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The Effect of Songs on Vocabulary Learning of Young School English Language Learners at DJAAFAR Djelloul Primary School in Ghardaia.

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Dedication

This dissertation is dedicated to the loving memory of my dear parents, kaddour and Fatna. Though no longer with me, their unwavering love, guidance, and belief in my potential continue to inspire me every day. Their sacrifices and the values they instilled in me have shaped the person I am today. I am forever grateful for the foundation they laid and their everlasting presence in my heart.

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Dedication

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Abstract

The present study aimed to investigate the effectiveness of teaching English vocabulary through songs to young English learners in Algeria. The participants of the study consisted of 41 third grade pupils at primary school .The researchers adopted a quasi experimental method based on forming two matching groups (the experimental and the control group), assessing the learners by means of pre and post tests and analyzing the results. The findings revealed that there was no significant difference in the mean scores of the experimental group which was instructed with songs and the control group taught using the traditional method (PPP) in the post-test. However, songs had a positive impact on the experimental class as it contributed to a dynamic and enjoyable learning experience, encouraging active participation and facilitating vocabulary learning.

Keywords: songs, vocabulary learning, young English learners.

List of Abbreviations

CLT: Communicative Language Teaching.

EFL: English as a Foreign Language.

PPP: Presentation, Practice, Production Model of Teaching.

TPR: Total Physical Response.

Table of Contents

List of tables

List of Figures

General Introduction

General Introduction

1-Background of the Study

English has become widely used on a global scale, making it crucial for individuals to achieve proficiency in both English and their native language. The Algerian government has displayed a keen interest in promoting English language by introducing English instruction at primary school. The objective of this project is to develop learners' mastery of the four language skills: listening, speaking, reading and writing, with a focus on grammar, pronunciation, spelling and vocabulary. Among these aspects, vocabulary holds particular importance as a foundational element in language learning.

In literature, the use of songs as a method for language teaching has gained significant popularity. Over the past few decades, various studies have explored the effectiveness of incorporating songs in language classrooms. The majority of these studies have shown that using songs can have a positive impact on vocabulary acquisition. Jolly (1975) and Shin (2006), agreed that songs serve as valuable instructional tools that effectively enhance students' motivation, particularly when they are engaging, accompanied by visually appealing materials, real-life objects, and movement. These additional elements provide sensory and visual stimulation, thereby contributing to an enriched learning experience.

Other studies suggested that the effectiveness of using songs for language learning may vary. Castro Huertas and Navarro Parra (2013), the enjoyable and engaging learning environment created by music can enable language teaching without students even realizing it.Castro Huertas and Navarro Parra (2013) claimed that the enjoyable and engaging learning environment created by music can enable language teaching without students even realizing it. However, they also argue that while some students may benefit from the use of music, others may become distracted and unfocused due to the playful atmosphere it creates.While

these studies have made important contributions, there is still a need for further research to gain a comprehensive understanding of how songs can effectively enhance language learning.

2-Statement of the Problem

One reason why learners may struggle to communicate effectively is due to a limited vocabulary. With the introduction of English language as another foreign language for the third grade classes in Algerian primary schools, learners will probably face many problems in learning English and more specifically in remembering the words they have learned. Teaching English as a foreign language (EFL), especially to young learners, requires creative and motivating methods and techniques to address common difficulties with vocabulary and pronunciation. Therefore, this study attempts to investigate if the use of songs can facilitate vocabulary learning.

3. Purpose of the Study

The aim of the present study is to investigate the effect of songs as a teaching tool on vocabulary learning of young school English learners. To provide objective results this method was compared with the traditional vocabulary instruction. Therefore, two classes of third grade classes at Djaafer Djelloul primary school in Ghardaia were taught using different methods of teaching. The first class was taught using songs; whereas, the second class was taught the same vocabularies using traditional method (presentation, practice, production). Learners in both classes were required to do a post- test, and their results were compared to answer the study research question.

4. Research Question and Research Hypotheses

The study addressed the following question: **Is the use of songs to teach vocabulary to young English language learners more effective than traditional method?**

To answer this question, the following research hypotheses were formulated:

H0: There is no significant difference between using songs and using traditional method to teach vocabulary to young English language learners.

H1: Using song to teach vocabulary to young English language learners is more effective than the traditional method.

H2: using the traditional method to teach vocabulary to young English language learners is more effective than using songs.

5. Definition of key- terms

The following definitions are provided to clarify major concepts and to establish how these terms were used for this study.

Use: The term use is used to refer to the state of being used for a purpose.

Songs: According to Merriam-Webster dictionary (2018), a song is a short musical composition of words and music. In other words, a song is defined as a piece of music that includes lyrics and is relatively short. This definition is widely accepted and aligns with what most people understand a song to be.

Vocabulary: Ur (1996) defined vocabulary as the words taught in a foreign language, but this definition is limited to vocabulary instruction. It highlights the significance of vocabulary learning in language teaching and the role of educators in introducing new words to students.

Learning: According to Ambrose et al (2010, p. 3), "learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning". In other words, learning is a process that results in change and better performance through experiences. It encompasses gaining new knowledge, skills, or

comprehension, which ultimately enhances the capacity to learn and achieve improved outcomes in the future.

6-Motivations

The researchers have three primary motives for conducting this research:

- First, the extensive theoretical and empirical foundation in literature that advocates for the use of songs on vocabulary learning to EFL learners. Several studies (Jolly 1975 and Shin 2006) offer support for the use of this method.

- Second, the difficulties that students face in learning new vocabulary in the classroom.Particularly, students with different learning styles.

- Third, the researchers' observations regarding the use of songs method used to teach vocabulary at DJAAFAR Djelloul primary school in Ghardaia which needs to be investigated.

7. Limitations of the study

Despite the insightful findings brought about by the present investigation, some limitations need to be pointed out. First of all, findings from such a small- scale research cannot be assumed to generalize to other contexts. This is mainly due to the limited sample of the subjects involved in this study. In addition to the limited sample of the subjects, the time span during which the teaching procedure took place was limited. Further studies with different materials and larger sample sizes in different contexts are needed to increase the generalization of the findings.

8. Structure of the Thesis

The present research is divided into two main parts: one theoretical and one practical. Part one is also divided into two chapters. Chapter one includes the historical development of

vocabulary teaching. Moreover, it highlights the different definitions of vocabulary. This chapter also presents the types of vocabulary besides its importance, and the purpose of learning vocabulary with its aspects. It also spots light on the difficulties in learning vocabulary and didactics supports. The second chapter discusses the use of songs on EFL classes. It discusses a brief historical background about the use of songs; it highlights the different definitions of songs. In addition, it provides its importance and functions. This chapter also discusses the reasons of using songs in the classroom. Moreover, it presents the way of selecting a song and how to teach it. Also, it tackles the definition of motivation, types, importance and songs as a motivation source. On the other hand, the second part explains the methodology of the research. It begins with providing a description of the research context, including details about the sample and analytical methods used. The chapter concludes with interpretation of the results and a summary of the conclusions drawn from them.

Chapter one

Vocabulary and language

learning

Part one: Theoretical Part

Chapter One: Vocabulary Learning

Introduction

Today, English is the first language in the globe used for communication in all walks of life. Therefore, many people from different parts of the world are eager to learn it. To effectively use such language in communication, learners ought to have the four essential English skills: listening, speaking, reading, and writing. Moreover, they need to be well-versed in pronunciation, grammar, and vocabulary as these are key factors for successful conversation. Before learners attempt any other element, they need to master vocabulary first; once they gain control over it, they can easily craft numerous sentences verbally or in writing

1.1. Historical Development of Vocabulary Teaching

Vocabulary has evolved through a range of stages in the language teaching area. Initially, memorization and comprehension of individual words and their meanings were the primary objective; the context was not a major concern. Later, with the emergence of communicative teaching approach (CLT), a change of emphasis occurred, aiming to enable learners to use vocabulary within genuine contexts in real life situations.

Recent research and successful practices in teaching and developing vocabularies have made considerable advances in vocabulary teaching and learning. There is now a greater awareness of the need to teach vocabulary explicitly, employing a variety of techniques and approaches to allow students to learn and retain new words and expressions.

A large body of research has been conducted to determine the ideal quantity of words necessary for learners to achieve proficiency. Additionally, technological advancements have

resulted in the production of digital resources and applications to facilitate and magnify the ability to build upon vocabulary within various situations.

The shift in the approach to teaching and learning vocabulary throughout history has gone from an emphasis on memorization to a more communicative and context-based approach, with an increasing focus on deliberate instruction and the utilization of technology to facilitate learning.

1.2. Definition of Vocabulary

A number of researchers have defined vocabulary in different ways. Ur (1996) defined vocabulary as "the words we teach in the foreign language" (p.60). This definition is quite limited in scope, as it only focuses on vocabulary instruction, rather than the full extent of vocabulary knowledge and utilization within a language. Despite this, it reflects the significance of vocabulary learning in language teaching and the role of educators in selecting and introducing new words to students.

The Oxford Advanced Learner's Dictionary (2010) defined vocabulary as "all the words that person knows or uses and that exist in a particular language" (p.1722). This definition emphasizes the vastness and profundity of one's vocabulary, including not only the words that a person actively utters but also those that they recognize and comprehend passively.

The Collins Co-build English Language Dictionary (1989) defines vocabulary in two ways. First, it defines vocabulary as "the total number of words in [a language]" (p. 1629). This definition stresses the expansive nature of vocabulary knowledge, covering every single word that is part of a language.

Second, according to an unknown author, "the dictionary defines someone's vocabulary as "the total number of words in a language he or she knows" (p. 1629). In other words, vocabulary indicates the lexis one uses to communicate concepts and perceptions in a certain language. To sum up, vocabulary is the collection of words that are specific to a language, which enables individuals to communicate their thoughts and ideas.

1.3. Types of Vocabulary

Lewis and Hill (1997) suggest that vocabulary can be separated into two types: active and passive. Active vocabulary is the words that students can interpret, pronounce properly, and apply appropriately in both verbal and written expression. Meanwhile, passive vocabulary is those words that students comprehend when seen in context but might have difficulty using accurately for their communication. One can consider passive vocabulary as a "receptive" type since it involves understanding and recognition more than production.

1.4. Importance of Vocabulary

Lewis (1993) stressed that vocabulary should be the main focus of language teaching. He asserted that language learning should prioritize the teaching and learning of vocabulary over grammar. Furthermore, he argued that learners can express their meaning without using grammatically perfect sentences. To sum up Lewis's point of view, he insisted that vocabulary is essential for language learning and language teaching must place greater emphasis on the teaching and learning of vocabulary than grammar.

McCarthy (1990) asserts that grammar and pronunciation are essential but, without a sufficient understanding of vocabulary, effective communication in a second language is not achievable. Thus, McCarthy argues that vocabulary is fundamental for efficient communicative ability in a foreign language. With an inadequate vocabulary base, learners

may find it difficult to express themselves and comprehend others, even if they have mastered grammar and pronunciation.

Generally, if you devote most of your time to studying grammar, the progress you make in English won't be too impressive. It's by learning more words and expressions that you will see the best improvement.

1.5. The Purpose of Vocabulary Learning

Teachers often face the complex and challenging task of teaching vocabulary, yet they consistently emphasize its importance in language learning (Walters, 2004). Students need to learn vocabulary in order to use language skills accurately. Pikulski and Templeton (2004) explain that teaching vocabulary aims to simplify reading comprehension for students, as understanding the meaning of words is crucial for comprehending the entire text. Schmidt (2000, p. 146) identifies several key principles for teaching vocabulary:

a. Developing a large repertoire of words.

b. Connecting new words with previously learned ones.

c. Providing multiple encounters with each word.

d. Encouraging deep processing of the word's meaning.

e. Enhancing mental imagery associated with the word.

f. Relating new words to the student's existing vocabulary.

g. Employing various teaching techniques.

h. Fostering independent learning strategies.

It is essential for teachers to be aware of these principles in order to achieve effective outcomes in vocabulary instruction.

1.6. Aspects of Learning New Vocabulary

Three concepts have been widely discussed and studied by linguists and language scholars(Richards, 1923). These concepts are fundamental to the field of semantics:

1. **Denotation**: it refers to the basic, dictionary definition of a word. It is the objective, literal meaning of a word that is agreed upon by all speakers of a language. Denotation helps us communicate effectively by ensuring that we understand the meanings of the words we use. For instance, the denotation of the word "house" would simply refer to a building used for human residence.

2. **Connotation**: it refers to the subjective, emotional associations that people have with a word. These associations may vary depending on the person, context, or culture in which the word is used. Connotation adds richness and depth to language, allowing speakers to express subtle shades of meaning and emotions. For instance, "house" may have positive connotations of comfort and security for some people.

3. **Collocation:** it refers to the natural pairing of words that frequently occur together. These word combinations help us understand the meaning of words and phrases more fully and also help us communicate more effectively by providing shortcuts to complex ideas. For example, we often say "heavy rain," "strong tea," and "fast car." These phrases are collocations, and they help us express our ideas more clearly.

Overall, understanding denotation, connotation, and collocation is essential to effective communication and the mastery of a language.

1.7. Strategies for teaching vocabulary to young learners

Considering the age and cognitive abilities of young learners who are studying English as a foreign language, it is crucial to select appropriate vocabulary learning strategies. Wendy

A. Scott and Lisbeth H. Ytreberg (1990) have proposed several strategies that are particularly suitable:

1. **Total Physical Response (TPR):** This method involves using physical actions and movements to reinforce vocabulary. Students can act out words, use gestures, or participate in interactive games that associate words with actions.

2. **Visual Aids:** Utilize visual aids like flashcards, pictures, or real objects to help young learners understand and remember vocabulary. Visual representations make word meanings more accessible and memorable.

3. **Songs and Rhymes:** Incorporate songs and rhymes into lessons to introduce and reinforce vocabulary. The rhythmic and melodic nature of music enhances memory and engagement.

4. **Vocabulary Games:** Engage students in interactive games and activities that focus on vocabulary learning. Examples include memory matching games, word bingo, or word puzzles. Making learning enjoyable and playful boosts motivation and retention.

5. **Storytelling and Contextual Learning:** Integrate vocabulary into storytelling or reading activities. Use context-rich stories and texts to introduce new words and provide meaningful examples of word usage.

6. **Repetition and Review:** Regularly review previously learned vocabulary through games, quizzes, or short revision activities. Repetition helps reinforce memory and solidify vocabulary retention.

7. **Peer Interaction:** Encourage students to practice vocabulary in pairs or small groups. Group activities like role plays or conversations allow students to actively use and reinforce their vocabulary in a social context.

It's important to adapt these strategies to suit the needs and abilities of young language learners, providing clear instructions and plenty of opportunities for practice and interaction.

1.8. Difficulties in Learning Vocabulary

Identifying the challenges EFL learners experience is one of the first steps in effective vocabulary instruction. According to Thornbury (2002, p. 27), the following are some factors that make some words harder:

1. **Pronunciation**

Thornbury (2002) believes that pronunciation affects how easy or hard words are to learn. Pronouncing words correctly can be tough because English words aren't always said the way they're written. Some words have groups of consonants or unfamiliar sounds for English learners. So pronouncing some words can be a major challenge.

2. **Spelling**

Spelling also contributes to how hard words are to learn. Thornbury (2002) says words with silent letters are especially problematic. Examples are words like, walk, stomach, knife, lamb, hour and castle.

3. **Grammar**

Grammar can be difficult. Remembering if a verb like enjoy takes an infinitive form (to visit) or the -ing form (visiting) adds to the difficulty of learning a word. Gairns and Redman (1986) claimed that Teachers often exemplify grammar rules through vocabulary examples. This can help or hinder the learning process.

4. **Meaning**

According to Thornbury (2002) meaning overlaps can cause confusion. Make and do are a good example. You make breakfast but do the housework. You make an appointment but do a questionnaire. When words are too similar, learners mix them up.

5. Length and Complexity

Length and complexity impact learning. According to the Thornbury (2002), shorter words tend to be easier to learn than longer ones. Short English words may be the most useful. The more complex a word is, the harder it is to remember and use correctly.

6. Range, Connotation and Idiomaticity

The simplicity or complexity of a vocabulary item relies on many aspects. Generally, terms with a broad assortment of contexts are easier to grasp than those with a narrow range. For instance, the verb "put" can be utilized in numerous contexts compared to others like "impose" and "place". Additionally, terms with connotative meanings may produce difficulties too. Therefore, the word "propaganda" has a negative implication in English however its synonym is simply the word "publicity". Lastly, idiomatic expressions like "make up your mind" and "keep an eye on" are often more challenging to learn compared to simple words like "decide" and "watch".

Gower, Philips and Walters (1995, p. 143) explained that several factors make a vocabulary item difficult for students to learn:

a. Similarity between a student's native language and English can be misleading.

b. Words similar to ones a student already knows are easier, like 'unfriendly' if they know 'friendly'.

c. The connotation of words is tricky. Students must distinguish between the negative and positive feelings a native speaker associates with a word. 'Skinny' and 'slim' describe a thin person but convey different attitudes.

d. Spelling and pronunciation cause difficulties, like 'through', 'though', 'thought', 'tough', and 'thorough'.

e. Multi-word items like compound nouns and phrasal verbs are hard because they're made of simple words.

f. How a word collocates with another affects difficulty. We say 'people are injured' but 'things are damaged'. We can say 'it is a light wind' but not 'it is a weak wind'.

g. Using vocabulary appropriately is important. Students must know the right words for contexts. We can say 'he is pushing fifty' but not 'he is pushing three'. Also, students must distinguish between formal and informal style.

Conclusion

Having a solid vocabulary is essential for language acquisition and proficient communication. As such, it's crucial to allocate time and energy toward improving one's vocabulary. This includes not only comprehending definitions and classifications of words but also utilizing effective techniques to learn new terms.

Chapter two

The use of songs in EFL teaching

Chapter Two

The Use of Songs in EFL Teaching

Introduction

Teaching English to youngsters is more than just teaching them the language. It's a complex process that requires taking into account their social and cognitive development. To do this, it's best to create an atmosphere that is akin to the natural one they're comfortable with. One of the most efficient methods is through exciting activities, like songs! Songs can be a great tool for learning the language without pressuring students to produce it until they're ready. Also, they are going to keep students enthusiastic since music and songs are part of growing and learning; kids simply love singing! Songs have a big potential too since they contain language patterns and help develop listening, articulation, and rhythm skills; what's even better is that students won't get bored by playing them multiple times daily – and there are many ways to integrate them into lessons. This chapter examines how much songs can help retain vocabulary, as well as the significant influence they have on young non-native speakers' motivation in studying English.

2.1.History Evolution

The implications and roots of language and music remain enigmatic, yet scholars postulate both faculties may have come from similar cognitive and neural mechanisms. According to some theories, music may have been a precursor to language, or a mode of communication preceding the evolvement of language; other theories posit that although language and music evolved independently, they are processed in analogous intricate systems within the brain. Moreover, there is evidence suggesting that early humans utilized both language and music as a form of social interaction and collaboration. Consequently, further

studies are required to understand thoroughly the inception and connection between language and music.

For centuries, songs have been employed in traditional education systems to instruct a diversity of topics, such as language. As an illustration, in ancient Greece, the students would memorize epic poems by singing them, while in medieval Europe religious melodies were used to explain the Bible and other spiritual writings. Likewise, songs have been utilized in numerous cultures globally for teaching language, frequently involving repeating words and expressions.

The emergence of new technologies and language teaching methods has modified the role of songs in classrooms. Currently, songs are regularly utilized to captivate and stimulate students, reiterate grammar and vocabulary, and strengthen listening and pronunciation skills. Furthermore, due to the introduction of new technologies such as online music sources and language learning applications that are structured akin to karaoke, learners have easier access than ever to making use of songs as part of their language learning experience.

The use of songs in language teaching has changed over time due to advancements in technology and new approaches. With the availability of digital media and online resources, incorporating songs into language lessons has become easier for educators. Furthermore, a communicative and interactive approach to language teaching has led to an increased emphasis on using songs as a tool for language practice and engaging students in the learning process. Consequently, various techniques and methods have been developed to incorporate songs into language teaching, including activities such as lyric training, karaoke-style exercises, and the creation of song-based learning materials.

The integration of new technologies and approaches has opened up new possibilities for using songs in language teaching and has made it a more dynamic and captivating component of language education.

2.1. Definition of Songs

Songs are a musical form of art that can be accompanied with or without any instruments (Almutairi and Shukri, 2016). A song is generally described as a short musical piece with words or lyrics sung by an individual (Kayyis, 2015). As songs contain rhymes and informal expressions, they are quite engaging for learners and make language learning easier. By using songs in the classroom, students can improve their listening, speaking, reading, and writing skills, as well as pronunciation, rhythm, grammar, and vocabulary (Razak and Yunus, 2016).

According to Middleton (2002) and Kusnierek (2016), there are two meanings of singing. Middleton (2002) said that a song is composed of words or lyrics sung in a human voice with music and tuning to make it more enjoyable while Kusnierek (2016) clarified that it is more than just music and lyrics; it also conveys meaning. The words used in the song affect how the listener interprets its message. Additionally, Kanonidou & Papachristou (2018) argued that teenagers gain certain benefits in learning basics such as grammar and vocabulary when compared to younger learners through the use of music, lyrics, and poetry.

Through these means mentioned above, we can assume that vocabulary & pronunciation primarily improve without diminishing their positive influence on other language abilities.

2.3. Importance of Songs

Songs are dynamic and multifaceted; they reflect culture, demonstrate values, entail responsibility, display customs, evoke love, promote traditions, convey history, and embody the traits of a language. Furthermore, they can be employed for multiple purposes which make them an incredibly useful teaching tool. Songs can benefit young learners by enhancing their listening; pronunciation and speaking skills while helping them grasp grammar (Murphey, 1992). Moreover, including songs in foreign language teaching is a great example of an active learning strategy that has been proven to be highly effective.

2.3.1   Listening

Regardless of the differences between public and private school curricula, teachers in both strive to implement various strategies that make language acquisition less challenging for younger learners and motivate them to learn new words, pronunciations, and grammar. Listening is a basic necessity for song-based activities; it involves receiving and duplicating information. According to Claerr and Gargan (1984), songs have a considerable influence on listening practice due to their use in relevant contexts.

2.3.2   Pronunciation

It is very useful for language learners to learn how to properly pronounce words through music since most of them are sung by native speakers, which means that they are said to have the right pronunciation. These words will remain in the learner's head, and they can also experience different accents through the songs. Nico Lita (2015) suggested that young language learners don't have to sound like American or British native speakers; instead, they should be able to communicate in English and music can help them become familiar with different accents and speaking styles. It also provides a good opportunity for learners to get a better understanding of contractions, elisions, sounds, words, and connected speech.

2.4. Functions of Songs

1. For Children

• Playful, the children say them for fun, the pleasure of playing with words.

• Functional (designate who will be).

• To play: ball games, rope games, hand games.

2. For Pedagogues

•Memory training.

•Development of imagination, creativity.

•Spoken and sung voice training: intonation, intensity, articulation, tempo, rhythm.

•Singing voice training: intonation, intensity, duration

•Mathematics: number song, order, distribution, counting, and chronology.

•Gestural and bodily expression: dissociation or coordination of hands, fingers, dance games, rounds.

2.5. Reasons for Using Songs in the Classroom

Music is often the chief source of English outside the classroom, so it makes sense to use it in class. We can distinguish two processes here: affective and cognitive. Affective refers to Krashen's Affective Filter Hypothesis which states that students need a positive attitude toward learning for effective progress (Eken 1996).

Therefore, teachers have to create an atmosphere that is conducive to learningand music and songs can be one of the tools used.

There are six reasons Eken (1996) proposed for incorporating songs into the classroom; they can present topics or new vocabulary, provide listening practice and serve as an indirect method of teaching common errors. Songs are also excellent for stimulating discussions about feelings and attitudes, as well as providing fun and variety. Lastly, they foster imagination and creativity in language lessons.

Songs provide the perfect opportunity to develop automaticity, a cognitive reason for using songs in the classroom (Schoepp, 2001). Automaticity is defined as the capability to rapidly produce language without pauses, having prior knowledge of what to say (Gatbonton Segalowitz 1988). In other words, songs are thought to help automatize the language-learningprocess. It is important to create an environment where students can use the target language in a communicative way (Gatbonton – Segalowitz 1988). Moreover, it is widely accepted that the nature of songs is repetitive, logical, and consistent.

2.6. How to Select a Song?

Selecting a suitable song for language learning depends on several factors, including the level and age of the learners, the language goals, the theme or topic of the lesson, and the type of activity that will be conducted with the song. Here are some tips for selecting a song for language learning:

- Choose a song that is appropriate for the learners' level and age. The lyrics should not be too difficult to understand, and the vocabulary and grammar should match the learners' proficiency level.

- Consider the language goals of the lesson. If the goal is to practice vocabulary related to a specific theme, choose a song that has lyrics related to that theme. If the goal is to practice grammar structures, choose a song that has examples of those structures.

- Choose a song that is culturally appropriate and relevant to the learners. Learners are more likely to engage with a song that they find interesting and relevant to their lives.

- Look for songs with clear pronunciation and enunciation. This can help learners to improve their listening and speaking skills.

- Choose a song that has a clear melody and rhythm. This can make it easier for learners to remember the lyrics and to sing along.

- The duration of the song should be taken into account; songs that exceed 3-4 minutes may prove challenging for learners to maintain their attention.

- Finally, choose a song that you enjoy and are comfortable teaching. Your enthusiasm for the song can be infectious and can help to motivate learners.

2.7. How to Teach a Song?

Every teacher may have a way of incorporating songs into their lessons. Ultimately, the secret to making effective use of these songs is to match them with the characteristics, language level, and interests of the young learners. To do this, a specific method should be implemented. As Brewster et al. (2002) suggest, a flexible but recommended procedure could be:

- Setting the context first.

- Create a visual aid and play or sing the song.

- Providing additional listening practice.

- Allow students to practice pronunciation, intonation, rhythm, and stress.

- Invite students to join in and do actions or mime.

- Repeat the song multiple times.

- Give students written text of the song which can be used for various activities such as gap-fill, listening and sequence, illustrating, matching pictures with lyrics, etc.

- Encourage them to compare the song with one in their native language

- Finally sing it along together with the entire class.

It is very vital to avoid teaching language structures when using songs, instead allowing children to learn and explore the language by themselves – they should have a sense of accomplishment. The language should be provided at a manageable level and familiar words should be used to link up with the upcoming language that is being taught. Paul (1996:7) explains this as the "Questioning Cycle": learners observe the new language constructions, develop an interest in them because of the activity they're engaged in, then figure out their meanings and finally integrate them into their song knowledge. This way, a positive attitude towards learning is formed.

Yet, some steps must be taken into consideration to accomplish the learning objective as well as to meet the unique intellectual and personal demands of each student. In the first step, kids are encouraged to participate in listening by giving it a purpose. Thus, the pre-listening stage is crucial. During this stage, teachers convey essential linguistic concepts and capture students' interest. Children must also have something to do while listening to music to prevent boredom. These are tasks that students complete while listening in which they process the information from the lesson's introduction. Ultimately, they must make use of this knowledge to improve the song's educational value. In this phase following listening, skill development is typically the main focus.

Following the three stages, songs are employed, just like with other listening exercises. Sevik (2012) suggested pre-teaching activities, while-teaching activities, post-teaching activities, and follow-up activities in his most recent work. Nevertheless, any sort of music can be used with kids using the suggested steps. According to Sevik, teachers should display images connected to the language in the song and encourage the students to guess the lesson's topic to pique the children's attention during the lesson's introduction. The song's title is then read and explained by teachers utilizing visuals and motions. After then, teachers encourage children to speak whatever English words they can think of that go with the song's

title and put those words on the board. Finally, teachers illustrate the meanings of new words using motions and illustrations from the books of the young students. Children are encouraged to engage more in these particular language things while listening to the music by learning and reviewing lexical terms in prior.

While-listening exercises contribute to song understanding. At this point, kids must actively participate while listening to the music. However, the song must be performed several times (at least three to four times) for pupils to understand the lyrics and accompanying movements. When children first hear a song, they generally focus on the melody and words. On the second time, they watch the teacher sing and perform the actions but don't join in.

The third time, they try to sing along with either the recording or the teacher. Finally, by their fourth listen they confidently sing along with either source or do the actions. This process can be repeated as needed.

At the last stage of the listening process, it's best to provide students with activities that involve competing, playing, and acting. To enable them to apply their knowledge from the lessons ahead, teachers should come up with appropriate follow-up activities such as a handout consisting of images representing the lyrics from the song and areas where pupils can fill in the correct words or flashcards with a keyword on each which individuals, pairs or small groups can listen to and organize in order they hear.

2.8. Definition of Motivation

Zafarghandi and Jodai (2012) defined motivation as "an internal momentum, reason, need, and activator, which cause a person to move to reach a particular purpose" (p.3). It is a complex psychological construct that involves cognitive, emotional, and social factors that influence an individual's behavior. Motivation is the force that drives individuals to pursue

their goals, desires and aspirations. In the context of language learning, motivation plays a critical role in the success of the learning process.

2.9. Types of Motivation

Social and cognitive psychology researchers have identified different types of motivation:

1. **Intrinsic Motivation:** Motivation that comes from within oneself. For example, a student enjoys learning a new language for personal satisfaction.

2. **Extrinsic Motivation:** Motivation that comes from external factors such as rewards or punishment. For example, a student who studies hard to get a good grade or avoid failing.

3. **Integrated Motivation:** Motivation that comes from the alignment of personal values and beliefs with the activity. For example, a student who learns a new language to connect with their cultural heritage.

4. **Identified Motivation:** Motivation that comes from the understanding of the personal importance of the activity. For example, a student who learns a new language can communicate with people from different cultures.

5. **Interjected Motivation:** Motivation that comes from the internalization of external factors such as pressure or guilt. For example, a student who studies a new language to avoid disappointing their parents.

6. **External Regulation:** Motivation that comes from external rewards or punishment. For example, a student who learns a new language to earn a prize or avoid a punishment.

2.10. Importance of Motivation

Motivation is considered one of four major elements of learning. According to (Bruner, 1977), these elements include: curriculum, readiness, intuition and motivation.

Motivation is essential in learning languages. Educators' planning should use innovative tools that will ensure that the learners will set a task that is challenging and realistic to keep them involved up to the end (Israel, 2013).

2.11. Songs as a Motivation Source

The notion of motivation is difficult to explain because "different people are motivated by different things" (House, 1997, p.10). As House explained, children need to be motivated individually or within a group. By encouraging an individual child, the teacher stimulates and maintains an interest in English. During this process, teachers should be realistic about each student's abilities. Teachers also need to vary the group dynamics and, in this way, support the development of social interaction within a group of learners. To maintain positive motivation, these techniques should be planned for each lesson.

The motivation of young foreign language learners needs to be built gradually, making sure that the target structures are introduced in an easily attainable order. For this reason, songs serve as a perfect medium for achieving motivation. By using songs, children can get the feeling of success on an individual level, but also as part of a group. They should not, at any time, feel forced, but encouraged and motivated to participate in the activity, as well as have a sense of enjoyment singing with the rest of the group. Therefore, songs, as claimed by scholars, are highly motivational because they increase understanding, and inspire and motivate students to learn, making the act of learning fun.

Songs' most noteworthy characteristic in a language learning context is the ability to affect and change students' moods. These may have a positive or a negative effect on motivation. The emotion that songs evoke in students may transfer to motivation, making a stronger bond with the language and the desire to learn. Repetition and simple language structures are probably the reasons why students are more motivated by songs than any other type of text and are stimulated to understand the content of the songs.

Conclusion

This chapter discusses the usage of songs in EFL (English as a Foreign Language) classes. It outlines the essential steps for teachers to consider or follow when incorporating a song into a new lesson. Despite the negative aspects of songs, it is the responsibility of the teacher to choose the suitable and advantageous ones that fit the classroom environment.

Chapter three

Data collection and analysis

Part two

Chapter three: Data Collection and Analysis

Introduction

This chapter presents the methods and procedures that the researchers followed to conduct this study. It introduces the subjects of the study, data collection tools and methods of data analysis. It concludes with presenting and interpreting the results of the study.

3.1. Research design:

The study was undertaken during the second semester of the school year 2022- 2023 with a sample of third-year grade pupils of DJAAFAR Djelloul primary school in Ghardaia. The aim, as mentioned earlier in the introduction to this research, was to examine the effect of songs on vocabulary learning of young school English language learners. The researchers adopted a quasi-experimental design which included formulating two groups (the experimental group and the control group) and testing them to compare their results. The design of the study can be illustrated as follows:
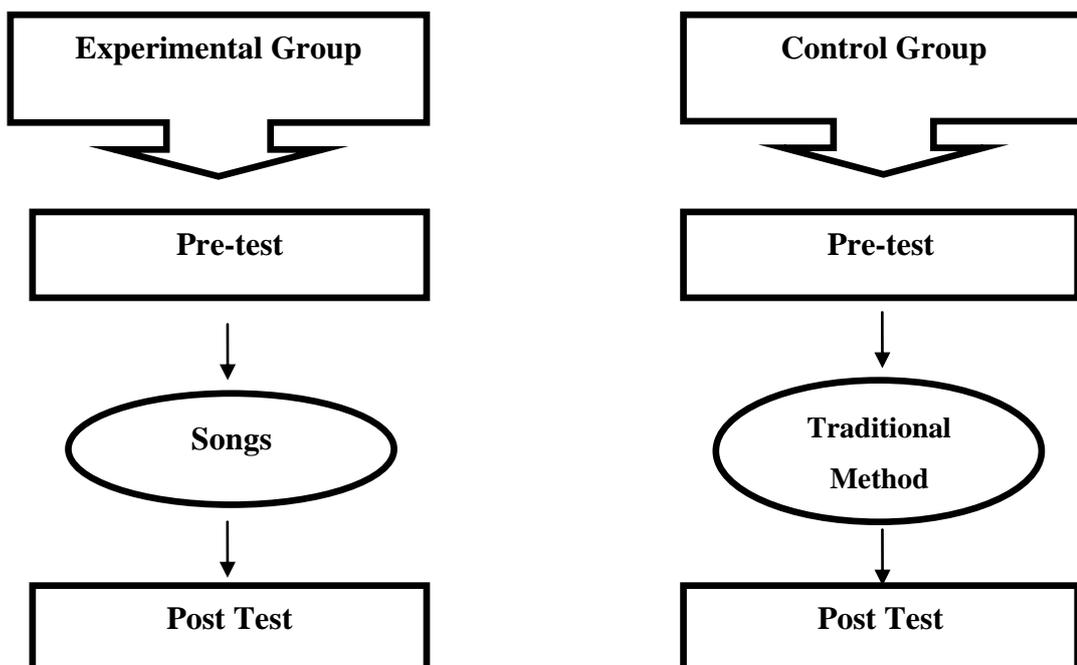

Figure 1:Research design

3.2. Participants

Forty-one third-grade pupils enrolled in DJAAFAR Djelloul primary school were selected to participate in this research. The subjects were divided into experimental and control groups to optimize the experiment's progress. The first group, the experimental group, included 21 pupils and they were taught new vocabulary using songs. The second group, the control group, included 20 they were taught the same vocabulary using the traditional method.

3.3. Data collection tools

The researchers made use of an interview as a pre-test and a written post-test in addition to a classroom observation for both groups.

3.3.1. Classroom Observation

Classroom observation is a method used for assessing teachers' and learners' behaviors in the classroom through direct observations. Generally, the data that is collected from this procedure focuses on the frequency with which specific behaviors or types of behavior occur in the classroom and measure their duration. Classroom observation is regarded by researchers as an important component in any scientific investigation since it is the sole tool that permits the investigator to see things as they occur naturally in their context and to have accurate picture of the situation. During classroom observation in this study, one of the researchers acted as a teacher and the other as a non-participant observer. Thus, she sat at the back of the class and recorded live observation of lessons. To accomplish this task, the researchers used a classroom observation checklists and note taking.

3.3.2. Tests

Tests are commonly in experimental research to find out how well something is working (Nunan, 1992). When it comes to human beings, tests can show what level of

knowledge or skills they have gained. Though tests are generally agreed as necessary assessment tools in programmed evaluation, a number of researchers have highlighted their complexity and potential risks (Nunan, 1992). To reduce this complexity and heighten the reliability and validity of test results, that the researcher needs to take into account two major conditions: to set out a control and a comparing group and to consider students' level of proficiency prior the experiment. Both conditions were considered by the researchers in this study.

Therefore, before launching the experiment, the researchers administered a preliminary English interview (see appendix A) as a proficiency test to make sure of the homogeneity of the participants. The interview, which functioned as the pre-test, confirmed that learners in both the control and experimental groups did not have any prior knowledge of the vocabulary targeted in the experiment and were at the same level. After that, the treatment phase took place. It lasted two weeks. The subjects received two sessions per week. Each session lasted 90 minutes. The first class, the experimental group, was taught using songs. The second class, the control group was taught using the traditional method (presentation, practice, production). After the instruction phase finished, all the subjects in the control and experimental groups were re-tested (see appendix B post-test). The results were compared to see if there were any significant differences in the performance of the two groups.

3.4. Methods of data analysis

There are many ways to analyze data with different names. All these methods are mostly based on two things: qualitative and quantitative analysis. The qualitative analysis includes what the researcher sees and thinks from observations. Quantitative analysis involves looking at numbers and statistics from measurements. In this study, the researchers used both qualitative and quantitative methods. The researchers calculated the means for the experiment and control groups in the tests. The researchers compared the average scores using a statistical

t-test. The t-test shows if the difference between the means of the two groups is significant. This allowed us to determine whether the differences between the control and experimental groups were due to treatment in the experimental group rather than due to chance. The t-test formula cited in Hatch and Lazaraton (1991, p.261-262):

$$\text{Tobs} = \frac{\bar{X}_e - \bar{X}_c}{S(\bar{X}_{e-}\bar{X}_c)}$$

$$S(\bar{X}_{e-}\bar{X}_c) = \sqrt{\frac{Se^2}{ne} + \frac{Sc^2}{nc}}$$

$$S_{e=} \sqrt{\frac{\delta\,(X - \bar{X}e)^2}{ne - 1}}$$

$$S_c = \sqrt{\frac{\delta\,(X - \bar{X}c)^2}{nc - 1}}$$

Where:

$\bar{X}e$: The mean score of the experimental group.

$\bar{X}c$: The mean score of the control group.

Se: the standard of deviation of the experimental group.

Sc: the standard of deviation of the control group.

ne: the number of subjects of the experimental group.

nc: the number of subjects of the control group.

X: the student's score.

     The researchers chose the t-test because it is suitable for use with small samples.

T-tests are about probability not certainty; therefore, the researchers had to decide on the probability alpha level before carrying out the test. The p level is arbitrary chosen. 0.05 is the most frequently used by researchers. Thus, the researchers set the alpha value at this level which means that 95% the results are not due to chance.

3.5. Results and Discussion

3.5.1. Classroom observations results

Data collected revealed that both teaching methods were helpful for vocabulary learning, but using songs had a more positive effect on the teaching process than the traditional method because the environment of the control group was challenging; i.e. boring; whereas, the use of songs in the experimental group created a fun atmosphere and a positive impact on the pupils.

3.5.2. Post test results

The results obtained in the post-test are summarized in the table below:

1 Table 1: Post-test results

Experimental group		Control group	
Students	Scores	Students	scores
S1	6	S1	1.5
S2	9	S2	9
S3	9	S3	9
S4	9	S4	9
S5	9	S5	4.5
S6	9	S6	3.5
S7	9	S7	9
S8	9	S8	3
S9	9	S9	9
S10	6	S10	9
S11	9	S11	9

S12	4.5	S12	9
S13	1.5	S13	9
S14	6	S14	9
S15	9	S15	9
S16	9	S16	9
S17	9	S17	9
S18	3	S18	4.5
S19	9	S19	6
S20	6	S20	0
S21	9		
Sum of scores	159	Sum of scores	140
Mean	7.57	Mean	7

As table 1 show, the mean score obtained by the experimental group in the post-test was a little bit higher than the mean score of the control group. The researchers applied a statistical t-test to the results to determine if the difference between the two groups was significant.
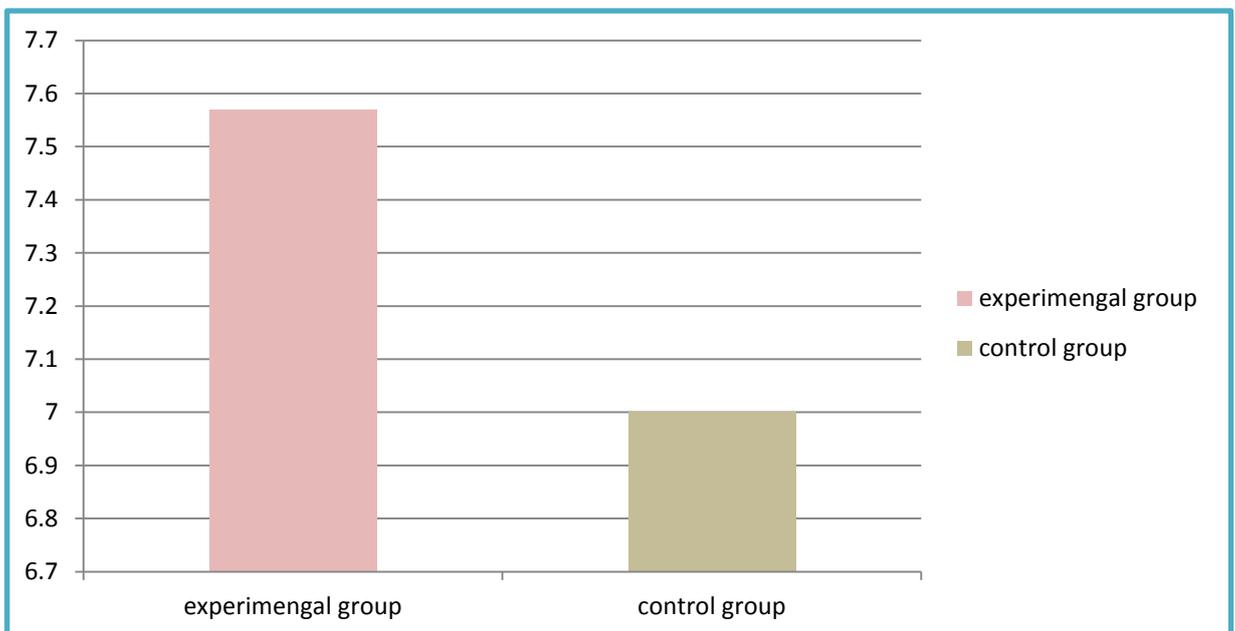
Figure2 : The Experimental and the Control Groups' Means on the Post-test

3.5.3. T-test Results

Taking that the number of subjects in experiment is twenty one in the experimental group and twenty in the control group, the researcher calculated the degree of freedom (df) for the t-test:

df= (ne-1) + (nc-1)

df= (21-1) + (20-1)

df=39

The researchers checked the t-test table (see Appendix E) to determine the critical value t crit needed to reject the null hypothesis. The t crit for df= 39 at the 0.05 level is 1.685. This means that t obs must reach or exceed 1.685 for the difference between the two groups to be significant.

Table2: T-test results

α = 0.05, t-crit= 1.685						
Groups	N	Mean	S	t obs	Df	P
C	20	7	2.55	0.762	39	**S**
E	21	7.57	2.23			

t obs < t crit

As the t-test results show, t obs was lower than t crit, which means that the difference between the mean score of the experimental and the mean score of the control group was not significant.

Though the t-test revealed that the difference between the control group taught with PPP model and the experimental group with which songs were used as a means of instruction was not significant, the researchers could observe during the teaching phase that songs had a more positive effect on the classroom. The learners in the experimental group enjoyed the songs and were more engaged in the class.

As a result, the null hypothesis *there is no significant difference between using songs and using traditional method to teach vocabulary to young English language learners* is confirmed.

In a study conducted by Vlachou and Alexandropoulou (2018) focusing on the use of songs in vocabulary teaching for second language learners. The results indicated that integrating songs into the instruction led to increased motivation and engagement among students, ultimately resulting in improved vocabulary learning outcomes.

Additionally, Lai (2014) conducted research investigating the effectiveness of using songs in vocabulary instruction for English as foreign language (EFL) learners. The study demonstrated that songs not only facilitated vocabulary learning but had positive effects on learners' pronunciation skills and overall language proficiency.

This further strengthens the notion of utilizing songs as a pedagogical technique for teaching vocabulary to primary school students.

Conclusion

Throughout this chapter, the researchers tried to explain how the study was conducted providing a description about the participants, data collection tools, and methods of data analysis. The chapter concludes with presentation and interpretation of results from various research instruments.

General conclusion

General conclusion

Language proficiency is reliant on vocabulary, making it a crucial aspect to learn when studying a foreign language. In literature, a large body of research supports the use of songs for vocabulary teaching. Several studies have revealed that songs are a useful tool that teachers can use to teach new vocabulary; especially, to young learners.

The aim of the present study was to examine if the use of songs to teach vocabulary young English language learners is more effective than using traditional methods. The study was conducted with 41 third grade learners at Djaafar Djeloul primary school in Ghardaia. The researchers adopted a quasi experimental method involving two matching groups: the experimental and the control group. The experimental group included 21 young learners and the control group composed 20 young learners. The experimental group received vocabulary instruction using songs, while the control group was taught using traditional method (PPP). The researchers used classroom observation and tests for data collection.

Before launching the experiment, a pre-test in form of an interview was administered by the researchers. The pre-test revealed that conducted that learners in both the control and experimental groups did not have any prior knowledge of the vocabulary targeted in the experiment and were at the same level. After that, the treatment phase took place and learners were re-tested (post-test).

The researchers calculated the mean of scores obtained by the two groups and compared then using a t-test. The findings of the study revealed that there was no significant difference between the two groups. Both methods had a positive impact on learners' vocabulary. However, during the instruction phase, the researchers observed that learners in the experimental group enjoyed the songs and were more engaged in the class.

General Conclusion

Based on these results, the researchers recommend using songs as a supplementary teaching tool alongside other method. They provide an enjoyable and interactive learning experience that motivates students. Teachers have to select age-appropriate songs with relevant educational content to support learning objectives and language development.

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Appendices

Appendices

Appendix (A): The Pre-test

- Do you have any pets at your home?

- Have you had any pets in the past?

- What we call this in English? (Show the picture of the cat)

- What we call this in English? (Show the picture of the dog)

- What is your favorite pet?

Appendix (B): Post-test for EFL learners at "DJAAFAR Djelloul" primary school

My pets

● <u>I match :</u>
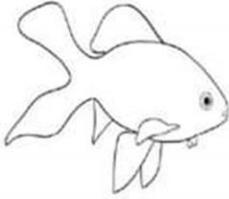
Cat

Rabbit

Canary

Dog

Goldfish

Chick
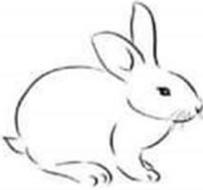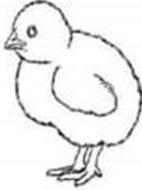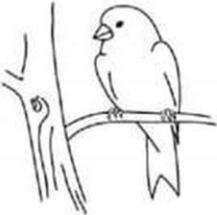
<u>Activity Two:</u>Write the missing letter

……. OG
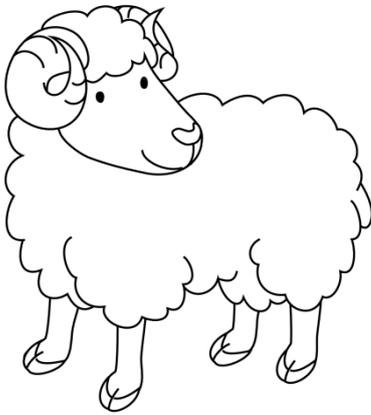
LA…….B
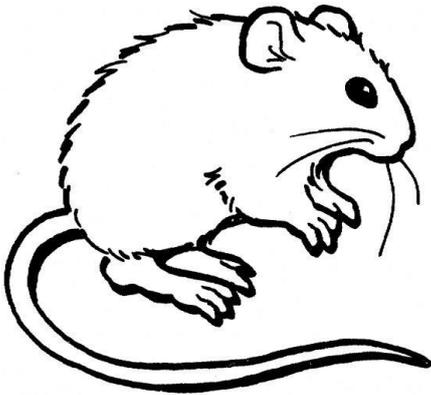
MOU…E

Appendices

Appendix (C):The check list of classroom observation for the control group

Date : 06 March 2023 Time: 1h / 30min		Lesson title: My Pets		
	Observation items	**Yes**	**No**	**Description**
A	**Teacher-Student Interaction:**			
1	The teacher greets the students			
2	The students respond to the teacher's greet			
3	The teacher gives hints about the new lesson			
4	The students react to those hints			
5	The teacher introduces the new lesson			
6	The teacher prepares the material for the lesson			
B	**Instruction Delivery:**			
7	Does the teacher use a variety of instructional strategies, such as worksheets, flashcards, or textbooks?			
C	**Student Engagement:**			
8	Are the students actively participating and engaged in the lesson with the use of traditional			

	methods?			
9	Do the students demonstrate attentiveness and focus on the subject matter?			
10	Are there opportunities for student interaction, discussion, or questions during the lesson?			
D	**Learning Objectives:**			
11	Are the learning objectives clearly stated and aligned with the traditional teaching method?			
12	Can the students identify and articulate the main concepts or themes of the lesson?			
E	**Classroom management:**			
13	Can the teacher manage the classroom using the traditional method?			
14	Is the classroom environment conducive to learning and active student participation?			
15	Does the teacher effectively handle transitions between different activities or topics?			
F	**Differentiation and inclusivity:**			
16	Are the traditional teaching methods accessible to students with varying learning styles and			

	abilities?			
17	Are there any adaptations or modifications made to accommodate individual student needs?			
G	**Assessment and feedback:**			
18	Are there opportunities for formative assessment or feedback during or after the lesson?			
19	Do the traditional methods provide a basis for an ongoing assessment of student progress?			
H	**Use of resources:**			
20	Are the instructional resources, such as textbooks, worksheets, or visual aids, effectively utilized?			
21	Are there any supplemental materials provided to support student understanding?			
I	**Classroom atmosphere:**			
22	Does the use of traditional teaching methods contribute to a positive and supportive classroom atmosphere?			
23	Do the students demonstrate respect for the teacher and their peers during the lesson?			

		Yes	No	
24	Are there any observable indicators of student engagement or interest using traditional teaching method?			
J	**Student Outcomes:**			
25	Are the students able to demonstrate an understanding of the targeted concepts or skills?			
26	Are the students actively participating and contributing to a harmonious classroom atmosphere?			

Appendix (D): The check list of classroom observation for the experimental group

Date : 07 March 2023 Time: 1h / 30min				Lesson title: My Pets
	Observation items	**Yes**	**No**	**Description**
A	**Teacher-Student Interaction:**			
1	The teacher greets the students			
2	The students respond to the teacher's greets			
3	The teacher gives hints about the new lesson			
4	The students react to those hints			
5	The teacher introduces the new			

	lesson			
6	The teacher prepares the material for the lesson			
B	**Engagement**			
7	Are the students actively participating in the song-based activities?			
8	Do the students appear interested and enthusiastic about the song?			
9	Are the students actively singing along or moving to the rhythm?			
C	**Learning objectives**			
11	Are the learning objectives of the lesson effectively integrated into the song?			
12	Can the students identify and articulate the main concepts or themes of the song?			
13	Does the song facilitate comprehension of the targeted learning outcomes?			
D	**Integration of songs:**			
14	Does the song align with the subject matter being taught?			
15	Is the song appropriately challenging or suitable for the			

	student's skill levels?			
E	**Students engagement and interaction:**			
16	Do the students actively engage with each other during the song activities?			
F	**Classroom management:**			
17	Is the classroom environment conducive to using songs as a teaching tool?			
18	Are the students responsive to the teacher's instructions and guidance during the song activities?			
G	**Differentiation and inclusivity:**			
19	Are the songs accessible to students with varying learning styles and abilities?			
21	Are there any adaptations or modifications made to accommodate individual student needs?			
H	**Assessment and feedback:**			
22	Are there opportunities for formative assessment or feedback during or after the songs?			
23	Do the songs provide a basis for an ongoing assessment of student			

	progress?			
I	**Use of technology or resources:**			
24	Are any technological tools or resources effectively incorporated into the song activities?			
25	How well does the teacher utilize audio or visual aids to enhance the song experience?			
26	Are there any supplemental materials, such as song lyrics or translations, provided to support student understanding?			
J	**Classroom atmosphere:**			
27	Do the songs create a sense of enjoyment and fun in the learning environment?			
28	Are the students actively participating and contributing to a harmonious classroom atmosphere?			
K	**Student outcomes:**			
29	Are the students able to demonstrate an understanding of the targeted concepts or skills?			

Appendix (E): Critical t values for t-test.

df	0.1	0.05	0.025	0.02	0.01	0.005
1	3.078	6.314	12.706	15.895	31.821	63.657
2	1.886	2.920	4.303	4.849	6.965	9.925
3	1.638	2.353	3.182	3.482	4.541	5.841
4	1.533	2.132	2.776	2.999	3.747	4.604
5	1.476	2.015	2.571	2.757	3.365	4.032
6	1.440	1.943	2.447	2.612	3.143	3.707
7	1.415	1.895	2.365	2.517	2.998	3.499
8	1.397	1.860	2.306	2.449	2.896	3.355
9	1.383	1.833	2.262	2.398	2.821	3.250
10	1.372	1.812	2.228	2.359	2.764	3.169
11	1.363	1.796	2.201	2.328	2.718	3.106
12	1.356	1.782	2.179	2.303	2.681	3.055
13	1.350	1.771	2.160	2.282	2.650	3.012
14	1.345	1.761	2.145	2.264	2.624	2.977
15	1.341	1.753	2.131	2.249	2.602	2.947
16	1.337	1.746	2.120	2.235	2.583	2.921
17	1.333	1.740	2.110	2.224	2.567	2.898
18	1.330	1.734	2.101	2.214	2.552	2.878
19	1.328	1.729	2.093	2.205	2.539	2.861
20	1.325	1.725	2.086	2.197	2.528	2.845
21	1.323	1.721	2.080	2.189	2.518	2.831
22	1.321	1.717	2.074	2.183	2.508	2.819
23	1.319	1.714	2.069	2.177	2.500	2.807
24	1.318	1.711	2.064	2.172	2.492	2.797
25	1.316	1.708	2.060	2.167	2.485	2.787
26	1.315	1.706	2.056	2.162	2.479	2.779
27	1.314	1.703	2.052	2.158	2.473	2.771
28	1.313	1.701	2.048	2.154	2.467	2.763
29	1.311	1.699	2.045	2.150	2.462	2.756
30	1.310	1.697	2.042	2.147	2.457	2.750
31	1.309	1.696	2.040	2.144	2.453	2.744
32	1.309	1.694	2.037	2.141	2.449	2.738
33	1.308	1.692	2.035	2.138	2.445	2.733
34	1.307	1.691	2.032	2.136	2.441	2.728
35	1.306	1.690	2.030	2.133	2.438	2.724
36	1.306	1.688	2.028	2.131	2.434	2.719
37	1.305	1.687	2.026	2.129	2.431	2.715
38	1.304	1.686	2.024	2.127	2.429	2.712
39	1.304	1.685	2.023	2.125	2.426	2.708
40	1.303	1.684	2.021	2.123	2.423	2.704
41	1.303	1.683	2.020	2.121	2.421	2.701
42	1.302	1.682	2.018	2.120	2.418	2.698
43	1.302	1.681	2.017	2.118	2.416	2.695
44	1.301	1.680	2.015	2.116	2.414	2.692
45	1.301	1.679	2.014	2.115	2.412	2.690
46	1.300	1.679	2.013	2.114	2.410	2.687
47	1.300	1.678	2.012	2.112	2.408	2.685
48	1.299	1.677	2.011	2.111	2.407	2.682
49	1.299	1.677	2.010	2.110	2.405	2.680
50	1.299	1.676	2.009	2.109	2.403	2.678

Beyer, W. (2017). Handbook of Tables for Probability and Statistics 2nd Edition. CRC Press.

ملخص باللغة العربية

هدفت هذه الدراسة إلى اكتشاف تأثير استخدام الأغاني على تعلم المفردات بين الأطفال المتعلمين للغة الإنجليزية كلغة أجنبية. شارك في جمع معطيات هذا البحث 41 تلميذا من مدرسة جعفر جلول الابتدائية في غرداية. اتبع الباحثان منهجا قام على تكوين مجموعتين متطابقتين (المجموعة التجريبية والضابطة)، وتقييم الطلاب عن طريق الاختبارات وتحليل النتائج. كشفت نتائج الدراسة أنه لا يوجد اختلاف واضح بين الطريقة التقليدية و استعمال الأغاني كأداة تعليمية في تدريس المفردات حيث أدى كلا منهما إلى تعزيز تعلم المفردات لدى الأطفال ومع ذلك كان لاستعمال الأغاني تأثير أكثر إيجابية على المجموعة التجريبية حيث ساهمت الأغاني في تجربة تعليمية ديناميكية وممتعة، مما يشجع على المشاركة الفعّالة وتسهيل تعلم المفردات بشكل أفضل.

الكلمات المفتاحية: الأغاني، تعلم المفردات، الأطفال المتعلمين للغة الإنجليزية.