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**Teachers and Students' Attitudes towards the Use of English Songs
in EFL Classes to Develop EFL Students' Listening Skill**

The Case of Second Year Licence Students at the University of Mohamed
Seddik Ben Yahia-Jijel

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Dedication

I dedicate this work to

My great parents may Allah rest their souls in peace,

My lovely brothers Nabil and Salah,

My dearest sisters Hamida, Houria, Farha, Fadila, Fatima, Fifi, Selma, and

Souad,

All my nieces and nephews especially Abd- Arrahman, Iyed, Isra , Batoul

Islem, Raef .

My sweet heart Zeyneb,

My dearest friends Leila, Radia , Nora , rima, Mouna, Rahma,

All my other friends without exception.

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I dedicate this work to

My beloved parents Rabah and Fatiha.

My dearest sisters Wahiba and Moufida.

My dearest Wissam and her husband Soufiane.

My sweetheart brother Samir.

My honey fiancé Rachid and his family.

All my friends without exception.

To every one call family.

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There are times when you realize how small you are in the world and there are others when you realize how great the world can be with you. In those times you can just smile, close your eyes and say....thanks.

Abstract

This study aims at investigating teachers' and students' of English as a Foreign Language (EFL) attitudes towards the use of English songs to develop the students' listening skill at the department of English of Mohamed Seddik Ben Yahia Jijel University. It is hypothesized that if EFL teachers use English songs in class, the students' listening skill can be developed. To answer the research aim of this study, a questionnaire was administered to 100 second year students out of 302. It aims at knowing the students' attitudes towards the use of English songs to develop their listening skill. However, the interview was administered to three EFL teachers of oral expression out of four at the same department. The aim behind the interview was to know about the attitudes of teachers towards the use of English songs to develop their students' listening skill. The obtained results showed that both students and teachers hold positive attitudes towards the use of English songs and that the use of English songs in EFL classes can contribute to the development of students' listening skill. Also, the use of English songs can create a fun, cooperative and integrative classroom environment. On the basis of the obtained results, some pedagogical recommendations are proposed to facilitate the use of English songs in EFL classes as well as to enhance the students' listening skill.

List of Abbreviations and Symbols

% : Percentage

&: And

EFL: English as a Foreign Language

P: Page

PP: Pages

Q: Question

T1: Teacher 1

T2: Teacher 2

T3: Teacher 3

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General Introduction

1. Background of the study
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1. Background of the Study

Nowadays, it is hard to escape from songs as they are heard in shopping malls, restaurants, in operating theaters, and everywhere. It seems that the only place songs are slow to catch is in school (T. Murphey 1992). In this regard, (Griffiee, D 1995) claimed that songs have a place in classrooms that helps in creating a friendly and atmosphere.

On the other hand, (Dakin 1992) pointed out that it is easier for most students to sing or recite a rhyme than just to talk. So, EFL teachers use songs as a way to facilitate the learning and comprehension of a language. In addition, songs are useful in EFL classes due to the goldmine for language teaching points like grammar, vocabulary and the joyful activities used when listening to songs. Moreover songs can provide invaluable information about the cultural aspects of the foreign language. In addition to what was mentioned above, (Moore 2009) stated that the regular use of songs has many benefits on the language development that should be viewed as a partnership that enrich the learning process and within the use of songs in EFL classes, learners may improve their learning process, while Paquette and (Rieg 2008) argued that music can transfer classrooms into an active environment. So, songs have an important role in developing listening and creating active classes.

Songs are used as a technique to improve the listening skill as well as the other skills. In other words, songs can be used as an integrated language learning package which is also enjoyable and memorable. As (Griffiee, D. Lo and Li 1998) argued, songs provide a break from classroom routine and learning English through, it creates a positive classroom atmosphere in which the listening skill can be enhanced.

2. Statement of the Problem

It is common that in every English as a Foreign Language (EFL) class, students seek to master the four skills mainly speaking, writing, reading and listening. Through our academic experience, it was noticed that listening was the skill to which EFL teachers generally gave little consideration. Furthermore, according to some informal discussions with both EFL teachers and second year students at the department of English Mohamed Seddik Ben Yahia University –Jijel, it has been revealed that EFL students experience some difficulties towards the listening skill in terms of vocabulary, speakers' pronunciation, accent and speed. Moreover, some EFL teachers reported that teaching listening is not an easy task because of the above mentioned reasons as well as the difficulty to select interesting materials. Consequently, students may show a lack of interest towards the listening skill.

2. Aims of the Study

The aims of this study are the followings:

- Knowing the students' and teachers' attitudes towards the use of English songs in EFL classes.
- Identifying the students' listening difficulties.
- Investigating the impact of the use of English songs on students' listening skill.

3. Research Questions

This study is an attempt to answer the following questions:

1. Do EFL teachers use English songs to teach the listening skill?

2. Which attitudes do EFL students hold towards the use of English songs to develop students' listening skill?
3. Which attitudes do EFL teachers hold towards the use of English songs to develop students' listening skill?
4. What are the different difficulties that face students when listening to English songs?
5. Does listening to English songs contribute to the development of the students' listening skill?

4. Hypothesis

On the basis of the above research questions, it is hypothesized that if EFL teachers use English songs in class, the students' listening skill can be developed.

5. Means of Research

A questionnaire has been administered to students of second year Licence of Mohamed Seddik Ben Yahia University –Jijel. The aim of the students' questionnaire was to identify the students' attitudes towards the use of English songs in EFL classes. Moreover, an interview has been administered to EFL second year oral expression teachers to know about their opinions about the use of songs to enhance the students' listening skill.

6. Structure of the Study

This descriptive research consists of two chapters. The first chapter is concerned with one section which is concerned with the listening skill definition and its types. The second section illuminates the songs' definition as well as its reasons and benefits. However, the second chapter represents the analysis and interpretation of the findings

obtained from the questionnaire, and the interview, along with some pedagogical recommendations.

The Listening Skill and the use of songs in EFL class

Section one: The Listening Skill

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1.2 Significance of Listening

1.3 Listening Comprehension

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Introduction

Students are involved in various listening situations in classroom, they often face challenges while they are listening to the language and most of them have poor listening skill. This section takes its major concern of the theoretical part to highlight some key issues related to the listening skill. First it deals with definitions of listening; second, its types as well as its significance and finally its different sources.

1.1 Definition of Listening

Broadly speaking, the listening skill has often been subject of interest to researchers giving it a number of definitions. For example, Hamouda (2013) defined listening as the ability to recognize and understand what others are telling. This process includes understanding the speaker's pronunciation, grammar and vocabulary as well as understanding meaning. Morley (1972) said that listening involves auditory discrimination, aural grammar, selecting necessary information and remembering it.

Equally, Hyslop and Tone (1989) defined listening as the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the process of learning and communication essential to productive life and the process receiving what the speaker says, making and showing meaning, negotiating meaning with speaker and answering, and creating meaning by participation, creativity, and empathy.

According to Gass (1997) listening is the process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated. For Purdy, (1997), listening is the process of receiving, making meaning from, and answering to spoken and non verbal messages.

Rost (2002) told that listening is an active and important mental ability. It aids us to understand the world around us and is one of the necessary elements in creating successful communication. Listening for Brownell (1986), is however, a process involving six skill areas, or components: hearing messages, understanding messages, remembering messages, interpreting messages, evaluating messages, responding to messages.

Underwood (1989) simply defined listening as the activity of paying attention to and trying to get meaning from something heard and Mandelson (1994) defined listening comprehension as the ability to understand the spoken language of the native speaker.

Listening is a complex and difficult issue to be investigated. Expressed differently, it has become along with listening comprehension a important issue in the teaching of English as a foreign language.

1.2 The Significance of Listening

According to Bulletin (1952), listening is the fundamental language skill. It is the medium through which people gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication, it is of vital importance that students are taught to listen effectively and critically.

Weinrauchand Swanda (1975) suggested that listening is the most important component of communication, yet it is still frequently ignored; probably more attention should be directed to the subject of listening. Both students and businessmen may need to further recognize the importance of this communicative function.

Harmer (2007) suggested that listening is good for the pronunciation of the learners, i.e. the more they hear and understand English being spoken, the more they absorb appropriate pitch, intonation, stress and the sounds of individual words and those that are blend together in connected speech for instance listening to the news reader on TV or reading the news in highly voice could be more beneficial to the learners of second language.

Krashen (1984) argued that people acquire language by understanding the listening information they hear. Thus language acquisition is achieved mainly through receiving understandable input, and listening ability is the critical component in achieving understandable language input. Giving the importance of listening in language learning and teaching it is essential for language teachers to help learners become effective listeners.

According to Rost (1994) and Ziane (2011), listening comprehension is very important because it is a process through which we get input and without its comprehension learning does not happen. Doff (1995) and ziane (2011) represented that listening has a significant effect on developing the speaking skill. That is, we cannot develop our speaking ability unless we develop our listening skill. If a learner has a good listening ability in English language, it would be very easy for him to listen to the radio, to study, watch films, or communicate with foreigners. Learners should have a lot of practice and exposure to English in order to develop this ability.

1.3 The Listening Comprehension

There have been different definitions of the term listening comprehension. Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral

input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non linguistic clues.

According to Ziane (2011), listening comprehension is defined as the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. According to Hamouda (2013), listening comprehension is an individual understanding of what he has heard and it is the listener's ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension.

1.4 The Listening Process

According to Nunan (2001, p.23), listening is a six staged process consisting of hearing, attending, understanding, remembering, evaluating and responding.

The first one is hearing that has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sounds, not necessarily paying attention, you must hear to listen, but you need not listen to hear. However, attending refers to the selection that our brain focuses on.

The second stage is understanding which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds also like applause or even sights, like a blue uniform that have symbolic meanings as well.

The next stage of remembering is an important listening process which means that an individual not only has received and interpreted, but also he added it to the mind's storage bank, which means that the information will be remembered in our mind.

In the evaluating stage, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the listening process ceases.

Finally, in the responding stage, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non verbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension (Nunan, 2001. P. 23)

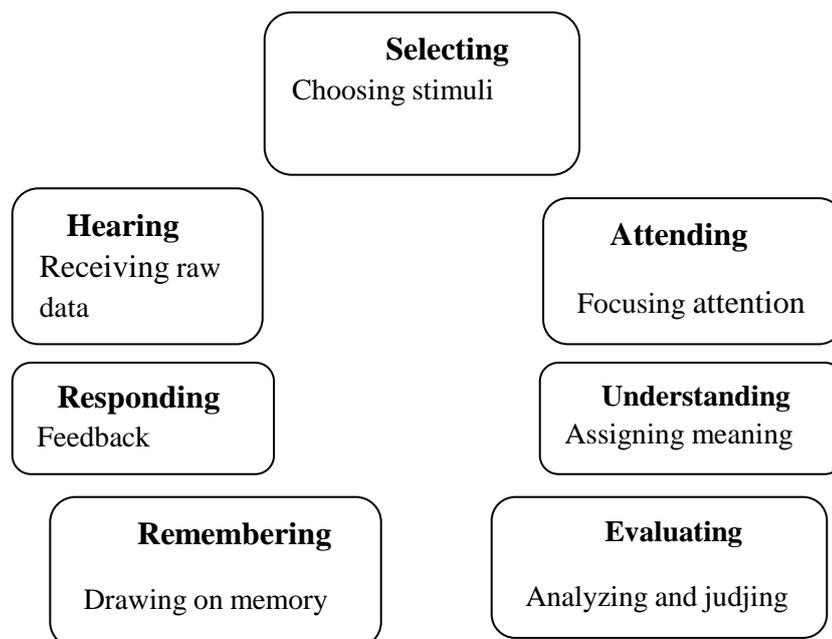


Figure 1. The Basic Stages of the Listening Process and their Functions (Nunan, 2002,

1.5 Teachers and Students Role in the Listening Process

Teachers were no longer able to take their previously dominant positions as the privileged speakers at the front of the class; neither could they continue to consider themselves as the holders of all wisdom. And of course students, too, could not shelter behind the quiet facade their previous role as the passive receivers of information. The changes in teacher's roles and students' roles were introduced to the students from the beginning. Teachers first provided students with appropriate tools and opportunities to practice using them, i.e. teachers facilitated the changes. The presupposition was that teachers were willing to change and shift their roles in the classroom from information providers to facilitators, shifting from 'teaching knowledge based' to 'supervising learners learning-based', from 'a protagonist' on the stage, to becoming 'a director' behind the scenes. Teachers were no longer the only source of information, but acted as mentors who helped learners to actively

Interpret and organize the information they were given, fitting it into prior knowledge, students became active participants in learning and were encouraged to be explorers and creators of language, rather than passive recipients of it Brown (1991).

According to constructivist learning theory, language learners become active constructors of knowledge by recognizing problems, producing hypotheses, confirming hypotheses and solving problems; and then finding new problems. In the Process of recycling, learners build up knowledge structures. Learners who are active constructors of knowledge through experience and opportunities are more prone to discover and

enquire. This implies that students are co-learners, using available knowledge through interaction with others in socially significant tasks of collaborative work.

1.6 Types of Listening

1.6.1 Extensive Listening

Extensive listening refers to listening which the learners often do away from the classroom, for pleasure or some other reasons. The audio material they consume in this way should consist of texts that they can enjoy listening because they are able to understand them without the intervention of a teacher or course book dialogues again. Another way of getting students involved in a form of extensive listening is to encourage them to go to English language films with subtitles as they hear the English dialogue, the dialogues for example, as they understand they will to some extent absorb the language they hear Harmer (2007).

1.6.2 Intensive Listening

Intensive listening is different from extensive listening in that learners listen specifically in order to work on the listening skill. And in order to study the way in which English is spoken. It usually takes place in classroom or language laboratories, and typically occurs when teachers are present to guide learners through any listening difficulties and points them to areas of interest Harmer (2007)

1.7 Strategies of Listening

Listening strategies are the techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

1.7.1 Top down Strategy

According to Chamot and Kupper (1989), top down strategy uses background knowledge for understanding the meaning of a message. Top down strategies constructs

general predictions based on general schemata and then looks. The listener actively constructs the original meaning of the speaker using the new input. The listener uses previous knowledge of the context within which the listening process happens to comprehend what he or she hears. Context includes knowledge of the topic, the speaker or speakers, and their connection with the situation and with each other and previous happening. If the incoming information is unfamiliar for the listener, it can't extract his schemata and he can only depend on his linguistic knowledge in listening comprehension.

1.7.2 Bottom up Strategy

Murphy (1985) and Henner Stanchina (1987) bottom up strategy is activated by the new data. The data pass into the system through schemata. Schemata are formed from the most specific at the bottom to the most general at the top. In this process, listening decodes the sounds from the meaningful units to complete texts. Therefore, phonemic units are connected together to make utterance, and utterances are connected together to make complete meaningful text. Certain incoming sounds precipitate schemata formed in a listener's mind like the phonological knowledge, morphological knowledge, and lexical and syntactical knowledge.

1.8 Different Sources of Listening

1.8.1. Teacher's Talk

For J.J. Wilson (2008), many students might not regard teacher's talk as a way to practice listening in class. After all, it is not formally tested; there are no marks assigned or ticks and crosses. Besides, the students do not usually brace themselves to heave pens above the paper to complete a task with no signals that this is the listening stage of the lesson. Frankly speaking, learners themselves may not even be aware that they are practicing the listening skill. However, listening to the teacher is the most

frequent and valuable form of input during lessons. One enormous benefit is that the teacher is in complete control and can slow down, speed up, repeat key points, paraphrase difficult vocabulary, and generally modify the input as desired. This is extremely useful for students trying to get accustomed to the sounds of the new language.

1.8.2 Students' Talk

According to JJ Wilson (2008), there are a number of topics that students can discuss about in groups that can develop their listening as well as their speaking skills. One way to ensure the students' listening skill is to set tasks for them. These may include:

1.8.2.1 Reporting Back

In this type of tasks the teacher tells his/her students that he/she will have to report back on what was said during the session. So, students should listen carefully to the teacher.

1.8.2.2 Making a presentation

The teacher asks the students in groups to present something that the other learners need to judge.

1.8.2.3 Secretaries

In this type of tasks, the teacher assigns the role of secretary to one learner while the other students listen to him (J.J.Wilson.2008).

1.8.3 Authentic Material

Authentic Material is another way of giving learners opportunity to develop their listening skill. Obviously, a new voice always stimulates learners, and gives them the chance to listen to native speakers in a real environment such as live listening that referred to a type of bridge between real, outside world and the world of classroom. Furthermore, authentic material provides the opportunity for learners to discover some foreign culture.

1.8.4 Textbook Recordings

For J.J. Wilson (2008), one extreme view of textbook recordings can be found on websites in which no recorded listening material should be introduced into the classroom. However, the source of all listening activities should be the students and teachers themselves. It means that the learners will be exposed to no variety of accents apart from their own and their teachers. Also, no topics that do not originate from the class, no native- speaker dialogues or discussions, no videos, no new broadcasts. The extremity of this position actually highlights many of the strength of textbook recordings. It gives learners a way to record, guide and correct their errors.

1.8.5 Television, Video, DVD and Radio

The advantages associated with the use of the above media are that, they are frequently authentic, topical, and real –world information, moreover, there is visual aspect i.e. being able to see the speakers, their context and body language. So, they provide a rich source of listening. On the other hand, DVDs and videos have subtitles that may help the learners check what they have just heard. Besides, the accessibility

and cheapness of audio, particularly radio may be another advantage of this media to enable learners practice listening (J.J, Wilson, 2008)

1.8.6 The Internet

Prophecies are viewed that computers will one day replace the teachers' role in class; it has yet to come true. Clearly, students who search on the number of English language learning websites, they can find much websites easily. These sites contain listening texts, questions, answers and even explanations. So, it enables the students to practice listening alone in their own time (J.J. Wilson).

Conclusion

This chapter tries to comprehend listening skill as an important one in teaching English as a foreign language (EFL). It was done on the purpose of highlighting the complexity of this covert process. Once having an account of these, one may have a critical look at how listening is taught, and formulate a suggestive view as to how listening ought to be taught effectively and successfully.

Section two: The Use of English Songs in Class

Introduction

2.1 Definition of Songs

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2.2.1 Stephen Krashen

2.2.2 Gardner's Theory

2.3 Reasons for Using Songs

2.3.1 Affective Reasons

2.3.2 Automaticity

2.3.3 Linguistic Reasons

2.4 Benefits of Using Songs in EFL classes

2.4.1 Cognitive Benefits

2.4.2 Affective Benefits

2.4.3 Linguistic Benefits

2.4.4 Sociocultural Benefits

2.5 Songs Selection

2.6 The use of Songs Procedures in EFL Classes

2.6.1 Activate prior Knowledge

2.6.2 While – Listening

2.6.3 Post – Listening

2.7 Developing Songs into Language Learning Tasks

2.7.1 Definition of a Task

2.7.2 The three Stages of a Song as a Task

2.8 Activities for Using Songs in EFL Classes

Conclusion

Introduction

When studying English as a Foreign Language, the four skills which are reading, writing, speaking and listening should be mastered. Developing the listening skill is a fundamental and important factor in learning English as a Foreign Language and to improve the other three skills. There are many ways to improve the listening skills; one of them is by using songs. This section is about the use of songs in EFL classes. It gives definitions to the word song, explains the two theories of using songs in EFL classes, and gives an overview about the benefits of using songs and the activities for using songs in EFL classes.

2.1 Definition of Songs

D. Griffey (1995) stated that the word “*song*” referred to the pieces of music that have words, especially popular songs such as those which are heard on the radio. Songs for him contain the power of music as well as the power of lyrics. For Hornby (1995), a song is a short poem or a number of verses intended to be sung while, Moore (1998) reported that a song is a particular amalgamation of lyrics, harmonic progression, metric structure, and melody. This means that songs are a combination of lyrics and melody performed by singers.

In educational context and according to Cullen (1998), songs are significant teaching tools in EFL / ESL classes because most teachers find out that learners love listening to music in classroom. For Tim Murphey (1992), songs can be a tool to animate and facilitate language learning acquisition. Equally, Kirsch (2008) stated that songs provide learners with opportunities to consolidate their language learning through repetition of vocabulary and development of correct pronunciation.

2.2 Theories of Using Songs in EFL Classroom

Using songs in EFL classroom are supported by two theories belonging to two theorists.

2.1.1 Stephen Krashen's Hypotheses

Stephen Krashen worked on the nativism concept which has been explained by Noam Chomsky (1965). According to Chomsky, nativism referred to the knowledge learners born with. This knowledge predisposes them to acquire and structure any language. Moreover, Stephen Krashen (1989) supported the use of songs in EFL classes through his two hypotheses. The first one is the input hypothesis in which learners faced unfamiliar and new vocabulary in their language learning process. However, to facilitate the meaning of this new vocabulary, they should be conveyed through the use of extra linguistic support such as illustrations, actions, songs...etc. So, the input hypothesis leads to the result of the comprehensible input. In other word, learners comprehend new input better by providing them with extra linguistic support such as songs.

According to Diaz- Weed (2010), Krashen' second hypothesis is the affective filter which referred to the factors affecting learners' language acquisition. These factors include nervousness, self confidence, anxiety, boredom...etc. So, in order to reduce the affective filter of learners, teachers should create suitable, fun and enjoyable classroom environment. The latter can be done by providing songs in class.

2.1.2 Garden's Theory

Using songs in EFL classes are supported by another theorist who is Howard Gardner (1993), and music is a type of Garden's theory of multiple intelligences. According to him, songs are used in different ways to instruct a foreign language to

learners. The first way is that students may do a task as writing an essay while listening to songs. On the other hand, when students repeat a part of foreign songs may help them acquire the language structure. Obviously, songs are used to instruct a foreign language and cultivate the students' musical intelligence. In doing so, the more students had strong musical intelligence, the more they succeed in the instruction.

2.3 The Reasons for Using Songs in the Classroom

The use of music to learn a foreign language is considered as an effective strategy for many reasons.

2.3.1 The Affective Reasons

Affective reasons have to do with Krashen' affective filter hypothesis (1989). It explains the reasons that make some learners learn and others do not. For Eken (1996), the most important thing is that learners should have positive attitudes towards learning. In this context, Eken (1996) identified some reasons behind using songs in the language classroom. First, a song may be used to present a topic, new vocabulary. Then it may be also used as a practice of lexis, and as a material for extensive and intensive listening. Some teachers may use them to focus on frequent learners' errors in a more indirect way. Not to mention that songs are a perfect source for stimulating discussions about feelings and attitudes. Learners may discuss in pairs or in small groups what they listened in the song and then share their opinions with the rest of students. Additionally, songs may arrange a relaxed classroom atmosphere. Finally, songs may be said to encourage the use of imagination and creativity during foreign language lessons. Costa (2008) stated that the use of music is reducing the affect of anxiety, fostering feeling of well-being and connectedness. Also, familiar songs would have the power to stimulate affective responses, they provide enjoyable classroom atmosphere.

2.3.2 The Automaticity Reasons

Automaticity is the main cognitive reason for using songs in classroom. Gatbonton and Segalowitz (1988, p.473) have defined automaticity as “a component of language fluency which involves both knowing what to say and producing language rapidly without pauses”. Songs may help automatize the language process through repetitive exercises. According to Schoepp (2001), cognitive reasons referred to the contribution of fluency and the automatic use of meaningful language structures .

Gatbonton and Segalowitz (1988) stated that learners must be placed in an environment in which it is appropriate to use foreign utterances. The nature of songs are repetitive .For instance, a song that contains present progressive, may provide the opportunity for learners to focus on the present progressive tense. The repetitive style of a song may lend itself to an activity in which the learners build his own present progressive sentences. After listening to the song, the learner build his/her own lyrics by following the same tune like that existed in the song.

2.3.3 The Linguistic Reasons

In addition to automaticity, there are also linguistic reasons for using songs in EFL classes. Songs provide exposure to a wide variety of authentic language. The use of informal English language can prepare learners for genuine language they will face in the future.

Domoney and Harris (1993) investigated the use of pop music in EFL classes; they found that music is often the major source of English outside the classroom. The exposure to authentic English is an interesting factor in the improvement of the language learning. If a learner listens to the song which he enjoys, more learning is

likely to be appeared since the learner may seek out the music outside the class. In addition, songs are designed to aid learners' memory and retention specially, in early learning stages and within the regularity and repetition of familiar words learners can practice syntax and semantics. Songs can be considered as a simply language intensified claimed by Kenney (2008). So, learners absorb and acquire language through song, so after several repetitions the language beings can be internalized.

2.4 Benefits of Using Songs and music in EFL Classes

Some teachers might not be aware of the benefits of using songs in the classroom. They may feel that the activities are used with songs not appropriate for classes, for they may cause discipline problems. To add more, teachers may think that using music may create chaos or learners may be reluctant to sing. These are the main four benefits of using songs in the classroom the following are some of the benefits of using songs.

2.4.1 Positive atmosphere

Another important factor making a song valuable for an English lesson is that it creates really favorable conditions for learning. Murphey (1992), is of the opinion that the use of music and songs can stimulate very positive associations to the study of a language, which otherwise may only be seen as laborious task, entailing exams, frustration, and correction. People usually identify songs with fun, which is why learning through songs is associated with an enjoyable atmosphere. Moreover, music may be used to relax students since for many learning a new language is a new experience. Our mother tongue and our basis of communication, is in some classes forbidden to use and learners may feel lost or hopeless. Griffee (1992). Songs played in the background when learners read some conversations, are typical of Suggestopedia. This teaching method was invented by Georgi Lozanow in Bulgaria and its valuable element is music in the

background. Essentially, the Suggestopedia method involves the learners barriers and negative attitudes such as low self- esteem, anxiety or lack of motivation to learning, meanwhile, learners learning occurs subconsciously and may be amusing for them as well. These are some important features of that teaching technique: a relaxed atmosphere, a classroom positive environment, a new identity of learners, or music activities themselves Larsen and freeman (2000).

2.4.2 Cultural and historical knowledge

Listening to songs is an excellent way of learning about the culture of a specific country, as well as the language that is used inside the cultural community, as language is one of the branches of culture.

Griffiee (1992),remarked that music is not universal and, therefore, music is a reflection of the time and place that produced it. There are many songs which are a culture capsule including within themselves a meaningful piece of social information. The songs of the 1940s reflect not only the accessible sound technology of their time, but also the hopes and fears of their period.

Another benefit is that songs may be used as a way of looking at a culture and contrasting it with other cultures. Moreover, pieces of music can be used to recapture historical times. According to Baoan (2008) is also of the same opinion as Griffiee (1992). He noticed that pop songs ten years ago may sound old- fashioned to modern learners' ears. In this aspect, today's popular songs will be perceived either rubbish or classics in the future. Searching for the reasons why some particular kind of music is well-known at certain time and abandoned at another time may supply a lot of background knowledge for both learners and teachers.

2.4.3 Linguistic knowledge

A further advantage of using songs in English classroom is that they include linguistic information, for instance vocabulary items, pronunciation or grammar. Thus, students acquire new knowledge very often with no intention of doing so. Also for many teachers the didactic role of music would be first to appreciate.

Songs may be considered as representing distortions of the normal speech patterns of a language. Jolly (1975), States that normal speech and songs are on the same continuum of vocally-produced human sounds. Namely, they both represent forms of communication in a linguistic sense and have melodic and rhythmic content.

As stated earlier, songs may contain rich linguistic knowledge. It is all about learning that this process takes place in many different ways and all kinds of learning are going on all the time. However, occasionally it is deliberate because learners acquire information presents in a classroom or when they look up a word in a dictionary.0 Sometimes, on the contrary, the learning process can be unexpected, as when the students listen to music.

As Griffee (1992) writes, there is a deep relationship between rhythm and speech an sensitivity to rhythm is a fundamental first step in language learning. When music and songs are used in the classroom then the students are exposed to the rhythms of the language. Besides, popular songs include a lot of examples of colloquial speech. For instance, in some songs the 'ing' ending is frequently reduced from the full 'ing' to just 'n' sound. This is the natural and everyday language of songs as opposed to the artificial language in many course books that is a good way to incorporate living into the classroom Griffee (1992).

2.5 Song' Selection

Murphey (1992) stated that songs definitely have the ability to maintain comfortable classroom atmosphere. He supported and encouraged the idea of using songs in class. However, EFL teachers who use songs to teach English should choose songs carefully. That is why; Baesley and Chuang (2008, p.17) have identified various selection criteria for songs choosing in classroom.

These criteria include:

- Likeability and understandability
- Use of natural speech
- Repetition
- Level of interest and relevance
- Enjoyable and fun drills
- Careful material selection

In addition, Ersoz (2007, p. 20) suggested that teachers should choose songs according to the following criteria:

- Contain simple and easily understood lyrics
- Link with a topic or vocabulary that learners are studying in class
- Contain repetitive lines
- Allow learners to easily do actions (to help emphasize meaning)

2.6The Use of Song Procedure in English as a Foreign Language Classes

There are various ways of using songs in the classroom. The level of the learners, their interests and age, the grammar point to be studied, and the song itself has determinant roles on the procedure.

According to Brown (2006), procedure of any listening activity can be done by activating prior knowledge, helping learners organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research. The author explained the following steps to focus on a listening task.

2.6.1 Activating Prior-Knowledge

Prior knowledge is organized in schemata which are abstract and generalized mental representations of our experience that are available to help us understand new experiences. The idea of prior knowledge is one part of the cognitive model of language processing. That model says that when people listen or read, they process the information they hear both top-down and bottom-up. Top-down means using our prior knowledge and experiences. Bottom-up processing means using the information people have about sounds, word meanings, and discourse markers like first, then and after to assemble their understanding of what they read or hear one step at a time Brown (2006).

2.6.2 While-Listening

Having a purpose for listening help us listen more effectively. For example, when listening to a weather report, if our purpose is to decide whether to wear a coat, we want to focus on the temperature. In the listening activities, teachers should explain to students which the purpose of the activity. learners could listen for the main idea, for details, and for making inferences. Therefore, learners develop a sense of why they listen and which skill to use to listen better. Teachers can build skills by asking students to focus on their reason for listening each time they listen. This is a form of strategy training. The idea of knowing the purpose of listening is a very effective first strategy to

teach because it helps students organize and reflect on their learning (O'Malley and Chamot, 1990).

2.6.3 Post-Listening

When teachers think of listening activities, they have a tendency to think of students' listening tasks in classroom. Learners overhear other people talk and then react to that conversation. Brown (2006) stated that this sort of task is important because it allows teachers to isolate learners' responses and thereby gauge the progress the students are making on the listening skills. Teachers can use post-listening activities to check comprehension, evaluate the listening skills and use of listening strategies as well as to extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting which may expand on the topic or the language of the listening text; or may transfer what has been learned in reading, speaking, or writing activities.

2.7 Developing Songs into Language Learning Tasks

Cameron (2001) viewed that one way to increase the songs' benefits is through developing songs into language learning tasks.

2.7.1 Task's Definitions

For Cameron, it is any kind of activity that participate in, but he added that not all classroom activities can be considered as a task (2001). To consider any activity as a task, it must have a carefully planned and structured. Cameron provided a list of defining features of task for using in teaching foreign languages

- Have coherence and unity for learners
- Have meaning and purpose for learners

- Have clear language learning goals
- Have a beginning and an end
- Involve the learners actively

2.7.2 The Three Stages of a Song as a Task

It is commonly known that while presenting a song, one must follow a process that is later composed of three main stages; the pre-study stage, the while study, and the post-study one. It is worth saying that this classification plays an important role in making the learners more involved which leads them eventually to gather more knowledge. It is worth mentioning that these stages are related to each other and one stage cannot be fulfilled without the previous one.

2.7.2.1 The Pre Stage

The pre-study stage aims to prepare the learners for the task thematically, linguistically, educationally as well as psychologically (Davanellos, 1999). This step can be seen as a warm-up in which the students may learn about the subject matter, the lexis related to it or any linguistic features that would help them in the coming stage. As a matter of fact, this stage's main concern is to give the students the tendency to know more about the song, to make them eager to hear it as well. In this matter, Arevalo (2010) declared that the concept of prior knowledge is a part of cognitive model of language processing. When people read and listen, they tend to process the message from A to Z and vice versa. In other words, they use background knowledge and experiences to bring together the meaning of what they have read and hear.

2.7.2.1 The While stage

As for the second stage which is the focal point of the lesson, the learners are supposed to deal with the tasks and activities which are directly related to the song. These tasks are supposed to give a clear idea about the song to make the students more familiar with it. For instance, while listening to Bryan Adams "I will always return" the first activity might be the subject matter of the song as well as its general idea. A second task might be concerned with the specific information that requires both intensive listening and reading. For example, learners might be asked to tick sentences which are false or wrong, listen and write the song or underline some words in the text; after the song is well comprehended student might be asked to reflect on both its language and content. This task shows whether the students have listened efficaciously or not Davanillos (1999.p.14).

Arevalo (2010) claimed that a listening activity is similar to a weather forecast; it is the temperature that makes us want whether to wear a coat or not. Similarly in this stage, lecturers are supposed to explain the purpose of the task to their learners in order to make them develop a sense of awareness and drive conclusions of their own. Lecturers may come to this result by involving students in such listening activities, to make them listen not just for the sake of listening but rather to be aware of what they are listening to. This strategy has a positive impact on their learning outcomes.

Generally, the third stage is devoted to follow- up activities that are concerned with both writing and speaking. Even though the learners might write or speak about their personal experiences that are related to the subject matter, the aim of the pre- stage is not to improve their productive skills rather it aims to increase and boost the learners' means of motivation concerning the general theme. In that stage, it is the text that matters as it improves other language skills. For example, after listening to the Beatles'

song “she’s leaving home”, the learners might be asked to rewrite the letter the girl wrote for her parents, or they can be asked to perform the song on a the stage. These activities are directly taught language mixed with new languages and ideas which have been introduced by the song (Davenallo, 1999)

In this respect, Alevato (2010) observed that when listening activities are introduced, most teachers think that the students listen to a recording and then do an activity. Nevertheless, the teachers can be smart enough to use post- listening tasks to check the students’ contemplation to evaluate listening skill and to use listening strategies as well as to continue the new gained knowledge in other context. The post-listening activities can be of good use as well since it is related to the pre- listening tasks; they give the chance to students to predict, transfer what has been learned into a new context when reading, writing or speaking activities.

2.8 Activities for Using Songs in EFL Classes

Most of the time, EFL teachers used automatic, usual and simple activities while using songs such as a word- gap- fill. However, the latter, is not the single one. The following selected list asserted by T. Murphey (1992, p.17) asserted that there are much more activities that can be done in class.

- (1) Listen
- (2) Write songs
- (3) Study grammar
- (4) Practice listening comprehension
- (5) Translate songs
- (6) Write dialogues using the words of a song
- (7) Dictate a song

- (8) Do role- play (as people in the song)
- (9) Practice pronunciation
- (10) Teach vocabulary

In the above list, T. Murphey (1992) did not focus on practicing the listening skill merely, but he integrated the four skills while using songs which may be very well and equally practiced. In other words, songs can be used to present an integrated language learning package.

Conclusion

On the whole, listening to English songs have a crucial role in improving the listening skill. Promoting the listening skill is a fundamental component of any EFL curriculum, and songs are considered as an effective technique to develop listening. It has a definite place in EFL classrooms; songs provide meaningful, enjoyable language practice. The effective and the importance of using songs in EFL classes increase when EFL teachers follow particular conditions as likeability and understandability.

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Introduction

This study aims at knowing the attitudes of both EFL students and teachers about the use of English songs to enhance the learners' listening skill. As long as this research is concerned, the most convenient method is the descriptive one. Therefore, this chapter is designed to analyze and interpret the results obtained from both a questionnaire and an interview intended to EFL students and their oral expression teachers respectively. These two data collection were used to know about the students and teachers attitudes towards the use of English songs to enhance EFL students' listening skill. First, the results are displayed using numbers and tables. Second, the result are discussed and analyzed. Finally, some recommendations are suggested.

3.1. Participants and Data Collection

3.1.1. Students' Questionnaire

The sample used in this study is one hundred (100) of second year university students out of a total population of 302 students. The participants were recruited from three classes. The students' age was between twenty and twenty five. Most of the students were females. The aim of selecting this sample was that second year university students, may have experienced two years of oral expression and that their answers may help in knowing their attitudes about the use of English songs in oral expression.

3.1.2. Teachers

Three oral expression teachers of English at Mohamed Seddik Ben Yahia University – Jijel are the sample used in this study. They were all teachers of oral expression who have been teaching oral expression for more than two years and used English songs to teach listening skill. The reason behind this interview was to discover the teachers'

attitudes towards the use of English songs in EFL classes to enhance the students' listening skill.

3. 2. Data Collection

3.2.1. Research Instruments and Procedures

A questionnaire and an interview were the two different types of research instruments used in this study. The questionnaire used in this study is chosen to gather data from students about their attitudes towards the listening skill and the use of songs in EFL classes to develop their listening skill. However, the interview aimed at gathering data from teachers about their use of songs in EFL classes.

3.2.1.1. The Students' Questionnaire

The students' questionnaire was managed to second year university students. A sample of 100 students out of 320 students because it was hard to deal with all the population. It took place on Wednesday, 18th 2018 at Mohamed Seddik Ben Yahia University - Jijel, the students took forty five minutes to complete it. The questionnaire contains sixteen questions that are organized in a logical order, it was requiring from the students to pick up the suitable answer(s) from the existing choices, or to choose "yes" or "no" answers followed by a simple justification. This questionnaire is divided into two sections. The first section was from (Q1- Q8), the aim behind this section is to highlight the students' attitudes towards the general information about the listening skill. However, the second section was from (Q8- 16Q), the aim behind this section is to deal with the students' perceptions towards the use of songs to enhance the students' listening skill.

3.2.1.2. Teachers' Interview

The interview was managed to three teachers of oral expression at Mohamed Seddik Ben Yahia University – Jijel. The aim behind this interview is to see an interesting source of data that help to identify the teachers' attitudes towards the use of English songs to enhance the students' listening skill. The interview contains ten questions that are organized in logical order, they are requiring from the teachers to answer the questions.

3.3. Data Analysis

3.3.1. Analysis of Students' Questionnaire

Section One: Students' Attitudes towards the Listening Skill

Q01: How would you classify the following four skills in terms of importance?

Table 3.1:

Students' Attitudes towards the Four Skills

Options	Responses	Percentage
Listening	36	36 %
Speaking	43	43%
Reading	15	15%
Writing	6	6%
Total	100	100%

The above question aims at knowing the students' attitudes towards the most important skill for them. So, results of table 3.1 show that the highest percentage of students (43%) agreed that speaking is the most important skill in learning, followed

with listening (36%), then reading with (15%), and finally writing with (6%). It is clear that most students have chosen the speaking skill due to the role of it in the communication process.

Q2: Do you enjoy oral expression sessions?

Table.3.2:

Students' Attitudes towards Oral Expression Sessions

Options	Responses	Percentage
Yes	88	88%
No	12	12%
Total	100	100%

The aim behind this question is to know about students' attitudes towards oral expression sessions. In table 3.2 the results show that the highest proportion of students enjoyed oral expression sessions with (88%); however, (12%) of them claimed that they did not. So, the results clearly showed that most students reacted positively to the oral expression sessions because they break the routine of daily study.

Q3: To what extent is listening important for you?

Table 3.3:

Students' Opinions towards the Listening Skill

Options	Responses	Percentage
Very important	72	72%
Important	27	27%
Not important	1	1%
Total	100	100%

Knowing about the students' opinions towards the listening skill was the aim of the above question. Results in table 3.3 show that (72%) of students considered listening as very a important skill, while (27%) of students considered listening as a important one. Moreover (1%) considered listening as not important. As a result, listening skill is so important for the majority of students since it is vital component for communication.

Q04: How do you evaluate your listening skill level?

Table 3.4:

Students' Self Evaluation in the Listening Skill

Options	Responses	Percentage
Very good	1	1%
Good	36	36%
Average	55	55%
Low	8	8%
Total	100	100%

Question 4 investigates the students' self evaluation in the listening skill. The obtained results from table 3.4 show that most students considered their level as average

with (55%), (36%) of students considered their level as good. Moreover (8%) of students considered their level as low, while (1%) of them considered their listening level as very good. Interestingly, it can be revealed that most students have average listening level they are need to develop their skills.

Q05: Do your teacher use specific activities to make you practice listening?

Table 3.5:

Teachers' Use of Specific Listening Activities in Class

Options	Responses	Percentage
Yes	76	76%
No	24	24%
Total	100	100%

The aim behind the above question was about to know the teachers' use of specific listening activities in Class. (76%) the students admitted that their teachers use specific activities to make them practice the listening skill, (24%) of students reported that their teachers did not. This represents that the majority of teachers use specific listening activities in their classes because they argue on the importance of listening skill in teaching English.

Q06: Which difficulties do you encounter when practicing listening?

Table 3.6:

Types of Listening Difficulties

Options	Responses	Percentage
Speakers speed	57	57%
Speakers accent	15	15%
Time allowed to listening	10	10%
The use of bad and old materials	6	6%
Vocabulary	12	12%
Total	100	100%

From the question 6 students expressed their listening difficulties. In the table 3.6 the results show that (57%) of students face difficulties in listening sessions due to speakers' speed. (15%) of students found difficulties in listening sessions because of the use of speakers' accent. (10%) of students considered listening as difficult because of time advocated to listening which is not sufficient, while (6%) of students considered listening as difficult skill due of the use of bad and old materials.(12%) of students considered listening as a difficult skill probably because of the use of difficult vocabulary. Results revealed that speech speakers was the main difficulty students face because teachers use authentic materials.

Section Two: Students Attitudes towards the Use of English Songs in EFL Classes.

Q07: Do you enjoy listening to English songs in class?

Table 3.7:

Students' Perceptions towards the Use of Songs in Class

Options	Responses	Percentage
Yes	88	88%
No	22	22%
Total	100	100%

This question aims at knowing the students' attitudes towards the use of songs in class. The results in table 3.7 show that the majority (88%) of students enjoy listening to English songs in class, while (22%) of students did not enjoy listening to songs in class. Most students reacted positively to the use of English in class because they find it too fun and it will motivate them practice language in class.

Q08: What types of songs does your teacher use in class?

Table 3.8:

Songs Types Used by Teachers

Options	Responses	Percentage
Pop	56	56%
Rock	39	39%
Classical	5	5%
Total	100	100%

Knowing about Types of songs used by teachers in class was the aim of question 9. From table 3.9, (56%) of students viewed that their teachers used Pop songs in class. (36%) of students viewed that their teachers used Rock songs in class, while (5%) of students viewed that their teachers used classical songs in class. Teachers' use pop songs is probably because this type of song is the most familiar to students.

Q9. Do you participate in the choice of songs?

Table 3.9:

Students' Participation in the Choice of Songs

Options	Responses	Percentage
Yes	18	68%
No	82	32%
Total	100	100%

According to the results of the table 3.9, only (18%) of students viewed that they participate in the choice of the English songs used in class. However, (82%) of students did not participate. Teachers should allow their students participate in the choice of songs as they will increase their motivation in class.

Q10. Do you encounter difficulties when you listen to songs?

Table 3.10:

Students' Difficulties when Listening to English Songs

Options	Responses	Percentage
Yes	55	55%
No	45	45%
Total	100	100%

The results in the above table show that, most students (55%) have difficulties when they are listening to songs, but (45%) of them did not face difficulties when they are listening to songs.

Q11: Which types of difficulties do you face?

Table 3.11:

Types of Students' Difficulties Faced while Listening to English Songs

Options	Responses	Percentage
Speakers speed	57	57%
Speakers accent	15	15%
Time allowed to listening	10	10%
The use of bad and old materials	6	6%
Vocabulary	12	12%
Total	100	100%

The aim behind the above question was to identify the difficulties faced by students face when listening to songs. From table 3.11, the results show that (57%) of students find difficulties in listening sessions due to speakers speed, but (15%) of students find difficulties in listening sessions because of the speakers' accent. (10%) of students considered listening as difficult because of time advocated to listen which is not sufficient, while (6%) of students considered listening as a difficult skill due of the use of bad and old materials. But, (12%) of students considered listening as a difficult skill because of the use of vocabulary. Teachers should take into account the different types of difficulties students faced by student while listening to English songs.

Q12. In your opinion, the time devoted to listening to songs is.

Table 3.12:

Students' Attitudes towards the Time Devoted to Listening to Songs

Options	Responses	Percentage
Sufficient	57	57%
Not sufficient	43	43%
Total	100	100%

The aim of question 12 was to discover students' attitudes towards the time devoted to listening to songs. The results in the table 3.12 show that the majority of students (57%) pointed out that the time allocated for listening to songs is sufficient, while (43%) viewed that this amount of time is not sufficient. Obviously, teachers know that they should give their students sufficient time to listen to songs for better results.

Q13. Which type of activities does your teacher use after listening to songs?

Table 3.13:

Types of Activities Teachers Use after Listening to Songs

Options	Responses	Percentage
Fill- in- the gaps	54	54%
Listening for specific information	19	19%
Listening for general ic	13	13%
Memorizing and recall the song	12	11%
Repeat parts of songs	2	2%
Total	100	100%

Knowing the types of activities used by teachers after listening to songs was the aim of question 13. The results in table 3.13 show that (54%) of teachers used fill –in- the gaps as a listening activity in their classes; however, (19%) of teachers used listening for specific information activity in their classes. Additionally, (13%) of them asked their students to listen for general idea as a listening task, unlike (12%) of teachers asked their students to memorize and recall the song and (2%) of them asked their students to repeat parts of songs. fill-in- the gaps make students concentrate more in each word in the lyrics.

Q14. Which activity do you most enjoy?

Table3.14:

The Types of Activities Students Feel comfortable with in Class

Options	Responses	Percentage
Fill- in- the gaps	31	31%
Listening for specific information	26	26%
Listening for general idea	25	25%
Memorizing and recalling the song	11	11%
Repeat parts of songs	7	7%
Total	100	100%

Question 14 investigates the types of activities students feel comfortable with in class. The majority of students with (31%) enjoyed practicing filling- in -the gaps. Nevertheless (26%) of them enjoyed that listening for specific information. Moreover, (25%) of students enjoyed listening for general idea. However, (11%) of them enjoyed the task of memorizing and recalling the song. Finally, (7%) of the students enjoyed repeating parts of songs.

Q15. If your teacher does not use songs in class would you ask him to do?

If no say why?

Table 3.15(a):

Students' requirements to Use of Songs in Class

Reasons	Participants	Percentage
Dislike listening to sc	10	33.33%
Not important	5	16.66%
Teacher leadership in class	15	50%
Total	30	100%

The aim of the above question is to discover why students would not ask their teachers to use songs in class in the case of the teachers prevented. From table 3.15(b) it is shown that (33.33%) of students would not ask their teachers to use songs in class because they disliked listening to them, but (16.66%) of them considered listening to songs as not important. Furthermore, (50%) of students would not ask their teachers to use songs because of the teacher' leadership in class.

Table 3.15(b)

Students' justifications towards the Teachers non Use of Songs in Class

Options	Responses	Percentage
Yes	40	40%
No	60	60%
Total	100	100%

The aim behind the above question was to know about the students' reactions towards the teachers non use of songs in class results showed that (40%) of students would ask their teacher to use songs in class, while (60%) of them would not.

Q16. Have listening to songs developed your listening skill?

Table 3.16:

Students' Justifications towards the Use of Songs to develop their Listening Skill

Options	Responses	Percentage
Yes	94	94%
No	6	6%
Total	100	100%

Identifying the students' perceptions towards the use of songs to enhance their listening skill was the aim of question 16 (a) results in show that (94%) of students agreed on the

positive impact of using songs to develop their listening skill, however, (6%) of them disagreed about the effect of using on the develop of their listening son their listening skill development. Clearly, the majority of students hold a positive attitude towards the use of songs on the development of their listening skill.

If yes, please explain

Table.3.16

(b): Students' justifications towards the Use of Songs to develop their Listening Skill

Options	Responses	Percentage
Enhance Comprehension development	50	48.71%
Improve Pronunciation	20	33.33%
Enrich Vocabulary	24	17.94%
Total	94	100%

The aim behind the question 16(b) was to discover how listening to songs enhance the students' listening skill. So, the results of the table show that (38%) of students viewed that listening to songs enhance their listening comprehension, while (26%) of students viewed that listening to songs improve their pronunciation. Furthermore, (14%) of students considered listening to songs enrich their vocabulary.

3.2.2. Analysis of Teachers' Interview

Q01: Which skill do you focus more on in oral expression?

This question was asked in order to know which skill do teachers focus more on in oral expression. As far as the first question is concerned, the answers were as follows.

One of the teachers stated that speaking skill is the most important skill in comparing to other skills. However, the second informant disagrees with this view and she went forward by stating that listening and speaking skills go together. Like the second informant, the third informant's view was that listening and speaking are the main skill use in oral expression sessions.

Q02: How do you consider your students' listening skill level?

The second question aims at identifying the students' listening skill levels. The three teachers in this interview argued on the fact that their students have average listening skill level. The more students practiced listening inside classroom or outside classroom, the more their listening skill level is enhanced. Besides, varying the listening activities in class and rewarding the students to practice listening will enhance their listening skill.

Q03: Which activity do you use to teach the listening skill?

This question aims to know about the activities used by the teachers when teaching listening. The first informant specified that the types of listening activities used fall into fill- in- the gaps and direct questions asking. On the contrary, the second informant used conversations, novels, short stories and songs to teach the listening skill. These activities are provided with different tasks as fill- in- the gaps. Unlike the third informant who use videos that include different tools of media such as songs, documentaries, games and cultures. All teachers give the listening skill importance that why they used different activities to develop it.

Q04: Which difficulties do you face when teaching listening?

Question 4 aims at identifying the difficulties that teachers face when teaching listening. The three informants related the difficulties that they face when teaching listening to the speaker's speed speech, the lack of getting words correctly and the lack of vocabulary.

Q05: What do you suggest to develop your students' listening skill?

All informants mentioned that their students listening skill level is average and that most of the students face problems while the listening process is done. Therefore, we asked teachers to give us some suggestions to develop the students' listening skill. The first informant focus on the use of using authentic materials with the daily practice, she said that. On the other hand, the second informant suggest that to enhance the students' listening skill, students should listen to native speakers. Practicing the listening extensively process is the suggestion of the last teacher.

Q06: Do you use English songs in class to teach listening?

The aim behind question 6 was to know about teachers' use of songs to teach listening. Data in chapter 2 provided strong support to the importance of using songs in EFL classes which was mostly encouraged by the teachers of this interview. The first informant use songs in class as a tool to develop students' listening skill. However, the second informant agreed on the importance of using songs in EFL classes to develop the listening skill, even though she often use songs in her class. Also, informant three used English songs in his class.

Q06: Do your students enjoy listening to English songs?

Question 6 aims at discovering if students enjoy listening to English songs or not. The three informants stated that their students reacted positively to the use of

English songs. Since EFL students enjoyed using songs, teachers should increase the time devoted to listening to English songs.

Q07: What do you find most difficult when using songs?

The difficulty of using songs for second year university students at Mohammed Seddik Ben Yahia- jjel was the aim of the question 7. Both the two informants summarized the most difficulties when using English songs in two different points. They are the misunderstanding of the message and the lyrics. Also, the difficulty of selecting clear and easy types of songs was another difficulty they faced when using songs. Unlike the first informant and second informant, informant three had no problem within the use of songs. However, she underlined the problem of lab's computers that are out off.

Q08: Has listening to English songs developed your students' listening skill?

Question 8 aims at discovering the teachers' attitudes towards the impact of using English songs on the development of students' listening skill. Respondents' answers agreed on the fact that listening to English songs will enhance the listening skill. Implied in the interview attached above is the fact that all teachers generally do believe that if EFL students are exposed to songs, their listening skill would be improved.

Q09: How often do you use songs?

To know about teacher's frequency of using songs in class was the aim of question 9. All informants used songs in their classes; however, each one of them used songs differently. For the first informant, she used songs too much. Unlike the second informant who use English songs rarely. However, the third informant use songs sometimes.

Q11: On which basis do you select songs?

According to the first informant, the selection of songs is done on the basis of students' levels and preferences. For the second informant, culture should be taken into consideration while the third informant chose songs which can be easily understood. Moreover, all the three teachers insisted on the choice of interesting songs that can attract students' attention and increase their motivation.

Q11: Do your students participate in the selection of songs?

The aim of this question was to know about the students' participation in the choice of English songs. All the informants do not allow their students to participate in the selection of songs.

Q12: Which type of activities do you use after making your students listen to songs?

The three informants use different types of activities after listening to songs. The first informant asked direct questions about the content. Sometimes, she asked them to perform the song. The second informant used fill-in-the-gaps and direct questioning. Moreover, the third informant used fill-in-the-gaps, match words and reorder sentences. Different tasks are used in class so that to create a suitable classroom environment.

Q13: Which activity do your students most enjoy?

Informants use different types of songs to make their students participate in class. For the first informant, students enjoyed building up a new model after listening to songs. Conversely, the other two informants reported that their students preferred filling the gaps.

Q 15: Do you have any other suggestions?

At the end of this interview, we asked informants to give open suggestions. The first informant encouraged the use of songs in class. Also, the second informant closed the interview with saying repairing lab's computers to enable teachers used different materials to teach listening and other skills. Then again, according to informant three, listening is important but teachers should not use it too much on the expense of other skill.

Interpretation of the Results

This chapter takes an in- depth look at the research results by discussing responses that obtained from both the questionnaire and the interview. The questionnaire was administrated to second year students, while the interview was managed to their oral expression teachers among the students and teachers. The results indicated that there are similarities and as well as differences answers.

To begin with, the first question was related to the most important skill that should be focus on in oral expression. It revealed that both students and their teachers acknowledged that they focus on the speaking skill. While listening got the second rank of importance concerning the students' level in the listening skill, both teachers and students agreed on the average level of the students. As far as the listening activities used in class, filling in the gap, listening comprehension activities use the most used in class as far as the use of songs in concerned, both teachers and students hold positive. While listening got the second rank of importance .Concerning the students' level in the listening both teachers and students agreed on the average level of the students. The results obtained from both teachers and their students show that teachers declared that their students have average listening skill levels. As far as the listening activities used in

class, filling and listening comprehension activities were the most used in class as far as the use of songs is concerned, both teachers and students hold positive attitudes toward the use of song to develop the students listening skill. In the results obtained from the teachers' interview as well as the students' questionnaire revealed that both of them faced some problems when using songs. The main problems can be summarized in four main points which are lyrics misunderstanding, the use of new vocabulary, the speakers speed speech and the use of bad and old materials. Authentic materials and the listening daily practices are the main suggestions made by teachers to enhance the students' listening skill. Teachers submit English songs for EFL students in order to listen to them is three time. On the other hand, students declared that the time allocated to listen to English songs is sufficient. Finally, from the questionnaire and the interview, students and teachers supported the use of songs in class; also they assented on the idea that English songs enhance the students' listening skill.

3.4. Pedagogical Recommendations

The following pedagogical recommendations are suggested, for both teachers and students to enhance student's listening skill.

1. Using Songs in Class to Enhance Students' Listening Skill

The more students practice listening to songs, the more their listening skill is developed. So, EFL students should listen to songs inside the classroom, they practice it through listening to different types of songs. Teachers should practice listening with useful tasks listening for general information; or listening for specific information practice extensive.

2. Encouraging Students to Listening Outside Class

Learning is not done inside classroom only. Students should practice listening to songs outside with their favorite types of songs, they should listen to songs many times to memorize, and comprehend the context.

3. Increasing Students Motivation by Making Students Practicing in the Choice of Songs

Before using songs in class teachers should make their students participate in the choice of songs to increase their motivation and attract their attention.

4. Increasing Listening to Songs Time

Since listening to songs in EFL classes has an impact on students' listening skill, teachers should increase listening time in class. Also, teachers should use listening at class not once in month but at least two often per month. So, students are giving the chance to practice the listening process to enable them improve their listening skill gradually.

5. Using Different Activities after Listening to English Songs Equipments

Teachers should vary their listening activities after their listening to songs such as listening for specific information, listening for general idea, filling the gaps, repeat parts of the songs, memorizing and recalling the song. These activities should be simple and funny to avoid making students boring and frustrated. Besides, teachers facilitating the use of songs by providing lab's equipments should use different materials as well as well lab's computers to teach listening songs in class such as videos, tap recording etc. in addition, department should be repaired lab's computers.

6. Creating Suitable Learning Environment

Teachers should create funny and supportive classroom atmosphere to make students react better to the songs and contribute in learning. Also, teachers should make classroom sounds as a very safe place where teachers and students exchange roles; they listen to songs together, within this suitable learning environment students with their self confidence and develop their listening skill gradually.

3.5 Limitations of the Study

Some limitations have been met during the process of conducting this piece of research

1. Questionnaire' Limitations

Since the questionnaire and interview are conducted at the end of the academic year and the exams forthcoming, teachers fulfilled the curriculum; most students stop being attended class, so it was hard to work with a sample of one hundred.

2. Interview's Limitations

In the practical part of this research, second year teachers at Mohamed Seddik Ben Yahia are addressed to answer the questions of the structured interview. The main difficulty in this regard is the disagreement of recording them.

Conclusion

This field work is concerned with the analysis and the interpretation of the results obtained from both teachers and their students. The aim behind the questionnaire was to know the attitudes of both teachers and students toward the use of English songs to enhance the listening skill. The answers were collected from students and were organized in tables. The results show that both teachers and students have almost the same perceptions concerning the use of songs, songs difficulties, language skills,

listening skill abstractions. Finally, some pedagogical recommendations are suggested to enhance students listening skill and to facilitate the use of English songs in class.

General Conclusion

Developing the listening skill is a fundamental component of any EFL/EFS curriculum for learners and songs are regarded as one of the most effective techniques to this end. Songs have a definite place in the EFL classroom; they provide meaningful and enjoyable language practice, especially in fostering the listening skill. This study has been carried out with the aim of investigating both students' and teachers' attitudes towards the use of English songs to enhance the listening skill. So, this dissertation is primarily concerned with providing useful recommendations for both second year teachers and their students at Mohamed Seddik Ben Yahia –Jijel.

The current study has been framed within two sections. The first one aimed at shedding the light on listening skill definitions, different sources of listening, listening significance, listening process, listening model and types of listening. Second section, dealt with songs' definition as well as its importance, songs as an authentic material, songs' procedures, reasons for using songs, the domain of mutual benefits, songs selection, songs difficulties, learning through songs, how to teach song in EFL classes, the effect of using songs in learning EFL, song as a media to improve listening skill.

Chapter two was devoted to the analysis and discussion of the results obtained from both students' questionnaire and teachers' interview. The findings were in the direction of research hypothesis and questions set in the general introduction. Students and their teachers hold positive attitudes towards the use of songs in EFL classes to enhance the listening skill.

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Appendixes

Appendix	Title
Appendix A:	Surdents' Questionnaire
Appendix b:	Teachers' Interview Questions
Appendix c:	Teachers' Full Transcripts

Appendix A

Students' Questionnaire

This questionnaire is the practical part of a master dissertation submitted in partial fulfillment for the requirement of a master degree. It aims at gathering information about second year university students listening skill difficulties. As well as, the attitudes of using songs in EFL classes to improve the listening skill.

Please read the following questions carefully, and answer them by putting a tick () in front of the most suitable answer for you.

Section 01: Students' Attitudes towards the Listening Skill

Q01: How would you classify the following four skills in terms of importance?

- a.** Listening ()
- b.** Speaking ()
- c.** Reading ()
- d.** Writing ()

Q02: Do you enjoy oral expression sessions?

- a.** Yes ()
- b.** No ()

Q03: To what extent is listening important for you?

- a.** Very important ()
- b.** Important ()
- c.** Not important ()

Q04: How would you evaluate your listening skill level?

- a. Very good ()
- b. Good ()
- c. Average ()
- d. Low ()

Q05: Do your teacher use specific activities to make you practice listening?

- a. Yes
- b. No

Q06: Which difficulties do you encounter when practicing listening?

- a. Speakers speed ()
- b. Speakers accent ()
- c. Time allowed to listening ()
- d. The use of bad and old materials ()
- e. vocabulary ()

Section 02: Students' Attitudes towards the use of song in EFL classes

Q07: Does your teacher use song in class?

- a. Yes ()
- b. No ()

If yes, how often does he use songs?

.....

.....

.....

Q08: Do you enjoy listening to songs in class?

a. Yes ()

b. No ()

Q09: What types of songs does your teacher use in class?

a. Pop song ()

b. Rock song ()

c. Classical song ()

Q10: Do you participate in the choice of songs?

a. Yes ()

b. No ()

Q11: Do you encounter difficulties when you listen to songs?

a. Yes ()

b. No ()

If yes, what are they?

a. Speakers speed ()

b. Speakers accent ()

c. Time allowed to listening ()

d. The use of bad and old materials ()

e. vocabulary ()

Q12: In your opinion time devoted to listening to songs is?

a. Sufficient ()

b. Not sufficient ()

Q13: Which activity of activities does your teacher use after listening to songs?

a. Fill-in- the gaps ()

- b. Listening for specific information ()
- c. Listening for general idea ()
- d. Memorizing and recalling the song ()
- e. Repeating parts of the songs ()

Q14: Which activity do you most enjoy?

- a. Fill-in- the gaps ()
- b. Listening for specific information ()
- c. Listening for general idea ()
- d. Memorizing and recalling the song ()
- e. Repeating parts of songs ()

Q15: If your teacher does not use songs would you ask him to do?

- a. Yes ()
- b. No ()

Justify

.....

.....

.....

Q16: Has listening to songs developed your listening skill?

- a. Yes ()
- b. No ()

Please explain

.....

.....

.....

Thank you for your collaboration

Appendix B

Teachers' Interview Questions

- Q01:** Which skill do you focus on in oral expression?
- Q02:** How do you consider your learners' level in listening skill?
- Q03:** What are the main difficulties that face in listening skill?
- Q04:** Which activity do you use to teach the listening skill?
- Q05:** Do you use songs in class to teach listening?
- Q06:** What are the difficulties you face when using songs in class?
- Q07:** Have listening to songs developed your listening skill?
- Q08:** What do you suggest to develop the students' listening skill?
- Q09:** Do your learners enjoy listening to songs?
- Q10:** How often do you use songs?
- Q11:** On which basis do you select songs?
- Q12:** Do your students participate in the selection of songs?
- Q13:** Which type of activities do you use after listening to songs?
- Q14:** Which activity do you most enjoy?
- Q15:** How often you submit songs for EFL students in order to listen to them?
- Q 16:** Do you have any other suggestions?

Appendix C

Full Interview Transcripts

(R= researcher, T1= Teacher, T2= teacher 2, T3= teacher 3)

“Teacher 1” (05/05/2018)

R: Good morning

T1: Good morning

R: How is life treating you?

T1: Fine

R: As far as the first question is concerned, which skill do you focus on in oral expression?

T1: personally, I focus on speaking skill as the main skill in oral expression.

R: How do you consider your students' listening skill level?

T1: honestly, I consider my students' listening skill level as average level.

R: According to you. What are the main difficulties that face in listening skill?

T1: Actually, there are many difficulties that I face in listening skill. However, the main difficulties that I face in teaching listening skill, are the lack of getting words correctly or hearing them right.

R: Which activity do you use to teach the listening skill?

T1: Well, frankly speaking, I use many listening activities such as fill- in- the gaps and direct questions asking.

R: What do you suggest to develop the students' listening skill?

T: For me, I suggest for developing the students' listening skill, teachers should use authentic materials, and relate the listening to daily practices. Also, provide the students with some activities of post- listening.

R: Now, we move to the heart of this interview. Do you use songs in class to teach the listening?

T1: Really, I do not use songs in class often to teach the listening, but sometimes.

R: Do your students enjoy listening to songs?

T1: Yeah, they enjoy listening to songs.

R: What do you find most difficult when using songs?

T1: Well, in my opinion, students' misunderstanding of the lyrics is the main difficult when using songs in class.

R: Have listening to songs developed your students' listening skill?

T1: Of course, listening to songs can improve students' listening skill. Through song students enhance their listening as well as their comprehension.

R: How often do you use songs?

T1: Almost every session.

R: Since you use songs in class. On which basis do you select songs?

T1: Excellent, personally I do it on the basis of students' levels and preferences. They like different types of songs. So, each time I select a song that I fit particular persons.

R: Do your students participate in the selection of songs?

T1: No.

R: Which type of activities do you use after listening to songs?

T1: well, listening should be purposeful. So, before they start listening I set an aim for example listen and find out the characters involved. After listening, I ask them questions about the content and about what happened. Then, ask them to summarize it. Sometimes, I ask them to build a new model and perform it.

R: So, Which activity do you most enjoy?

T1: Yeah, they enjoyed building up a new model.

R: How often you submit songs for EFL students in order to listen to them?

T1: No more than three times.

R: Do you have any other suggestions?

T1: Songs are a tool for developing listening skill teachers should use.

R: Thank you for your invaluable information, and for agreeing to this meeting.

T1: You are welcome.

(R= researcher, T1= Teacher, T2= teacher 2, T3= teacher 3)

“Teacher2” (05/05/2018)

R: Good morning Miss.

T2: Good morning, too.

R: How are you?

T2: Fine.

R: We are going to start by the first question. Are ready to start?

T2: Yes, I am.

R: Ok, Which skill do you focus on in oral expression?

T2: well, I focus on both skills (oral expression and listening)

R: Since you focus on listening skill. How do you consider your students' listening skill level?

T2: To be honest, I consider my students' level in listening skill as average. That is why teachers should search on new methods to develop their students' listening skill.

R: Then. Which activity do you use to teach the listening skill?

T2: For me, I use different activities to teach listening skill such as listening to conversations, novels, short stories, songs...etc. These activities are provided with different tasks like fill- in- the gaps.

R: On the basis of what you have mentioned before. You said that your students had average listening skill level. What do you suggest to develop the students' listening skill?

T2: Listening skill is an important skill that students must be enhanced in. So, students need more activities to train by in more listening sessions. Also, they need to be exposed to real native speakers.

R: Now, we are going to talk about the core of the interview. Do you use songs in class to teach the listening?

T2: Yes, I did.

R: Do your learners enjoy listening to songs?

T2: I observe that my students will be motivated to listen when they know it is a song.

R: What do you find most difficult when using songs?

T2: I don't really have difficult while using songs in class, except some lab's computers that are out off.

R: How often do you use songs?

T2: To be honest with you. I used songs to teach listening skill while rarely.

R: On which basis do you select songs?

T: Generally before selecting a song, I take into consideration the cultural basis. i.e. I avoid songs that are away from our culture, religious and traditions. Also, topic of the lesson is taking in to account.

R: Do your students participate in the selection of songs?

T2: No, I chosen by self.

R: Which type of activities do you use after listening to songs?

T2: Aha, answering questions to cheek their understanding and felling the gaps. These activities are the main activities I did.

R: Which activity do you most enjoy?

T2: Filling the gaps.

R: How often you submit songs for EFL students in order to listen to them?

T2: Three times to listen.

R: Do you have other suggestions?

T2: (Laugh), repairing lab's computers

R: Have listening to songs developed your listening to songs?

T2: Undoubtedly, using songs in EFL class, improve students' listening skill.

R: Thank you for your invaluable information, and for agreeing to this meeting.

T2: You are welcome and good luck.

(R= researcher, T1= Teacher, T2= teacher 2, T3= teacher 3)

“Teacher3” (05/05/2018)

R: Good afternoon sir.

T3: Good afternoon.

R: How was your day?

T3: Fine, thank you.

R: Since you accepted being one of our interviewees, the first question is. Which skill do you focus on in oral expression?

T3: Generally, I focused on both listening and speaking skills

R: You have just directed that listening skill is important skill in oral expression, that is why, you focus on. The second question it will be about the students' listening skill level. How do you consider your learners' level in listening skill?

T3: Well, my students had average listening skill level.

R: Then, what are the main difficulties that face in listening skill?

T3: For me, understanding the message in detail is the main difficulty that I faced. Students are hardly understood the message due to the use of new vocabulary, dialect and native speakers fast speech.

R: Because teaching listening in class is considered as difficult somehow, you should select its activities carefully. So, which activity do you use to teach the listening skill?

T3: Personally, I used videos include songs, documentaries, games, cultures etc.

R: So, do you use songs in class to teach listening?

T3: Yes, I do.

R: The use of new vocabulary, dialect and native speakers sped speech are the main difficulties you face while teaching listening. Now, what are the difficulties you face when using songs in class?

T3: Aha, concerning songs, there are some songs which are hard to listen to like pop songs. This type of songs is hard to listen specially within low or average students' listening skill levels.

R: In your opinion, have listening to songs developed your students' listening skill?

T3: (Laugh) in my opinion, strongly, listening to songs would improve students' listening skill.

R: What do you suggest to develop the students' listening skill?

T3: In my opinion, (Laugh), they should listen a lot to native speakers.

R: Since you used songs in class to teach the listening skill and strongly agree on the idea of using songs. Do your students enjoy listening to songs?

T3: Of course, they reacted positively. Most of the time, they are excited as they like songs.

R: You used songs in class to teach listening skill. How often do you use songs?

T3: Honestly, I sometimes used songs in class.

R: To use songs in class teachers must select songs carefully and respected some conditions. Here, on which basis do you select songs?

T3: Good. To use songs in class natural speech should be taking into a count, to enable students understanding the message. Also, students' interesting should be taking into consideration. For instance, teacher ought to use songs with meaning. After listening to interesting songs enjoyable and fun drills should be used.

R: You talk too much on students' interesting. So, do your students participate in the selection of songs?

T3: Frankly, my students did not participate in the selection of songs, because I know generally students preferred calm, kind, and meaningful songs.

R: Which type of activities do you use after listening to songs?

T3: Great. I used filling the gaps, match the words and reorder the sentences.

R: Which activity do you most enjoy?

T3: hey enjoy most in filling the gaps.

R: You have mentioned that songs should be applied in naturally speech, no speed nor slow. So, how often you submit songs for EFL students in order to listen to them?

T3: From two to three. It depends on the length of the song.

R: Do you have any other suggestions?

T3: Teachers should not focus on listening skill on the expense of other skills.

R: I know that you did not have too much time but you except to be here. Thank you so much for your collaboration sir.

T3: Welcome. By the way, good luck and congratulation.

Appendix D: songs with lyrics

Song 1: “ We will not go down in Gaza tonight” Micheal Heart

A building flash of white light

Lit up the sky over Gaza tonight

People running for cover

Not knowing whether they're dead or alive

They came with their tanks and their planes

With ravaging fiery flames

And nothing remains

Just a voice rising up in the smoky haze

We will not go down

In the night, without a fight

You can burn up our mosques and our homes and our schools

But our spirit will never die

We will not go down

In Gaza tonight

Women and children alike

Murdered and massacred night after night

While the so-called leaders of countries afar

Debated on who's wrong or right

But their powerless words were in vain and the bombs fell down like acid rain

But through the tears and the blood and the pain

You can still hear that voice through the smoky haze

We will not go down

In the night, without a fight

You can burn up our mosques and our homes and our schools

But our spirit will never die

We will not go down

In Gaza tonight

Song 2: "I will always return" Bryan Adams

I hear the wind call your name

It calls me back home again

It speaks up the fire

A flame that still burns

Oh, it's to you

I'll always return

Yeah

I still feel your breath on my skin

I hear your voice deep within

The sound of my lover

A feeling so strong

It's to you

I'll always belong

Now I know it's true, yeah

My every road leads to you

And in the hour of darkness darling

Your light gets me through

Wanna swim in your river

Be warmed by your sun

Bathe in your waters

Cause you are the one

I can't stand the distance

I can't dream alone

I can't wait to see you

Yes, I'm on my way home

Oh, I hear the wind call your name

The sound that leads me home again

It speaks up the fire

A flame that still burns

Oh, it's to you

I will always return

Rèsumé

Cette étude vise à déterminer les attitudes des enseignants et des étudiants de l'anglais comme une langue étrangère envers l'utilisation des chansons pour développer leurs compétences de l'écoute. Ce travail de recherche s'est tenu au département d'anglais comme langue étrangère (EFL) utilisent des chansons en classe, les compétences de l'écoute des étudiants peuvent être développées. Pour vérifier la validité de cette hypothèse, un questionnaire a été administré à un certain nombre d'étudiants de deuxième année et ils étaient 100 sur 302. Il visait à connaître les attitudes des étudiants envers l'utilisation des chansons pour développer leurs compétences de l'écoute. En revanche, une entrevue a été administrée aux enseignants sur quatre. L'objectif de l'entrevue était de connaître l'attitude de ces enseignants envers l'utilisation des chansons en anglais pour développer les compétences de l'écoute des étudiants. En outre, les chansons créent un environnement amusant, coopératif et intégral en classe. Enfin, quelques recommandations pédagogiques sont proposées pour faciliter l'utilisation des chansons dans les classes EFL ainsi que quelques autres recommandations pour améliorer les compétences d'écoute des étudiants.

ملخص

تهدف هذه الدراسة إلى التعرف على مدرسي اللغة الانجليزية و مواقف الطلاب من خلال استخدام الأغاني الانجليزية لتطوير مهارات الاستماع لديهم في جامعة محمد الصديق بن يحي .

يفترض انه في حالة ما استخدم مدرسي اللغة الانجليزية الأغاني الانجليزية في القسم فان مهارة الاستماع ستتطور لدى الطلاب و للتحقق من صحة هذه الفرضية تم توزيع استبيان على مئة طالب سنة ثانية ليسانس من اصل 302 و ذلك لمعرفة موقف الطلاب من استخدام الأغاني الانجليزية حتى يطور مهارة الاستماع وقد تمت إدارة المقابلة لمدرسي اللغة الانجليزية في كلية الآداب و اللغات الأجنبية حيث تواجد ثلاث أساتذة من أصل أربعة و هذا بمعرفة اتجاهات أساتذة اللغة الانجليزية من استخدام الأغاني لتطوير مهارات الاستماع لدى الطلاب و أظهرت النتائج ان كل من الطلاب و المدرسين يمتلكون مواقف ايجابية اتجاه استخدام الأغاني الانجليزية و إنها تساهم في تطوير الاستماع لدى الطلاب حيث ان الأغاني تخلق جوا ممتعا و متعاوننا و تكاملي في الفصل الدراسي وفي الأخير تم اقتراح بعض التوصيات التربوية لتسهيل استخدام الأغاني الانجليزية في فصول اللغة الانجليزية بالإضافة إلى بعض التوصيات الأخرى لتحسين مهارات الاستماع لدى الطلاب.

