaking skills among primary school students in Algeria?

It is divided further into 3 Sub-Questions:

1. In what ways do educational songs affect students' pronunciation and fluency in speaking English?
2. Do the different educational songs facilitate engagement during speaking activities?
3. What challenges do teachers encounter when incorporating songs into their English language lessons, and what strategies might they use to address these challenges?

To conduct this study, using the aforementioned questions as a framework, the researchers proposed the following

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### Hypotheses

1. The use of educational songs will positively influence the development of speaking skills among primary school students in Algeria, leading to improvements in pronunciation, fluency, and overall confidence in oral communication.
2. Educational songs will have a positive effect on students' pronunciation and fluency in speaking English, resulting in noticeable improvements compared to traditional teaching methods.
3. Different educational songs will vary in their ability to facilitate student engagement during speaking activities, with songs featuring repetitive and catchy melodies more likely to enhance participation.
4. Teachers will encounter challenges, such as limited training and curriculum constraints, when incorporating songs into their lessons; however, they will identify effective strategies, such as integrating songs with interactive activities, to overcome these obstacles.

### Limitations of the Study

This study was conducted within a limited geographic area, focusing only on a few primary schools in specific regions of Algeria. Because educational resources, teaching practices, and cultural engagement with English may vary widely across Algeria, the findings may not represent the experiences of students in other regions. Students in different areas may face unique challenges or have different levels of access to English language resources, which could

The study involved a small group of students from only a few primary schools in Algeria. This limited selection means that the findings may not fully reflect the experiences or results for students in other schools, regions, or educational settings across the country.

The period during which educational songs were introduced to students may be relatively brief, which could limit the depth of skill development. Acquiring language, particularly speaking skills, requires consistent and extended exposure to effectively develop fluency and confidence. Given the timeframe of this study, students may not have had enough time to fully benefit from this approach.

### Definition of Terms

**Educational Songs:** an educational song is a song specifically designed to teach or reinforce educational concepts, language skills, or subject matter to learners in an engaging and memorable way. These songs often incorporate rhythm, repetition, and simple language to facilitate learning and retention. They provide an effective tool for language acquisition, especially in enhancing vocabulary and pronunciation. They cater to multiple learning styles and can promote active participation in a relaxed and enjoyable learning environment (Richards, 2015).

## **Introduction**

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**Speaking skill:** is the ability to express thoughts and feelings clearly and fluently using the English language. It includes the ability to use appropriate vocabulary, organize ideas, interact with listeners, and understand responses. Speaking is considered one of the essential skills in language learning as it enables the learner to communicate effectively with others (Brown, 2001).

**Language teaching** is defined as the process of facilitating language acquisition through various methods, techniques, and approaches that help learners understand, speak, read, and write in a target language, such as English. It involves the structured teaching of grammar, vocabulary, pronunciation, and communicative skills to enhance the learner's proficiency (Harmer, 2007).



***Chapter One***  
***Literature Review***

**Introduction**

Speaking plays a fundamental role in the process of language instructions, as it directly support effective communication and interaction. “Speaking is one of the main language skills that should be given much importance” (Kouti, 2023, p. 275). According to Richards (2008), learners of English as a second of foreign language often view acquiring the ability to speak English as a primary goal. Thus, speaking is a critical skill that enables language learners to become effective communicators in various settings. Strong speaking abilities are crucial across personal, academic, and occupational domains for successful expression and interaction.

**1.1 Definition of Speaking**

People who know a language are referred to as ‘speakers’ of that language. Speaking is considered as an undervalued skill, for all people speak (Kouti, 2025, p. 20). The term “speaking” is mostly used to refer to the sheer skill of using a language verbally. This view of speaking as a skill neglects the fact that speaking a language necessitates a bit of knowledge about aspects like grammar and vocabulary (Bygate, 1987). Speaking requires much effort and involvement to be developed (Kouti, 2025). According to Mackey (1965) causes, the shortcoming of inability to transfer what the speaker has learned in the classroom to the outside world. Mastering speaking is demanding, as it entails cognitive engagement and coordinated physical articulation: "jaws, tongue, and vocal cords, etc.). Which is unlike the popular thought which regards speaking as facile, effortless activity and which causes it to be taken for granted (Bygate, 1987). Moreover, speaking equals oral communication (Kouti, 2023). Nunan (2003) stated that speaking is classified as a productive oral skill that involves the generation of spoken language to convey meaning. It entails constructing structural spoken expressions that effectively communicate intended messages. For those expressions, the researcher concludes that the speaking is a crucial language skill that students need to master to become effective communicators. It is also essential for both teachers and students in the English teaching and learning process. Speaking encompasses multiple elements, with fluency and accuracy representing two fundamental dimensions of oral performance: In some cases, in the field of language learning, the terms fluency and precision are considered opposite variables that cancel each other out, as is the case with the grammatical translation method. However, these two components seem to be complementary aspects of speech that should be treated equally. Fluency refers to the speakers’ capacity to retrieve and articulate

appropriate language promptly and contextually. While Accuracy denotes the correct application of linguistic and grammatical norms during spoken communication. The reason for that is the smoothness and precision may seem to cancel others is the fact that, sometimes to focus in one of them, we will ignore the other. For example: when he works to be precise, the teacher must interrupt the speaker and correct him spelling and grammar mistakes, while, when working fluently, the speaker is invited to worry less precision and concentration relay the message to the listener (Nunan, 2015). In practical terms, fluency and accuracy are mutually reinforcing elements, both of which are necessary for successful communication.

## **1.2 Problem of speaking**

Speaking difficulties denote the obstacles that prevent individuals from achieving proficiency in oral expression. According to the Oxford Dictionary (fourth edition), difficulties are described as tasks that are not easy, requiring effort or skill, and often full of problems. Thus, speaking difficulties can be viewed as obstacles that arise when someone tries to speak or understand spoken language. Doris and Jessica, (2007) explained that language issues can act as barriers that prevent students from enhancing their speaking abilities. Such difficulties often originate from insufficient grammatical knowledge, restricted vocabulary, and poor pronunciation—each a core linguistic issue.

“Speaking is one of the skills that should be developed by learners” (Kouti, 2023, p. 275). To this end, achieving speaking competence requires considerable effort from students. Learning a foreign language, especially speaking, presents numerous obstacles. Brown (2003) noted that students face specific issues with vocabulary, pronunciation, grammar, and fluency.

Speaking problems are essentially barriers that prevent students from succeeding in spoken English. To speak effectively, individuals must select language that aligns with the specific social context, intended audience, communicative situation, and topic. Thus, mastering speaking involves both linguistic and non-linguistic elements. Doris and Jessica (ibid) also mentioned that language challenges contribute significantly to poor academic performance. It concluded that many speaking difficulties stem from internal factors: Psychological barriers such as low self-esteem, introversion, and anxiety over making errors can significantly restrict learners’ fluency. Suggested solutions to these issues include creating English clubs, encouraging regular practice, and having teachers support and motivate students.



This indicates that students' success in speaking relies not only on linguistic knowledge but also on overcoming psychological barriers. According to Fitriani (2015) found that approximately 20.7% of speaking difficulties are attributed to psychological factors. For those statements, the researcher introduces that there are two main difficulties encountered in speaking English, namely difficulties resulted from linguistic factors, such as lack of vocabulary, poor pronunciation and lack of grammar knowledge and those resulted from psychological factors, such as anxiety, shyness, motivation, mother tongue use, self-confidence and fear of making Mistake. The research further identifies two primary sources of difficulty: disparities between the first and second language, and insufficient speaking practice.

### **1.3 Elements and purpose of speaking**

#### 1.3.1 Elements

To develop effective speaking skills, the researcher is dependent on several interwoven components: pronunciation, vocabulary, grammar, fluency, and interactional skills (Kouti, 2023). Each of these elements is essential for clear, natural, and engaging communication. This clarity enables others to understand the intended meaning. Goodwin (2010) emphasizes that effective pronunciation not only helps speakers be understood but also brings naturalness to their speech. Nation (2001) points out that vocabulary acquisition supports fluency and communicative depth. Grammar is the framework that makes communication clear and coherent. It involves correct sentence structure, syntax, and tense use, which are crucial for making sense to others Thornbury (2005). Practicing timed conversations and participating in discussions helps learners develop fluency by encouraging quick thinking and real-time language processing (Newton, 2009). However, even with these skills, effective communication also depends on understanding others and responding appropriately (Kouti, 2023). Effective speaking is not just about expressing oneself; it also involves understanding and interacting with others. Strong comprehension allows speakers to listen, respond, and manage turn taking, while also using body language and gestures to enhance communication (Richards, 2008). Role-plays and simulations provide opportunities for practicing these skills, helping learners adapt to different social contexts and respond naturally in real-time interactions (Vandergrift & Goh, 2012). Effective communication skills are built upon the integration of pronunciation, vocabulary, grammatical competence, fluency, and interactive

abilities (Kouti, 2023). For speakers, mastering each aspect enhances the ability to speak clearly, respond carefully and fully participate in meaningful conversations.

### 1.3.2 Purpose

Speaking abilities form the basis of interpersonal communication, enabling individuals to articulate thoughts, convey emotions, and exchange information efficiently. Proficient speaking enables people to engage meaningfully in both formal and informal settings, enriching interactions in all aspects of life (Brown, 2000). Beyond conveying words, speaking also encompasses non-verbal cues, which are vital for building relationships and exchanging information. In fields like customer service or healthcare, where clear communication can significantly influence outcomes, strong speaking skills ensure that messages are accurately conveyed (Hymes, 1972). However, mastering these skills can also influence a speaker's personal growth and self-confidence. For language learners, speaking proficiency can build self-assurance and support their identity as a competent language user, a crucial factor for non-native speakers integrating into new linguistic environments (Norton, 2000). In multicultural workplaces, for example, speaking confidence fosters better team dynamics and helps individuals feel included and valued, enhancing their sense of belonging (Dörnyei, 2005). However, speaking does not only affect social identity; it also stimulates cognitive growth. Furthermore, speaking skills open doors to cultural learning.

Speaking allows them to navigate social conventions and develop empathy for diverse viewpoints. In cross-cultural interactions, speaking proficiency helps learners avoid misunderstandings that may arise from cultural nuances, supporting smoother communication (Kramsch, 1993). Proficiency in speaking plays a vital role in both academic performance and career advancement. In many contexts, oral proficiency is essential for delivering presentation, attending, interviews, and participating in workplace communication, making it a valuable skill for personal and professional growth (Burns, 2012). Engaging in simulated presentations and interviews fosters learners' confidence and verbal clarity, which are essential for success in professional contexts (Goh & Burns, 2012).

## 1.4 Speaking skill measurement theory

There are some aspects of speaking which are: fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation

#### **1.4.1 Fluency and Coherence**

Fluency and Coherence involve maintaining a natural pace and smooth flow in speech, while logically connecting ideas to produce cohesive communication. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument and the use of cohesive devices (e.g. connectors, pronouns and conjunctions) between sentences.

According to Hughes (2011), speaking fluency mainly depends on the ability of the speaker to maintain a natural flow without excessive hesitations or pauses. It involves speaking at a reasonable rate and connecting ideas smoothly. This includes a structured flow of information, clear transitions between ideas, and markers that help guide the listener through the speaker's points.

#### **1.4.2 Lexical Resource**

This criterion refers to the range of vocabulary the candidate can use and the precision with which meanings and attitudes can be expressed. The key indicators are the variety of words used, the adequacy, and appropriateness of the words used. The quality of lexical resource is often judged by how effectively a speaker can choose words that suit the context and express nuanced meaning, demonstrating both knowledge and control over vocabulary.

Schmitt (2000) describes lexical resource as essential for communicative competence, arguing that without a sufficient vocabulary, other language skills suffer.

Lexical resource assesses the speaker's breadth and accuracy in vocabulary usage. It includes knowledge of synonyms, idiomatic expressions, and the ability to use contextually appropriate words.

#### **1.4.3 Grammatical Range and Accuracy**

This criterion refers to the range and the accurate and appropriate use of the candidate's grammatical resource. The key indicators of grammatical range are length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of sentence structures. The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error. This range demonstrates flexibility and adaptability in language use. Accuracy, on the other hand, refers to the correct use of these

structures, trying to minimize errors that could harm understanding. Hughes (2011) points out that range and precision contribute to a speaker's overall grammatical competence, which allows for effective and precise communication. Swan (2005) discusses grammatical accuracy as the foundation of clear communication, highlighting the importance of error-free structures for conveying ideas without confusion. Swan (2005) suggests that accurate grammar helps maintain the listener or reader's focus on the message, rather than on correcting errors mentally. Ellis emphasizes that having a broad grammatical range enables speakers to express complex ideas more accurately and appropriately.

#### **1.4.4 Pronunciation**

Pronunciation entails articulating speech clearly enough to be understood and to meet the standards of spoken assessments. The key indicators will be amount of strain caused to the listener. Hughes (2011) considers pronunciation as essential for expressing nuances in meaning and emotions. This aspect involves the ability to articulate speech clearly enough to meet the requirements of a speaking test. Key indicators include the level of effort the listener must exert to understand the speaker.

### **1.5 Reproductive discourse and creative discourse**

When students are given a task and conversation, it is important to distinguish between reproductive discourse and creative discourse, where the former represents tasks that require the student to simply repeat the language, they hear to (as in the audio-linguistic method); and the latter represents tasks that require the student to produce his or her own meaning. Here, Nunan (2015) recommends using both types of tasks carefully, arguing that both serve different types of students, where tasks of reproducible conversations (role play) are suitable for innovative speakers, because they are safer, compared to tasks of creative conversation, where the risks of making mistakes are weak. Conversely, tasks requiring spontaneous language use are better suited for advanced learners who possess the confidence to take communicative risks and formulate original messages. However, effective oral language instructors fosters a supportive atmosphere that motivates learners to move beyond their comfort zones and engage in authentic communication (Nunan, 2015).

### **1.6. Teaching speaking**

### **1.6.1 Definition of Teaching**

Teaching is the process of paying attention to people's needs, experiences, and feelings and intervening so that they learn specific things and go beyond what is given. Interventions generally take the form of asking questions, listening, providing information, explaining a phenomenon, demonstrating a skill or process, testing understanding and ability, and facilitating learning activities (such as note-taking, discussion, writing assignments, simulations, and practice). Education is about teaching and learning. The success of education depends on the teaching and learning process. Teaching is a dynamic interaction between four components: (1) the student, (2) the teacher, (3) the program, and (4) acquired repertoire (how to use it and when to use it). Teaching can be defined as "teaching or helping someone to learn to do something, to give instructions, to guide in the study of something, to provide knowledge that allows one to know or understand (Marrone, 2001). Thus, in the learning activity, the teacher not only helps students to complete the tasks, but also guides them to find mistakes and correct them.

According to the definitions above, teaching is an activity that helps people learn and interact with learning resources and the environment, and the objectives of teaching one or the other is to make people better. Moreover, learning is the result of practicing or doing something. Therefore, the process of learning and teaching is an activity that is an integral part of the students as learners in learning and of the teacher as a teacher who teaches. Then, there are components or stages in the learning process which are preparation, implementation and evaluation.

### **1.6.2 Principles of Teaching Speaking:**

Many principles apply to teaching speaking. As Nunan (2003) states, there are five principles for teaching speaking:

- Be aware of the difference between a second language and a foreign language in the context of learning.
- Give students the opportunity to practice with ease and accuracy.
- Give students the opportunity to speak using group work or pair work.
- Plan speaking tasks that involve the negotiation of meaning.

- Design classroom activities that include instructions and exercises in transactional and interactive expressions.
- To ensure that teaching continues as planned, it is essential to create a high level of motivation (Ur, 1981). This is the main consideration in determining students' readiness to communicate. Motivation is the combination of effort and the desire to achieve the learning goal, as well as favourable attitudes towards language learning. Thus, effort alone does not mean motivation, but it is the desire and enjoyment in the activity that matters (Nunan, 1999). To make students feel satisfied and want to engage in learning, teachers should do the following:

First of all, teachers use instinct or experience, depending on the teacher's qualifications, to choose interesting topics to attract students' attention and inspire them. Productive skills can not be developed outside of meaningful contexts. Furthermore, unrealistic contexts cannot help students engage in real-life activities such as work and study (Green, 1995).

Second, teachers can create interest in the subject by talking about the subject and communicating their enthusiasm. Teachers can ask if anyone knows the topic and can then tell others before starting the activity. In this way, students have the opportunity to express their ideas in a meaningful way and teachers can build on their prior knowledge to integrate it into the lesson. In addition, teachers can ask students to make guesses about the content and discuss what is happening, which arouses their curiosity and desire to discover the truth. This gives them a reason to attend class and talk about themselves. In addition, teachers can ask some guiding questions before the activity and provide the necessary information without telling the students what they already know to create stronger motivation (Harmer, 2002).

Third, motivation is also enhanced by the fact that teachers help to create a relaxed and anxiety-free atmosphere that also helps weak and reluctant students. This can be done through some activities, such as guessing games, rehearsing in small groups before speaking in front of many people or practicing speaking under the guidance of teachers through drills, rehearsals and mechanical exercises (Harmer, 1999). In case students are afraid of making mistakes, teachers can encourage them to take risks and focus on content rather than form.

Fourth, teachers should provide an appropriate level of difficulty, neither too difficult nor too easy for students not to get angry, and finally, teachers should use meaningful learning with meaningful real-life activities to make students talk about themselves.

The principles have been very useful in teaching spoken English so far. Motivation helps create a desire to learn the lesson and to express students' ideas freely and enthusiastically. Providing students with maximum speaking opportunities, helps fulfil their need to speak English and develop their skills to use the language in real life. Greater attention to fluency rather than speaking accuracy and a relatively appropriate combination of the two factors helps to improve students' speaking competence.

Interoperability: it helps maintain the social relationship through which students can talk to each other and serves as a way for them to try before speaking outside the classroom. Participation helps provide opportunities for every students to practice

Speaking skills and exposing students to the English environment helps provide language and models that they can acquire unconsciously and helps facilitate their oral expression in a natural and automatic way.

### **1.6.3 Types of Classroom Speaking accomplishment**

According to Brown (2001), six categories can be applied to the type of oral production that students should do in class:

. Imitative: This type of imitation is not done for the purpose of meaningful interaction, but to focus on a particular element of language form.

. Intensive: Intensive speaking goes beyond imitation to include any oral performance designed to practice a phonological or grammatical aspect of the language. Intensive speaking can be self-initiated or can even be part of a partner work activity where participants' students "revise" some language forms.

. Reactive: Most student talk in the classroom is reactive: These are short responses to questions or comments from the teacher or student, and these responses do not extend to dialogue. Example:

Teacher: How are you today?

Student: Very good, thank you, and you?

Transactional (dialogue): Transactional language is an extended form of reactive language. Transactional language is used for the purpose of conveying or exchanging specific information (Kouti, 2023).

Interpersonal: The other form of conversation is interpersonal (Kouti, 2023); dialogue developed more for maintaining social relationships than for the transmission of facts and information. The student will need to learn how these characteristics are the relationship between the interlocutors; casual style and sarcasm are linguistically encoded in this conversation.

. Extensive (monologue): Intermediate and advanced students are expected to give extended monologues in the form of oral reports, summaries or perhaps short addresses. This type of speech is more formal and conversational. The principles of speaking are then used as a guide for the teaching and learning process. As Brown (2001) states, there are seven design principles for speaking techniques:

- . Use techniques that cover the full range of learners' needs, from a language-based emphasis on accuracy to a message-based emphasis on interaction, comprehension, and fluency.
- . Provide intrinsic motivation techniques.
- . Encourage the use of authentic language in meaningful contexts.
- . Provide appropriate feedback and correction.
- . Take advantage of the natural connection between speaking and listening.
- . Give students the opportunity to begin oral communication.
- . Encourage the development of oral expression technique.

Imitative to focus on a particular element of linguistic form, intensive to practice a phonological or grammatical aspect of the language, reactive to stimulate students to speak, transactional to invite students to engage in conversation, interpersonal to teach how to make conversational connections, and extensive to practice in the form of oral reports, summaries or perhaps short speeches.



### **1.6.4 The Techniques and Methods in Teaching Speaking**

According to Dobson (1968), there are some methods and techniques in teaching speaking can be applied in classroom such as:

. Dialogues: A short conversation between two people presented as a language

Model -the dialogue – often gets top billing in the manipulative phase of language learning. In this technique, the students practice pronunciation and memorization can help them develop fluency in English.

. Small-group discussion

Discussing in small groups is an excellent way to give students opportunities to speak English.

. Debate: Debate helps students speak more fluently

. Song: Singing is a popular activity throughout world and the students often delight in learning English songs. In teaching an English song, it can help students to improving oral comprehension, group spirit. Games: Language games can add fun and variety to conversation sessions if the participants are fond of games. A game can help the students motivate in other conversations. Various other techniques for teaching speaking skills, categorized based on the functions of speaking: talk as interaction, transaction, and performance. These categories, drawn from the works of Brown & Yule (1983) and further elaborated by Richard (2005) and Thornbury (2005), provide a framework for understanding and applying specific teaching activities:

A). Talk as Interaction:

Focus: Social relationships (e.g., greetings, small talk).

Characteristics: Reflects politeness, speaker identity, and conversational norms.

Techniques: Role-play and drama, where students simulate social contexts. For example, a student might act as a patient explaining symptoms to a doctor. Skills: Opening/closing conversations, turn-taking, and recounting personal experiences.

b). Talk as Transaction:

Focus: Information exchange or problem solving.

Characteristics: Emphasizes clarity of message over participant relationships, with frequent use of questions and comprehension checks.

Techniques: Group discussions and practical tasks, such as asking for directions or ordering food.

.Skills: Explaining needs, making suggestions, and clarifying information.

c). Talk as Performance:

Focus: Public speaking, such as presentations or speeches.

Characteristics: Monologist, structured, and closer to written language.

Techniques: Storytelling, presentations, and debates, allowing students to develop organization and creativity.

Skills: Structuring a narrative and expressing ideas effectively to an audience.

Additional Techniques:

d). Show and Tell:

Students present personal objects, fostering self-expression and public speaking.

Encourages critical thinking and creativity when combined with group discussions.

e). Drama:

Includes role-play, mime, and simulations to develop fluency, creativity, and real-world communication skills.

Simulations are more detailed than role-plays and may include props to create realistic scenarios.

f). Question and Answer:

A versatile method that mirrors real-life interactions and encourages active participation. Includes interviews and information gap activities, where students share unique information to complete tasks collaboratively. The techniques aim to enhance communication skills by encouraging active participation, creativity, and interaction in diverse speaking contexts.

### **1.6.5 Goal of Teaching and Learning Speaking**

For many years, we assumed that native English-speaking children naturally acquired the oral form of the language. It is only relatively recently that educators have seriously considered the need to teach oral language to native speakers. This concern has led to a demand in the education system that it is taught and included in the school curriculum. The Bullock report (1975) can be taken as an example. Various methods/approaches to language teaching have emerged over the years. The last decades with the aim of developing the quality of language teaching. These methods/approaches differ in the importance they give to certain linguistic skills, techniques and procedures used in teaching, the role of teachers and students.

Today's world demands that the goal of speech teaching is to improve students' communication skills, because only in this way can students express themselves and learn to follow appropriate social and cultural rules in any communication situation (ElKouti, 2017).

To learn to speak, you need a language to communicate with others. Language plays an important role the teacher to communicate with students. As stated by Oradee (2012), language activities are important factors in language learning for communication and activities help to create interaction in the language classroom. Therefore, language is a means of communication; the use of language can develop the interaction of people, especially in teaching and learning English. The purpose of teaching and learning English is to help students focus on the ability to use English for communication and as a tool to advance their studies (Oradee, 2012). Thus, English is a means of communication, and for teaching and learning English, the four language skills are needed. Speaking is one of the main language skills as it is a productive skill (Kouti, 2023). By speaking, students can produce better language. As Nashruddin (2013) said, speaking is a productive skill. Thus, speaking ability can develop students' English Abilities; it allows them to produce appropriate language (Kouti, 2023). Lihui (2011) mentioned that speaking teaching consists of teaching students to:

- . Produce English speech sounds and sound patterns
- . Use words and phrases with the accent, intonation, and rhythm of the second language.
- .Choose words and phrases appropriate to the social context, audience, situation, and topic.

.Organize your thoughts in a logical and meaningful sequence.

. Use language as a tool to express values and judgments.

. Use language quickly and confidently with few artificial pauses, which is called fluency. Based on these, Lihui (2011) stated that the goal of teaching speaking is communicative effectiveness. In other words, students should be able to understand themselves, making the most of their current abilities. They should try to avoid confusion in the message due to incorrect pronunciation, grammar or vocabulary and respect the social and cultural rules that apply to each communication situation. To help students develop oral communication effectiveness, instructors can use a balanced activity approach that combines language input, structured production and communicative production (Pratiwi, 2009).

### **1.6.6 The Status of English at primary school in Algeria**

Algeria, like other countries, experiences the phenomenon of multilingualism, which is related to various aspects, especially social, cultural and economic. This is due to the vast geographical extension of Algeria, which has allowed it to embrace many civilizations and languages. Thus, the official language is Arabic, the second official language is Amazigh, the foreign language is French, and the language of the modern era has been introduced English.

This diversity significantly affects children in the educational environment, as they grow up in an Arabic-speaking environment and, upon entering school, learn Amazigh as a second language, French as a third language, and English, which is considered a foreign language for them. Integrating the English language is considered a qualitative leap and a successful project as it enables students to acquire a new language that helps them communicate. Integrating English into primary schools is a beneficial project that helps students acquire a new language and diverse knowledge.

Students accept English because it is seen as an easy language, with entertaining and enjoyable activities. English is regarded as the language of science, development, and interaction between nations, making its adoption as the first foreign language in Algeria an inevitable necessity. Parents welcomed this decision in particular and citizens in general, in addition to educational unions, as making English the country's first foreign language had been their demand for years.

In recent years, there has been a growing demand from parties, associations, and national figures to include English in the early years of education, as it is one of the most globally widespread languages.

Many observers and teachers have seen the inclusion of English in primary school curricula as a serious step towards improving education and elevating the level of the educational system, which has long struggled with an overload of content and internal conflicts. A child's ability to learn multiple languages at a young age enables them to discover the world, facilitates communication, and opens up opportunities for future employment and scientific research. The textbook content of third year is diverse and includes a rich program featuring names of the learner's family members, school, environment, toys, and favourite pets. This helps the student communicate with friends both inside and outside school on various occasions and in different situations. It also helps them speak and write in English while fostering openness to the outside world. The book includes various activities such as filling in blanks, matching, accentuation, dialogue, learning family members' names, names of animals and objects, learning numbers, letters, simple words, and attempting to form meaningful sentences.

### **Conclusion**

Speaking skills are the most essential skills for all the learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations and so on. In the present modern world, everything is linked with speaking skills. Teaching speaking helps students develop social and self-regulatory skills while supporting language and vocabulary acquisition. In fact, a wide body of research shows that the benefits of building speaking skills and learning how to express oneself well is a significant factor in long-term social and emotional and academic success.

*Chapter Two*  
*Literature Review*

**Introduction**

A song is a creative form of expression, composed of poetic phrases and guided by rhythm. Song is quite nearer with human beings lifestyles on this global beginning from the youngest and to the oldest even animals can dance with the song. People listen to music anytime and anywhere they like. They can pay attention to the song in any platforms, which include the radio, television, mp3, hand telecellsmartphone and different electronic media.

**2.1) Song media**

According to Heinich et al. (2002), media is a tool that carries and conveys information. Similarly, definitions above, media is a device to supply the content fabric. According to Daryanto (2013), the media is a device to apply in mastering hobby. Based on apply media can be greater effective. It is used to achieve the objective of the teaching and learning process. Enjoyable mastering procedure is one component which could assist the fulfilment of a lesson when learning is done in an enjoyable way, the fabric can be studied very easily generic and understood. It may be used educational media. Song is a creative hobby with poetic phrases and observed by rhythm. They pay attention to the song anywhere and every time they want. They can listen to music on various platforms, which include the radio, television, mp3, hand smartphone and different electronic media. Music becomes deeply connected to our lives due to the fact music is simple to concentrate it. A song is a fundamental component of music; Music often consists of songs, which followed through phrases. Song includes melodies and vocals, many of composers have written the instrumental works, or musical works without phrases, which beautify the high satisfactory of making a song voice. The phrases of a music are known as through lyrics. Lyrics complete each verse, an extended segment of the music that tells the story, and a refrain is a quick sentence this is repeated on the give up of every verse.

Songs will have an easy shape of one or verses, or a greater complex one with many verses. Songs typically have a rhythm or beat. Whether you sing or play the lyrics, you could use a sample or sense the sample or pulse in phrases shifting the music forward. The word 'music' has existed for a long time, and it is far connected to Old English and Old Norse. As conveyed via way of means of history, Przybylek (2020) notes that songs are used for numerous purposes: to inform stories, talk, or carry notion in faith. Sometimes the music also can offer a coaching and assist make

the hard and repetitive paintings a bit light. Song may be very nearer with something lifestyles on this world. However, music can influence our lives, and in literary paintings, music is a poetry that composed collectively with the track melody. Song has many poems, even though now no longer set to track can be referred to as songs, however the term, in literary sense, commonly denotes a poem and its musical setting: a poem for making a song or charity, without or with musical accompaniment. Music and international can be composed together: or the song may be suited for the words. Successful implementation of getting to know could be very depending on how instructors use getting to know media. Instructional media is a media, which can foster getting to know sports of students.

There are numerous Media of getting to know. One media used is tune media. By tune the human beings will sense satisfied, even it is meant to be the reimbursement to do away with bored or stress. Music and tune are also capable of discover someone's man or woman or behaviour. Based on this, music can be used as a teaching medium to increase students' interest in learning English in getting to know mainly in getting to know overseas language. Song is creation a brand new language. Sophia (2013) states that tune is a device to assist scholar in getting to know English language mainly capable of growth students' motives. Nowadays the tune is an increasing number of accelerated in numerous corners of the world consistent with the listeners and their respective streams in order that the songs become an increasing number of various from every tone, language, lyric, and people theme. Therefore, this matter could make us experience revel in with the tune and it lyrics that accompanying music involves numerous perceptions. Music is somewhat dominant in our normal existence as an amusement at the same time as a want for past due relievers and so on. As we are aware of it today, tune lyrics, which more often than not result in adults, are even heard through younger children. Song is one a part of poetry inclusive of the lyric of poem in generally.

According to Claude and Palisca (2001) explains "a tune (Melos) as a mix of speech, rhythm, and harmony (a complicated of courting of pitches in a melody). Lyric poetry intended sung to the lyre: tragedy contains the noun ode the artwork of singing."

Diyanni (2002) emphasizes the importance of imagery in poetry, it may be gadgets in particular in a tune lyric that determined creativeness activity, which the creativeness or imagery seize through five senses, inclusive of seeing, hearing, feeling, smelling, and tasting. Pas concept that the creator should switch her creativeness pastime that is incorporates which means and message.



When unique certain seems in poem they may be referred to as pictures. Image is a concrete illustration of an experience impression, feeling or concept. Images enchantment to one or greater of our experience. Images can be visual (something seen) aural (something heard), tactile (something felt), olfactory (something smelled), or gustatory (something tasted). The pictures cluster collectively to explain the passing of time while picture from sample of associated element that carry an concept or feeling past what the pictures literary describe, we name them metaphorical or symbolic (Diyanni, 2002).

## **2.2) Songs in the classroom**

Songs are considered one of the most effective and enjoyable methods for teaching English to younger students. They help capture children's attention and boosting their involvement in lecture room tasks. When efficiently incorporated, songs allow educators to teach various language elements like pronunciation, intonation, and rhythm, even for college kids with minimum preliminary vocabulary.

Numerous instructional studies efforts have emphasised the significance of English nursery rhymes in improving kid's fluency and pronunciation. These rhymes, made of repetitive and rhyming patterns, improve learners' phonological cognizance and resource their talent in saying sounds accurately (Collin, 1990). According to Gilbert (2008), pronunciation instruction should go beyond individual sounds to include stress and rhythm. This technique complements speaking talents and assists beginners in spotting phrase strain and rhythm styles with extra precision (p. 45).

Before incorporating songs into teaching, educators should draw close crucial musical additives like melody, rhythm, beat, and lyrics. It is also essential to follow a series of teaching steps that foster a pleasing getting to know environment. For example, kids may be asked to gather in a circle and sing together in a casual environment. As Sophya (2013) explains, teachers should create a comfortable environment and guide learners during musical activities. Songs provide numerous educational benefits. They are unforgettable, making it simpler to retain language. They further enhance students' motivation, particularly in young learners who appreciate music-oriented activities. Additionally, songs can accommodate diverse ability classrooms by facilitating various levels of involvement from basic gestures to complete singing or even creating original lyrics. They can be utilized at any point during the lesson and facilitate repetitive language practice without leading to monotony, particularly when changes in speed or volume are applied.

As stated by Georgiou (2010), songs are vital in establishing daily classroom routines that make children feel secure and at ease. They also enable learners to interact with the language without the stress of having to speak right away. In this manner, songs aid the early phases of speaking by offering practice in pronunciation, rhythm, and intonation while in a group environment. Additionally, they aid in the retention of vocabulary and grammatical structures while introducing learners to a variety of voices and speech examples.

### **2.3) Types of Songs**

Different types of songs can be used to meet the needs of the classroom. In English Nursery Rhymes, there are many kinds of songs.

Songs can be categorized into types such as alphabet songs, activity songs, fruit songs, animal song, counting song, song learning, and so on. People must know that not all songs in English, people can make learning resources. In addition, here are an example of a song that can be used in English class are:

#### 3.3.1) “Alphabet Song”

A B C D E F G... H I J K L M N O P

Q U R S T U V... W X Y and Z

Now I know my ABC... Next time want sing with me...

A B C D E F G... H I J K L M N O P

Q U R S T U V... W X Y and Z

Now I know my ABC Next time want sing with me...

A B C D E F G... H I J K L M N O P

Q U R S T U V... W X Y and Z

Now I know my ABC... Next time want sing with me...

Next time want sing with me...

A song above is very suitable for beginner. Because this song introduces the English alphabet. So it helps beginners learn the English alphabet. Moreover, it improves students' pronunciation.

### 3.3.2) “Daily Routines Songs”

I wake up (two)... I wash my face (2x)

This is what I do... When I wake up

In the morning, Yes...

This is what I do... When I wake up

Yes... I brush my teeth (2x)

I comb my hair (2x)... This is what I do

When I wake up ... In the morning

Yes.....This is what I do

When I wake up ... Yes..... I eat breakfast (2x)

I go to school (2x)... This is what I do

When I wake up ... In the morning

This is what I do ... When I wake up

Yes.... I wake up

I wash my face ... I brush my teeth

I comb my hair... I eat breakfast

I go to school

The song helps develop vocabulary, speaking skills, grammar, and pronunciation. Song above also introduces daily activities or routines so that children are expected to follow.

### 3.3.3) “Fruit songs”

I like apple and mango... Banana, avocado

You like grape... And watermelon

We like them all... I like orange and melon

Papaya, pineapple ... You like grape

Moreover, watermelon... We like them all

The functions of a song above are introducing about fruit

The song helps students learn fruit-related vocabulary and

Develop pronunciation or speaking ability for students.

#### 3.3.4) “Colour”

What colour is it... What colour is that

Green, yellow and red4 x... Blue, pink and orange

Brown, purple, and grey... Black or white

Blue, pink and orange...Brown, purple, and grey

Black or white

Colour song will be introduces about colour for learners, and the goal that song to increase speaking ability.

#### 3.3.5) counting songs “One to ten then again”

One, two, three, four, five,... Once I caught a fish alive,

Six, seven, eight, nine, ten,... Then I let him go again.(2 x)

Why did you let him go?... Because he bit my finger so. Which finger did he bite?... This little finger on my right.

The goal of song above is introducing about profession, animals, and especially about counting. Moreover, it make the students known about

Some counting vocabularies and develop pronunciation or speaking ability for students.

#### 3.3.6) “Food Song”

Do you like broccoli?... Yes I do, yes I do

Do you like ice cream?... Yes I do, yes I do

Do you like broccoli ice cream... No I don't yucky!

Do you like donut?... Yes I do, yes I do

Do you like juice?... Yes I do, yes I do

Do you like donut juice?... No, I don't yucky!

Do you like popcorn? ... Yes I do, yes I do

Do you like pizza? ... Yes I do, yes I do

Do you like popcorn pizza?... No, I don't yucky!

Do you like banana?... Yes I do, yes I do

Do you like soup?... Yes I do, yes I do

Do you like banana soup?... No, I don't yucky!

The goal of song above is introducing for children about kinds of food, explained about are the favourite food and its make student feels happy in the classroom.

### 3.3.7) "Days of the Week"

Sunday, Monday, Tuesday, Wednesday and Thursday, Friday Saturday, all those are the days of the week .The goal of song is to introduce the day of the week, to increase memorizing and make students happy situation in the classroom.

### 3.3.8) "What time is it song"

What time is it? ... What time is it?

What time is it? ... What time is it?

It's is 8 o'clock... It's time to go to school

It's 9 o'clock... It's 10 o'clock

It's 11 o'clock... It's 12 o'clock

It's 1 o'clock... It's 2 o'clock

It's 3 o'clock... It's time to play guitar

What time is it?... What time is it?

It's 4 o'clock... It's time to sing some more!

It's 5 o'clock... It's 6 o'clock

It's 7 o'clock... It's 8 o'clock

It's time to go to bed!... It's time to go to bed!

Song above will be introduce about time, to increase speaking ability, and make happy situation in the classroom

3.3.9) "That is"

That window...is the door

That blackboard...is the table

The goal of song above is introducing kinds of things around in the classroom and to increase students memorise.

## **2.4) Songs as Teaching media**

The purpose of using the media is to ensure clear delivery of learning materials and overcome the limitations of teachers in teaching and students in focusing on the subject matter. Therefore, Selecting appropriate learning media is essential. One instance is to apply the music. In doing this research, the researcher makes use of music as a media on coaching English-speaking skills capabilities for YLs (Young learners) because music is conversation. Music is a form of expression and can greatly aid the learning process that expressed, it could very assist in getting to know process. According to Suyanto (2008) "music has created goals: (1) music has created simply loved, and (2) the music has created getting to know goals, instance: to train vocabularies, pronunciation, phrase, sentences pattern. So, the lecturers want to pick and determinant songs that match your desires and getting to know goals to be achieved." (p.113).

## **2.5) The Advantages and Disadvantages of songs**

Songs are a vital tool in learning English. Because, song can assist are the scholars in gaining knowledge of process. The blessings of songs in accordance to Brewster (2002) as follows:

- a.) Song should turn out to be a media advent of recent languages.
- b.) Songs can enhance students' pronunciation.
- c.) Songs can contribute positively in growing Students motivation in speaking.
- d) Song can enhance reminiscence of students.

However, the negative aspects of the use of songs in YLs classroom Murphey (1992) are:

- a) Their variations of traits younger learner, due to the fact now no longer all kids can get hold of in an effort to introduce through their teacher.
- b) They can disrupt neighbouring classes.
- c) You can lose manage of the class.
- d) The vocabulary in some songs may be too limited or inappropriate.

### **2.6) The Problems and Teacher's Effort in Teaching Speaking using songs**

The problems in teaching English-speaking skills using music media include students' unfamiliarity with listening and memorizing. English songs, the problem to contain the scholars in studying process, instructor supply an evidence once while students have difficulty understanding more and the facilities. Meanwhile, the few instructors are " efforts to remedy the trouble within side the studying English speaking talents. The use of music media is the scholars, which are assigned to select a songs that they like to cause them to greater quality to concentrate and less difficult to pronounce the music. The teacher assigned the college students to look English music who love and mentioned with their friend, he changed into the use of mass media to seeking out a music that applicable with material. The teacher re-explains the material primarily based totally on college students such as: difficulties, and assessment the material, and instructors ought to take very own matters together with laptop, speaker energetic, etc.

### **2.7) Techniques and Methods for teaching songs among pupils**

Some of methods for teaching songs among pupils, which are:

3.7.1. Lecture Method: In this approach, the trainer teaches the scholars in a one-manner conversation style, with restrained scholar interaction. Despite its passive nature, it is able to be powerful for masking huge quantities of cloth in a brief time.

3.7.2. Demonstration and Modelling Method: This lets in college students to look musical strategies done with the aid of using the trainer and imitate them thru practice. It is best for growing musical overall performance competencies.

3.7.3. Discussion Method: In this approach, communicate takes vicinity among the trainer and college students or some of the college students themselves approximately the studied subjects. It complements conversation competencies and crucial thinking.

3.7.4. Video Showing Method: This approach entails displaying movies of musical performances, presenting sensible examples of subjects that are difficult to illustrate in class. It makes studying greater enticing however may be dull if now no longer controlled well.

3.7.5. Field Trip Method: This approach entails taking college students to real-lifestyles places to look at musical events, assisting them join study room studying with real-international experiences.

3.7.6. Role-Play Method: Students tackle roles in a musical play or scenario, which fosters collaboration and develops interpersonal competencies in track, overall performance.

3.7.7. Project Method: students work independently or in corporations on a subject or trouble of interest, growing innovative competencies and gaining knowledge of via social interplay and collaboration.

3.7.8. Questioning Technique Method: This technique makes use of inquiries to stimulate scholar questioning and gauge their information of the lesson. It enables the instructor alter the lesson primarily based totally on college students' responses.

3.7.9. Assignment Method: Assignments provide college students the possibility to exercise what they have discovered out of doors of class. It enables enhance their musical competencies and offers a possibility for peer critique.



3.7.10. Discovery Teaching Method: In this technique, students discover knowledge independently with minimum instructor intervention. It promotes lively participation and enables college students keep records better.

### **Conclusion**

A song is a musical composition with lyrics meant to be sung. Incorporating songs into the coaching method now no longer handiest allows create attractive mastering surroundings however additionally complements language acquisition through stimulating college students' auditory and emotional processes. The rhythm and repetition in songs useful resource in enhancing pronunciation, reinforcing vocabulary, and improving listening skills. Moreover, songs contribute to a deeper cultural understanding, permitting college students to interact with the language in an extra private and intimate way. Although there are demanding situations in choosing suitable songs and making sure their alignment with academic objectives, the advantages they provide lead them to a powerful and impactful device in language coaching. Therefore, educators are recommended to combine songs into their coaching practices to create an extra complete and fun mastering experience.

***Chapter Three***  
***Research Methodology***

## **Introduction**

This chapter aims to investigate the attitudes of Pupils at primary school towards using songs to enhance their speaking skills. This investigation is based on a clear strategy that utilizes both quantitative and qualitative methods. In order to gather precise information, a questionnaire was administered to Teachers of English at primary school in Touggourt. Additionally, to ensure the validity of the findings, questionnaire were conducted with other teachers online from Near of Touggourt from different primary schools. This chapter includes a description of the research sample, data collection, interpretation of the Questionnaire results (data analysis). Finally, the research concludes with significant pedagogical suggestions and recommendations for further research.

### **3.1 Research Design**

A quantitative research design was adopted to investigate the perceptions of primary school pupils in Algeria regarding the effectiveness of songs in enhancing their speaking skills. Data were collected through a structured questionnaire administered to a total of 62 teachers of English at the primary level. This included 27 teachers from Touggourt and 35 teachers from nearby areas such as Taibet, Hadjira, Hassi Messaoud, and ElOued.

### **3.2 Research sample**

#### **3.2.1 Teacher sample**

The sample for this study consists in teachers of English at primary school during the academic year 2024\_2025. The total number of teachers is more, and English is new in Algeria at primary schools, but due to the impracticality of working with the s the achievement of the study's objective and the examination of research hypotheses. The data collection process in based on one of the best tools which is questionnaire.

### **3.3 Data collection**

Data collection is an essential component in conducting research, as it enables the achievement of the study's objective and the examination of research hypotheses. The data collection process in based on one of the best tools which is questionnaire.

### 3.4 Description of teachers 'questionnaire

A questionnaire was administered to teachers to collect the necessary data. The teacher's questionnaire comprised twelve (12) questions; close-ended question requiring teachers to choose yes /No or pick up the appropriate answer from different options, or open-ended questions allowing them to answer freely. The questions cover general information about the pupils, the significance of songs in enhancing speaking skills, the attitudes of pupils at primary schools towards songs and integrating them as teaching material in the classroom. The questionnaire aims to identify the benefits and the limitations associated with songs usage among the pupils.

- Question (1) attempts to gather if the teacher is using songs in the classroom or not and the clarification of why not.
- Question (2) If yes. It's always, often, sometimes, or Rarely.
- Question (3) is designed to find out the extent to which songs contribute to the development of speaking skills in primary school students, based on the teachers' experiences.
- Question (4) aims to know the respondent's opinion, based on their experience, about how songs influence specific aspects of speaking skills, with a request to select one option for each aspect and provide examples if possible.
- Question (5) is concerned with How students characteristically correspond to learning English through songs assimilate traditional methods.
- Question (6) is created to inquire the types of songs that the teacher typically uses in their lessons.
- Question (7) attempts to identify the teacher's perspective on the impact of songs on students 'motivation to learn English.
- Question (8) aims to identify the challenges or difficulties that teachers face when using songs as a teaching method in their lessons.
- Question (9) endeavors' to know whether the teacher believes that using songs has any limitations in teaching speaking skills and if the answer is yes, it requests an explanation of those limitations.

- Question (10) aims to determine about the teacher's opinion on the methods that may be effective in developing speaking skills among primary school EFL learners.
- Question (11) aims to know how important the teacher thinks it is to incorporate songs in teaching English speaking skills.
- Question (12) is created to know any additional comments teacher may have regarding the use of songs in teaching English as foreign language.

### 3.5 Data Analysis

#### Questionnaire results analysis

##### 3.5.1 Question1: do you use songs in your English language teaching?

This question aims to find out whether the teacher uses songs in the classroom and, if not, to understand why.

**Table 3.5.1: The use of songs**

Teachers	Options	Percentage	The reason of why not
59	Yes	(95%)	
3	No	(5%)	<ul style="list-style-type: none"> <li>. they do not suit our lesson plans</li> <li>. the singers does not use a formal or a clear sentences in their song</li> <li>. they need time and our time is limited</li> </ul>
62		100%	

The analysis of the use of songs in classrooms of English language teaching distribution shows that (95%) of the sample identifies using in their class. While (5%) identifies do not use songs on their classroom.

### 3.5.2 Question 2: If you answered "yes", how frequently do you use songs in your teaching?

This question aims to determine the frequency with which teachers use songs—whether always, often, sometimes, or rarely.

**Table 3.5.2: Use songs whether always, often, sometimes, or rarely**

Teachers	Options	Percentage
11	Always	(7%)
25	Often	(46%)
24	Sometimes	(45%)
2	Rarely	(2%)
62		(100%)

The table reveals that out of 62 teachers, (46%) indicated that they use songs often, (45%) use them sometimes, (7%) always, and (2%) rarely. These findings suggest that most teachers use songs to some extent in their teaching.

### 3.5.3 Question 3: in your experience, how do songs contribute to developing speaking skills in primary schools students?

This question is designed to find out the extent to which songs contribute to the development of speaking skills in primary school students, based on the experience of the teacher.

**Table3.5.3: Contribution of songs to developing speaking skills in primary school students**

Teachers	Options	Percentages
2	They do not contribute	(2%)
6	They contribute slightly	(7%)
21	They contribute moderately	(28%)

33	They contribute significantly	(63%)
62		(100%)

The data collected from this question, indicates that (63%) of teachers believe songs contribute significantly to the development of speaking skills in primary school students, (28%) of them see they contributed moderately, and( 7%) show contributed slightly, while( 2%) shows that they do not contribute.

These finding suggest that songs are an effective and enjoyable tool for learners in enhancing speaking skills, as they provide a fun and stimulating learning environment. It is recommended that appropriate songs be integrated into curricula and classroom activities, with careful selection based on language level, relevant themes, and accurate pronunciation, in order to insure the greatest possible educational benefit.

**3.5.4 Question 4:** in your experience, how do you think songs influence the following aspects of speaking skills? (Please select one option for each aspect and provide examples if possible).

This question aims to know the respondent's opinion, based on their experience, about how songs influence specific aspects of speaking skills, with a request to select one option for each aspect and provide examples if possible.

**Table 3.5.4: Aspects of speaking skills**

Teachers	Aspects	Positive influence	No influence	Negative influence	Examples
62	Pronunciation	(52%)	(10%)		.Motivation .Improve pronunciation by mimicking words and phrases
62	Intonation	(38%)	(24%)		.Motivation

					. aid in acquiring the correct intonation used in the language
62	Rhythm	(21%)	(41%)		.Motivation . contributes to speaking with a natural flow
62	Vocabulary	(49%)	(10%)	(3%)	.Motivation . the students will not understand word just cause it is in song at least visual aids Students may focus more on the music than on the vocabulary. .songs introduce new words
62	Confidence	(22%)	(40%)		.Motivation . boosts confidence through



					speaking aloud and imitation.
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This analysis examines the influence of various linguistic and paralinguistic factors (Pronunciation, intonation, rhythm, vocabulary, and confidence). The data reveals varying degrees of impact, with pronunciation and vocabulary showing the most positive influence, while rhythm and confidence exhibit minimal effects.

Pronunciation and vocabulary are the most influential factors in language learning, while rhythm and confidence play secondary roles. The results demonstrate that teaching programs should reflect these priorities to achieve optimal outcomes.

**3.5.5 Question 5:** how do your students typically respond to learning English through songs compared to traditional methods?

This question is concerned with how students typically respond to learning English through songs compared to traditional methods.

**Table3.5.5: Correspond to learning English through songs assimilate traditional methods**

Teachers	Options	Percentage
56	They prefer songs	(92%)
2	They prefer traditional methods	(2%)
4	There is no preference	(6%)
62		(100%)

The data collected from this question indicates that the majority of students (92%) prefer songs, (6%) of them there is no preference, while (2%) of them, they prefer traditional methods.

This analysis establishes that contemporary language learners overwhelmingly favor musical based instruction over traditional methods. Future research should explore how to optimally implement music based techniques while addressing diverse learning needs.

**3.5.6 Question 6:** what types of songs do you usually use in your lessons? (Select all that apply)

This question is designed to inquire the types of songs that the teacher typically uses in their lessons.

**Table3.5.6: Types of songs**

Teachers	Options	Percentage
1	Traditional songs	(2%)
1	Contemporary songs	(2%)
60	Children songs	(48%)
60	Educational songs	(48%)
62		(100%)

The above table demonstrates that (96%) of the teachers use both children and educational songs. Moreover, they use (2%) of contemporary songs, and (2%) use for traditional songs. The overwhelming dominance of educational and children songs in the musical landscape of early childhood underscores a pedagogically driven trend. However, this trend may inadvertently marginalize valuable cultural and contemporary musical expressions.

**3.5.7 Question 7:** how do you perceive the impact of songs on your students' motivation to learn English?

This question attempts to identify the teacher's perspective on the impact of songs on students' motivation to learn English.

**Table3.5.7: The impact of songs on students' motivation to learn English**

Teachers	Options	Percentage
9	It decreases motivation	(9%)
3	It has no impact	(3%)
50	It increases motivation	(88%)
62		(100%)

The majority of teachers (88%) believe that songs increase students' motivation to learn English, others see (9%) it decrease motivation, while other teachers (3%) of them shows it has no Impact. The data strongly suggest that songs serve, as an effective motivational tool for the vast majority of English language learners, through educators should remain mindful of varying students' preferences and the need to adapt materials accordingly.

**3.5.8 Question 8:** what challenges do you encounter when using songs in you teaching?

This Question aims to identify the challenges or difficulties that teachers face when using songs as a teaching method in their lessons.

This question is an open-ended question aimed at identifying the challenges teachers face when using songs in their teaching.

- . Auditory challenges: background noise can affect the learning experience.
- . Time constraints: there is insufficient time to cover both content and songs.
- . Memory challenges memorization students struggle to remember both song lyrics and melodies.
- . Focus challenges focus on the rhythm the requirement to concentrate on rhythm presents a learning obstacle for students.
- . Classroom management: the teacher must sustain classroom order and student focus during song based instruction.
- . Self-confidence challenges: some students feel shy or lack confidence when singing.
- . Equipment challenges: lack of equipment the classroom lacks essential tool including musical instruments and speakers.
- . Song choice challenge: choice of songs the process of selecting suitable songs proves challenging for specific age groups and skill levels.

**3.5.9 Question 9:** Do you think using songs has any limitations in teaching speaking skills? If you answered yes, please elaborate

This question endeavors to know whether the teacher believes that using songs has any limitations in teaching speaking skills and if the answer is yes, it requests an explanation of those limitations.

**Table3.5.9: limitations of songs in teaching speaking skills**

Teachers	Options	Percentage
3	Yes	(6.45%)
37	No	(59.68%)
21	Unsure	(33.87%)
62		(100%)

Based on the data provided in the table, four teachers believe that using songs has limitations in teaching speaking skills such as methods of teaching should be different. In addition, listening to script without music is more useful. In addition, not all the lessons need using songs. Moreover, teachers should select short songs according to the time; they should also select appropriate songs. Conversely, 37 of teachers answered there is no limitation of songs in teaching speaking skills. While 21 of them show unsure if there is limitation of songs in teaching speaking skills.

**3.5.10 Question 10:** in your opinion, what methods, if any, do you think can be effective in developing speaking skills in primary school EFL learners?

This open-ended question aims to determine about the teacher's opinion on the methods that may be effective in developing speaking skills among primary school EFL learners.

The findings revealed that learners need methods that are both suitable for their age group and interactive to develop their speaking abilities. The use of communicative activities through role-plays and dialogues stands as an effective method because it allows students to practice language in authentic situations. Songs together with chants and rhymes serve dual purposes by enhancing pronunciation and fluency and creating an enjoyable learning experience. Additionally, some teachers mentioned the combination of storytelling with picture-based discussions helps students build vocabulary while boosting their confidence through visual support and contextual understanding. Another method is group work together with pair activities enable students to interact with peers while speaking in a setting that maintains low levels of anxiety. The

development of learners motivation and oral competence depends on regular teacher scaffolding combined with positive feedback.

Furthermore, the regular implementation of these methods establishes an encouraging environment, which supports speaking development for young EFL learners.

**3.5.11 Question 11:** how important do you think it is to incorporate songs in teaching English (speaking skills)?

This question aims to know how important the teacher thinks it is to incorporate songs in teaching English (speaking skills).

**Table3.5.11: the important of songs in Teaching English (speaking skills)**

Teachers	Options	Percentage
2	Not important	(3.23%)
17	Slightly important	(27.42%)
7	Moderately important	(11.29%)
36	Very important	(58.06%)
62		(100%)

The majority of teachers 36 of them responded song is very important in teaching English. Conversely, 17 of teachers' shows is slightly important, and seven of them see it is moderately important, while two of them responded it is not important. Teachers have different levels of impact on education, with very important teachers significantly contributing to academic success.

**3.5.12 Question 12:** what additional comments do you have regarding the use of songs in teaching English as a foreign language?

This open-ended Question is created to know any additional comments teacher may have regarding the use of songs in teaching English as foreign language.

According to this question turned out songs are broadly identified for learners' effect on vocabulary acquisition, pronunciation, and sentence structure. Many instructors verify that sample, age-suitable songs assist kids memorize phrases including days of the week and unusual place experience. Movement-primarily based totally songs, in particular, strengthen that means and offer

kinesthetic studying opportunities, especially useful in early number one years. Moreover, songs contribute to higher fluency through presenting repetitive and rhythm publicity to language. Songs create an energetic and exciting atmosphere, which fosters learner engagement and decrease language anxiety. While songs are effective, numerous of teachers pressure the significance of cautious music selection. Teachers must make sure that songs are simple, culturally appropriate, and applicable to curriculum topics. A well-established 45-minute lesson may be devoted to coaching thematic songs aligned with application sequence. Such integration guarantees that songs aid the general academic goals.

Despite their benefits, some teachers shows that songs can also additionally pose challenges. Native speakers' accents in songs may be tough for beginners to understand, and without right guidance, a few college students can also additionally misuse the time or grow to be distracted. Therefore, instructors schooling is essential. Educators have to be organized to manipulate schoolroom conduct and use songs strategically. Furthermore, there is a want for domestically tailored instructional songs and helping visible materials. Teachers emphasize the need for the Algerian Ministry of Education to allocate greater schoolroom time for songs and to modernize coaching tools. As todays beginners are greater willing closer to technology, integration multimedia songs through structures as YouTube can be beautify language acquisition. Encouraging beginners to create and gift song-primarily based totally projects, inclusive of on school radio, can in addition fortify speaking skills and construct confidence. Finally, songs function an effective useful resource in growing English speaking abilities amongst number one college inexperience persons in Algeria. When used thoughtfully and supported with the aid of using trainer training, they are able to make gaining knowledge of greater effective, joyful, and aligned with the realities of present day childhood. Therefore, songs ought to be considered now no longer as mere entertainment, however as a strategic pedagogical device in language education.

### **3.6 Discussion of the findings**

The study aimed to investigate the attitudes of English as Foreign Language (EFL) learners towards the use of educational songs. It also sought to identify the benefits, challenges, and limitations associated with using songs among primary school pupils in Algeria.

A significant majority (95%) of teachers reported using songs in their English classrooms, although the frequency varied from “always” to “sometimes.” This reflects a widespread belief in the pedagogical value of songs, though to varying degrees. Teachers who refrained from using

songs cited constraints such as limited class time and a lack of alignment between song content and lesson objectives.

Approximately 63% of teachers indicated that songs contributed significantly to the development of speaking skills, particularly in terms of pronunciation and vocabulary acquisition. Meanwhile, 28% believed the contribution was moderate. These findings support the study's hypothesis that songs are effective tools for enhancing oral language proficiency.

Regarding the influence of songs on specific speaking aspects, pronunciation received the highest positive rating (52%), as many teachers observed that vocal imitation in songs improved learners' articulation. Vocabulary followed closely, with 49% reporting that songs helped students acquire new words in meaningful and engaging contexts. While rhythm and confidence received slightly lower ratings (22%–40%), teachers acknowledged their indirect role in enhancing learner engagement and comfort during oral expression.

Furthermore, 92% of teachers observed that their students showed greater progress in learning English through songs compared to traditional teaching methods. This underscores the motivational and engaging nature of songs, which help foster a positive and low-anxiety classroom environment.

Despite the recognized benefits, several challenges were identified. These included time constraints, the unavailability of suitable audio equipment, and the difficulty of selecting age-appropriate and educationally relevant songs. Some students also displayed reluctance to participate, often due to low self-confidence.

Interestingly, 60% of teachers stated that there were no inherent limitations to using songs in speaking instruction, while 34% were uncertain, and only 6% believed there were limitations.

Teachers proposed a variety of learner-centered strategies to enhance the use of songs in the classroom. These included role-plays and dialogue-based tasks, picture-supported storytelling, group and pair work, and the use of scaffolding and encouragement to build learners' confidence and motivation.

In general, 58% of teachers considered the use of songs in teaching speaking skills to be "very important," while 27% regarded it as "somewhat important." This reflects a strong consensus on the educational value of songs in language teaching.

A detailed analysis of the teachers' questionnaire responses revealed a consistently positive attitude toward integrating educational songs in the primary EFL classroom. Teachers perceived songs as effective tools for enhancing pupils' speaking skills. They also supported the use of information and communication technology (ICT) to complement song-based instruction. Although some teachers did not use songs regularly, the data showed that challenges such as limited class time and the prevalence of native-speaker-centric songs occasionally hindered implementation.

### 3.7 Recommendations and suggestions

Based on the findings of this study, several recommendations are proposed to enhance the integration of educational songs in English language teaching, particularly at the primary school level in Algeria. These suggestions aim to support both teachers and learners in effectively utilizing songs to develop speaking skills:

- **Integrate Songs into the Curriculum:** The primary school English curriculum should include engaging and pedagogically sound audio-visual materials, such as songs, that support the development of speaking skills and promote active language use.
- **Promote Enjoyable Learning:** Learners should be encouraged to use songs as enjoyable and motivating tools to improve their pronunciation, fluency, and overall oral expression in English.
- **Select Age-Appropriate Songs:** Teachers should carefully select songs that are suitable for the pupils' age and language level, ensuring that they are both educationally relevant and culturally appropriate.
- **Provide Teacher Training:** Continuous professional development should be offered to equip teachers with the necessary skills to effectively integrate songs into language teaching, including training on how to select, adapt, and use songs with the aid of technological tools.
- **Encourage Group-Based Activities:** Pupils should be involved in collaborative, song-based activities such as group singing, choral reading, and performance-based tasks to foster teamwork and communication.
- **Link Songs with Cultural and Linguistic Identity:** Songs can serve as powerful tools to enhance learners' linguistic and cultural awareness by linking language learning with enjoyment and creativity.
- **Enhance Social and Emotional Development:** Teachers should use songs not only to build linguistic competence but also to promote social interaction, self-confidence, and classroom participation from an early age.



**Conclusion**

This chapter presented and discussed the findings obtained through the research instrument used to investigate the impact of educational songs on the development of speaking skills among primary school pupils in Algeria. The results clearly indicate that songs are an effective and engaging tool for enhancing learners' oral proficiency, particularly in pronunciation and vocabulary acquisition. Teachers demonstrated a generally positive attitude toward integrating songs into the classroom, recognizing their role in fostering motivation, participation, and a more dynamic learning environment. Despite some challenges—such as limited class time and difficulty in selecting appropriate materials—the study confirms the pedagogical value of educational songs in supporting English language learning at the primary level. Accordingly, integrating songs into teaching practices can significantly contribute to pupils' language development and overall classroom experience.

***General Conclusion***

## **General Conclusion**

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Currently, technology has made its way into various fields, providing a range of tools that are incorporated into teaching and learning process. One such tool is songs, which offer a great opportunity for the development of language skills especially speaking skills. However, it has been observed that teachers of primary schools in Algeria are not fully aware the benefits of using educational songs as learning and teaching materials. In light of this, the research calls for solutions to the problems that teachers encounter on speaking and address the challenges faced by teachers while using songs in classroom. The research poses the following Question

1. To what extent does the use of educational songs influence the development of speaking skills among primary school students in Algeria?
2. In what ways do educational songs affect students' pronunciation and fluency in speaking English?
3. Do the different educational songs facilitate engagement during speaking activities?
4. What challenges do teachers encounter when incorporating songs into their English language lessons, and what strategies might they use to address these challenges?

These questions led the researchers to formulate the following hypothesis.

1. The use of educational songs will positively influence the development of speaking skills among primary school students in Algeria, leading to improvements in pronunciation, fluency, and overall confidence in oral communication.
2. Educational songs will have a positive effect on students' pronunciation and fluency in speaking English, resulting in noticeable improvements compared to traditional teaching methods.
3. Different educational songs will vary in their ability to facilitate student engagement during speaking activities, with songs featuring repetitive and catchy melodies more likely to enhance participation.
4. Teachers will encounter challenges, such as limited training and curriculum constraints, when incorporating songs into their lessons; however, they will identify effective strategies, such as integrating songs with interactive activities, to overcome these obstacles.

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The research is divided into three chapters. The first chapter and the second chapter are the theoretical part, discusses the variables separately. The first variable provides an overview about speaking skills, including different definitions, importance, types, and the process of speaking. The second variable (teaching speaking skills) is devoted to giving a general overview and highlighting its importance, principles, types of classroom speaking accomplishment, techniques and methods, goal of teaching and learning speaking, and the status of English at primary school in Algeria.

The second chapter, it provides an overview about songs, including different definitions, songs in the classroom, the various types of songs, songs as teaching media, the advantages and disadvantages of songs, the problems and teachers' effort in teaching speaking using songs. This chapter presents songs as a useful tool in English language and their role in the classroom.

The third chapter, the practical part, deals with the sample, tools, data analysis, and discussion of the findings. This section analyses a questionnaire administered to a sample of 62 teachers of English language in primary school in Touggourt (27 teachers and 35 online teachers). Aiming to either refute or accept one of the hypotheses. The questionnaire explores the teachers' attitudes towards using educational songs in the classroom, and the challenges and limitations that they face when they use songs in the classroom especially speaking skills.

The findings and results indicate that teachers of primary schools have a positive attitude towards using educational songs to enhance speaking skills of pupils and they perceive songs as a beneficial tool for improving speaking skills. Teachers recognized songs as authentic materials that contribute to English language especially speaking skills development. Thus, the first hypothesis is confirmed: the use of educational songs will positively influence the development of speaking skills among primary school students in Algeria, leading to improvements in pronunciation, fluency, and overall confidence in oral communication.

Regarding the second hypothesis, it is also deduced that educational songs have a positive effect on students' pronunciation and fluency in speaking English, resulting in noticeable improvements compared to traditional teaching methods. Additionally, teachers reported that educational songs helped the pupils to improve their English language skills, particularly their speaking skills. Therefore, the second hypothesis was confirmed.

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The third hypothesis proposed that different educational songs will vary in their ability to facilitate student engagement during speaking activities, with songs featuring repetitive and catchy melodies more likely to enhance participation. Through the teachers responses, it was revealed that songs contribute to increasing classroom participation and capturing students attention through melodies and rhythm in engaging and enjoyable way.

The four hypothesis proposed that teachers will encounter challenges, such as limited training and curriculum constraints, when incorporating songs into their lessons; however, they will identify effective strategies, such as integrating songs with interactive activities, to overcome these obstacles. The findings from the questionnaire analysis indicated that some teachers encounter difficulties in using educational songs teachers mentioned some problems such as native speakers' songs or limitation in time, and limitation of training. However, they identify effective strategies, such as integrating songs with interactive activities such as games, storytelling, and group work. These activities are to overcome these obstacles.

In conclusion, the research explores pupils of primary schools in Algeria towards using educational songs to enhance their speaking skills. The results show a positive perception among the majority of teachers, as they agree that educational songs help improve the English language skills, particularly in speaking consequently, it is suggested that incorporating songs into EFL classroom as authentic materials can effectively improve pupils language learning.

## General Conclusion

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# Appendices

**Appendix**

**Teachers Questionnaire**

Dear teacher,

To complete my master’s thesis on the topic “Exploring the impact of Songs on developing speaking skills in primary school EFL learners: A case study in Algeria,” I would like to gather your insights as a teacher. Your responses will be valuable for identifying the potential role of songs in developing speaking skills. Participation is voluntary, and all responses will be treated anonymously and confidentially. Thank you for your cooperation.

1. Do you use songs in your English language teaching?

A) Yes

B) NO

If no, please explain why you do not use songs:

.....

2. If you answered “yes”, how frequently do you use songs in your teaching?

A). Always

B). often

C). Sometimes

D). Rarely

3. In your experience, how do songs contribute to developing speaking skills in primary school students?

A). they do not contribute

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- B). they contribute slightly
- C). they contribute moderately
- D). they contribute significantly

4. In your experience, how do you think songs influence the following aspects of speaking skills? (Please select one option for each skill and provide examples if possible)

Aspect	Positive influence	No influence	Negative influence	Examples / comments
<b>Pronunciation</b>	.....	.....	.....	.....
<b>Intonation</b>	.....	.....	.....	.....
<b>Rhythm</b>	.....	.....	.....	.....
<b>Vocabulary</b>	.....	.....	.....	.....
<b>Confidence</b>	.....	.....	.....	.....

5. How do you students typically respond to learning English through songs compared to traditional methods?

- A). they prefer songs
- B). they prefer traditional methods
- C). there is no preference

6. What types of songs do you usually use in your lessons? ( select all that apply)

- A) Traditional songs
- B) Contemporary songs
- C) Children's songs
- D) Educational songs

7. How do you perceive the impact of songs on your students' motivation to learn English?

## **General Conclusion**

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A) It decreases motivation

B) It has no impact

C) It increases motivation

8. What challenges do you encounter when using songs in your teaching?

.....  
.....  
.....

9. Do you think using songs has any limitations in teaching speaking skills?

A) Yes

B) No

C) Unsure

If you answered “Yes”, please elaborate:

.....  
.....  
.....

10. In your opinion, what methods, if any, do you think can be effective in developing speaking skills in primary schools EFL learners?

.....  
.....  
.....

11. How important do you think it is to incorporate songs in teaching English speaking skills?

A) Not important

B) Slightly Important

## **General Conclusion**

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C) Moderately important

D) Very important

12. What additional comments do you have regarding the use of songs in teaching English as a foreign language?

.....

.....

.....

.....

### ملخص البحث:

تناولت هذه الدراسة مواقف أساتذة اللغة الإنجليزية كلغة اجنبية تجاه استخدام الأناشيد التعليمية باللغة الإنجليزية كأداة بيداغوجية لتطوير مهارات التحدث لدى التلاميذ في المدارس الابتدائية. ونظرا لأهمية التحدث في عملية اكتساب اللغة، فإن دمج الأناشيد في التعليم الصفّي يعد وسيلة إبداعية وجذابة لدعم تنمية اللغة الشفوية. وقد أجريت الدراسة في مدينة تقرت والبلديات المجاورة لها، بمشاركة 62 استاذ للغة الإنجليزية في المدارس الابتدائية، من بينهم 32 مشاركا عن بعد من مناطق مثل تايبات، الحجيرة، حاسي مسعود، والوادي. تم اعتماد منهج البحث الكمي من خلال استخدام استبيان مهيكّل لجمع البيانات. وكشفت النتائج ان الغالبية العظمى من الأساتذة يؤيدون استخدام الأناشيد التعليمية، ويدركون قدرتها على تحسين الطلاقة في التحدث وتعزيز التفاعل داخل القسم. وتؤكد الدراسة على ضرورة ادماج الوسائل الحديثة والتفاعلية بما في ذلك الأناشيد، والفيديوهات، والألعاب ضمن مناهج تعليم الإنجليزية كلغة اجنبية. واختتمت الدراسة بتوصيات الأساتذة باستغلال هذه الموارد لخلق بيئات تعلم أكثر ديناميكية وواقعية.

**الكلمات المفتاحية:** مهارات التحدث، الأناشيد التعليمية، المواقف، متعلمو الإنجليزية كلغة اجنبية، المدارس الابتدائية.

## **General Conclusion**

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