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The Use of Movies and Songs to Enhance the Speaking Skill: The Case of First Year EFL Students at Ibn Khaldoun University of Tiaret

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Dedication

I dedicate this research investigation:

To the memory of my beloved mother. ❤

She was my first teacher who taught me to be patient and never give up. I wish she were here.

To see me graduate and attain one of my objectives in life. May Allah grant you highest ranks in Jannah.

To my dear father, my source of encouragement. May Allah bless you. ♡

To my lovely sister, Aicha and her husband, Mohammed. ♡

To my beloved brothers, Walid & Ilias. ♡

To my cousins, friends, classmates and family members. ♡

I Iham

Dedication

I *dedicate this work to my parents*

Who support me the most

All of my friends

Special dedication goes to my supervisor

I men

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Abstract

Several studies have dealt with the powerful impact of movies and songs in teaching the speaking skill. Thus, the purpose of this study is to findout whether the use of songs and movies in EFL classroom helps in enhancing the students' speaking skill in oral classes. This investigationtook place in the department of English at Ibn Khaldoun University. It deals with the case of first year EFL students at the above mentioned University. The participants were fiftystudents and ten teachers of English. Moreover, the researchers relied on three research instruments, namely, two questionnaires anda classroom observation. The collected data was analyzed quantitatively and qualitatively. To this vein, the results obtained from the collected data indicate that most of the EFL learners want to master the speaking skill instead of other language skills. In this respect, songs and movies can extremely help them to realize this. They affirmed that songs and movies are beneficial and helpful tools for learning vocabulary and improving pronunciation. In addition to that the teachers were also mindful of the advantages of these materials in the EFL classroom. Yet, the lack of time, classroomequipment, and students' control are the main factors that prevent them from using these materials in their oral classes.

Keywords:songs, movies, EFL, speaking skill, oral class, EFL students, teachers, materials.

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

L2: Second Language

L1: First Language

LMD: License Master Doctorate

SSIMH : Song-Stuck-in - my-Head

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General introduction

General introduction

First and foremost, it is obvious that in this modern world, the English language has become one of the major languages used universally due to its use in different sectors (technology, science, business, and Commerce). In other words, English language has reached a high level of international significancewhere people from different settings, with different mother tongues communicate with each other through Englishwhich can be either written or spoken.Besides, the ability to speak a foreign language today is becoming a necessity.

As a matter of fact,although Algerian EFL learners have studied English as a foreign language for at least seven years, the majority of them do not succeed in speaking it correctly. Moreover,the use of mother tongue (Arabic) in the classroom, lack of vocabulary knowledge, and the lack of motivation are considered as themain factors that prevent EFL learners from achieving such a goal of speaking English in FL classrooms.It is extremely difficult for educators and learners to practice EFL under these variables.Furthermore, it is very clear that to be fluent or master any foreign language like English, language learnersneed to be very skillful at the four skills namely listening , reading , writing, and speaking. The latter is considered as the most important skill in any foreign language teaching and learning process.

On the second hand, teachers need not only to transmit the information, but also to be integrative of the modern technological tools which play a vital role in the EFL teaching. Besides, they need to break out the routine and provide the classroom with a more enjoyable atmosphere.

In fact, each language teacher has his own beliefs concerning a language (how to convey it to learners, through which instruments, which skill to focus on more, how to correct learners mistakes, etc.). There is no doubt that these beliefs will be transmitted into actions and behaviors, and these actions will influence learners in either a good or a bad way, depending on teachers' beliefs about language teaching materials it may either motivate or defeat their learners.Unfortunately, most Algerian University language teachers of English still do not use technological materials in their practices. For example, the materials used for teaching speaking in TiaretUniversity are unexciting.Since, some teachers think that they are not going to pass the curriculum in time if they use technological tools. Others think that such tools are not taken seriously by students.Whereas, other teachers consider them just as a sort of entertainment and matter of pastime.Therefore, the present research sheds light on the use of songs and movies as one of the most successful technological resources in enhancing EFL

learners' speaking skills. It attempts to provide a clear image about how and when to use these resources, and how to avoid its drawbacks.

One of the current challenges in second and foreign language teaching is to reduce the level of boredom that exists in ordinary language teaching. This present study aims to examine if using songs and movies in the EFL classroom can improve the students' oral communicationskills. It also intends to describe the role of songs and movies in EFL classroom. In this respect, this present researchaims to address the followingresearch questions:

1. Can the use of songs and movies in EFL classrooms raise the students' speaking skills?

2. What are the EFL students' attitudes towards speaking English through the use of songs and movies at the department of TiaretUniversity?

3. What are the EFL teachers 'reflections about teaching oral expression through the use of songs and movies?

According to the aims we want to achieve, we hypothesize that:

- If songs and movies are used in EFL classroom, EFL students' speaking skills can be well raised.

- EFL students have positive attitudes towardsspeaking English through song and movies.

- EFL teachers have positive reflections about teaching oral through song and movies.

Accordingly, in order to test the given hypotheses and get more data about the effects of using Songs and movies duringthe process of learning a FL, three data collection instruments were used to gather information from both EFL students and teachers at Tiaret University. Two questionnaires will be conducted in the department of English. One will consider English teachers as participants, and the other one will be conducted with first year language learners, in addition to some classroom observation to see the impact of the above mentioned materials on learners' performance in a real context. The data were analyzed quantitatively and qualitatively. This research work basically starts with a general introduction to the dissertation. It includes the statement of the problem, the aim of the study,the research questions along with suggested hypotheses, as well as the tools of the research. This research work is divided into three main chapters. Chapter one highlights the literature review of speaking, movies, and song. However, itcontains two sections.Section one is devoted to speaking, it dealt with definition of speaking and discussed the term of English as a foreign language. It provides twomain aspects of speaking, fluency and accuracy. Then, it discusses the idea of teaching speaking with songs and movies in EFL classroom. The second sectionis about the use of movies and songs in EFLT. In this section, there would be a definition

ofthese two concepts. The types, characteristics, criteria, reasons, and stages of each material would be discussed as well. At the end of the section, we have provided the advantages and disadvantages of movies and songs.

The second chapter is the practical part of this research.It provides the readers with the main objectives of this study and gives information about the participantsas well. It describes the research instruments used in data collection. Each instrument will be described in details. Eventually, this chapter ends with the analysis of each data collection.

Speaking about the third chapter,it gives a discussion about the main results, and ends with some pedagogical recommendations and suggestions for both EFL students and teachers to enhance the students' speaking skills through useful tips and activities.

Chapter One

Literature Review of Speaking, Movies, and Songs

Section One: The Speaking Skill

1.1.   Introduction

The need to communicate in English is definitely essential nowadays. Nevertheless, the reasons behind learning the foreign language may differ from one person to another. For most EFL learners, the main goal of studying English is to enhance their language skills; reading, listening, speaking and writing, and to promote a large number of English vocabulary and appropriate grammar, but this is insufficient. Students should have the opportunity to talk English. Richard and Rodger (2002, p.210) state that "*a large number of the world's language learners study English in order to improve their proficiency in speaking*" (as cited in Ahour and Hassanzadeh,2015,p.422). In other words, speaking is currently the most demanding ability that EFL learners want to enhance. Besides, Ur (2000, p.12) claims that speaking is intuitively the most significant of all the four skills, people who know a language "*are referred to as speakers of the language, as if speaking included all other kinds of knowing*". Language learners, therefore, give their learning priority to speaking. However, it has been noticed that most EFL students are excellent in reading and writing skills in comparison with listening and speaking ability. Because,the major focus has been always on writing skill (Chun, 2006). Well, this chapter provides a literature review about speaking, movies and songs through two sections.

1.1.   Definitions of Speaking

Some linguists such as Chaney (1998), defines speaking as "*the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts*" (p.13). In a similar way, Nuan (2003, p.269), defines speaking as a "*productive aural/ oral skill and it consists of producing systematic verbal utterances to convey meaning*". The above definitions reveal that speaking is a process that involves using signs to produce meaning. To add another definition to the speaking skill, Petrie (1987; in John Lyons, R. Coates et Al: 336) sited that " *speaking is an activity which most of us spend a great deal of time engaged in, apparently without any effort and with not very much thought*". In essence, thousands of phrases are spoken by individuals worldwide without creating any notable attempt.

1.2.   The Characteristics of Speaking

There are two main aspects of speaking, namely, fluency and accuracy. On the one hand, fluency is the capacity to talk, share emotions, thoughts and views with others. Moreover, according to Baker and Westrup (2003) an individual who is able to speak English

well might have better opportunities for further career, job creation and promotion. Thus, speaking is very crucial for success (p. 5). Furthermore, Nuan(1999) argues that fluency means that people can convey themselves effortlessly and use the language. As per Richards, claims fluency for verbal proficiency is extremely essential. It can be accomplished by setting up classroom activities that assist students to express meaning, rectify errors and prevent interaction failures (2006, p. 14). Oral competence cannot, however, be achieved without accurate and consistent use of language. This means that speaking requires fluency as well as accuracy. They go hand in hand and each one complete the other (Brown,2003, p.1).On the other hand, accuracy, which means the proper use of vocabulary, grammar and pronunciation (Nunan, 1999).It relates to the capacity of the student to generate right phrases grammatically. However, this productive skill (speaking) may be affected by some affective factors.

1.4. The Affective Domain

Many educators emphasize the learners ' cognitive aspect and concentrate more on improving their mental skills. Alas, they ignore the affective one. In this vein, Stevick (1980,p.4) stresses the significance of affecting variables by stating that *" learning success depends more on what goes on inside and between people in classroom"* (as cited in Kubo, 2007, p.42).So, affective learning gives effective results. As Brown (2007) says *"the affective domain is difficult to describe scientifically. A large number of variables are implied in considering the emotional side of human behavior in the second language learning"* (p.152). In other words, this field includes a range of dimensions of character. Self-confidence is the most important variable affecting learning (Al Hebaish, 2012). From another perspective, Cole et al (2007, p. 20) argue that self-confidence plays a key role in speaking a foreign language, *"confidence and competence go hand in hand and increasing your learners' confidence will help them to develop their skills"*. For this reason, language teachers should take this aspect into consideration in their training process.

1.5.Factors That Cause Speaking Difficulties to EFL Learners

First of all, the concept of English as a foreign language is rather similar to the term English as a second language(ESL). However, teaching English in a non-English-speaking country is completely different than teaching in a natural setting where it is spoken everyday Freeman (1998:4).*In Gebhard's opinion (1996) EFL means "English as studied by people who live in areas where English is not the first language of people who live in the country* "(p. 2-4). This means that,in countries where English is not spoken by most people as their primary language.Whereas ESL means according to him, *"English as studied by people who live in*

*places where English is the first language, but they speak other languages as their first language such as, Spanish, Arabic, Chinese...".*Connectedly, EFL students are not exposed to English outside the classroom as easily as ESL learners. They may not hear English or speak it frequently during their free time. ESL students are able to use the language outside the classroom.

Secondly, also the objectives of EFL and ESL learning often differ considerably. Nevertheless, Gebhard (1996: 2-4) notes that the objectives can also be reversed because several EFL students are truly keen to learn foreign languages in order to communicate with language foreigners and are interested in, for instance, travelling, living abroad, working as a translators or doing international business. ESL students are equally interested in various types of admission tests.

According to Zhang (2009), speaking is the hardest skill to master for the majority of language learners, and they are yet unable to communicate verbally in English. Consequently, there are certain reasons which make it difficult to speak. Inhibition, lack of vocabulary, absence of motivation, use of mother tongue or first language, are among these reasons that prevent learners from expressing their ideas properly (Ur, 1996). Furthermore, pronunciation is also considered as another difficulty for manylearners. In fact, It is a key element of a good English speaker who expresses his/ her thoughts in interacting with others. Gebhard (1996:2-4), states that the teaching of ESL and EFL requires materials that motivate the learners.Therefore, movies and songs are helpful and flexible materials that provide learners with the opportunity to improve their listening, speaking and pronunciation abilities in their EFL environments.

1.6. Valuable Media Used for Teaching Speaking to EFL Learners

English as FL is considered a hard leg to study. Most EFL learners find the typical teaching techniques boring. Teachers need unique techniques for minimizing this difficulty. In addition, valuable media can be used for teaching speaking to EFL learners in order to make their learning procedure more enjoyable and interesting (Arsyad,2011 as mentioned in Kurniati, 2016). Media are regarded as an instrument introduced by EFL teachers in the context of providing their learners with particular information. There are three types of media according to Sunyoto (2007: 102); visual media, audio media, and audio-visual media.

First of all, visual media are media which learners can see, e.g. picture chart movie. Secondly, audio media is media that can be heard, for instance, the radio songs. Lastly, audio-visual media is media that can be seen, touched and heard, like video TV, etc. Connectedly, a

number of electronic tools such as songs, films, videos and power points are considered to be key components to the introduction of a verbal class. In this sense, Awasom (2009:598) argues that *"oral instruction should be fully endorsed by visual cues and hands-on experiences"*.

Through using songs and movies as audio-visual media, learners are more likely to know the actual stuff and do not find any barriers in speaking English. The teacher should use such instruments when introducing lectures, to motivate and increase the ability of students to speak English in the class and to make the process of learning more pleasurable and memorable. (Mulyani 2015).

1.7. Teaching Speaking with Songs and Movies

Songs and movies are crucial materials which use sound and vision to present language where the students pay attention to disparate things such as cultural differences, vocabulary, accent, levels of formality.They are considered as versatile tools which enable students to learnthe language in its real sense and of course changing the mood of the classroom, paving the way for the student to enjoy the delivery of the lecture as well. Furthermore, a question is raised why should teachers use such resources in EFL classroomand how should they use them?

One may say that the use of such resources is just to facilitate the learning process, support the presentation of the lecture, give students chance to think about the target language and its culture as well. We will shed light on the use of these resources in the following section in details. Songs and movies are good aids of motivating learners to enhance their oral skills while introducing real language such as fresh words, expressions, idioms and proverbs. According to Rusunen (2011),the use of such authentic materials in teaching verbal course in the EFL environment is truly beneficial and can motivate both the teacher and student in the process of teaching and learning (p.26).Connectedly, other technological instruments like movies are also available to support verbal communication course and make the delivery more attractive. Therefore, the following section will explore the concept of how to teach speaking with movies and songs.

Section Two: The Use of Movies and Songs in EFL Teaching
1.8. The Use of Movies in EFLT

Movies are being used for educational reasons to stimulate language learners and they are readily accessible for students, especially in latest years, and common type of leisure learning in English as a foreign language. On this basis, the current section seeks tosuggest some definitions of movies and discuss the importance of using them in EFL classroom, and its impacts on the language skills. We will shed light on movies' types, criteria, stages, functions, advantages and disadvantages as well.

1.9. Definitions of Movies

First of all, many educators today view movies as suitable and adequate content for teaching. In Ur's view, a movie is " an outstanding source of real spoken language material; it is appealing and motivating as well" (1991). This means that movies are flexible resources, in which you freely can start and stop, go forward or turn around. Movies are so invaluable and abundant learning instruments as King suggests, because in actual existence they display English colloquially instead of artificial ones; a possibility of getting subjected to various tones, stresses, tones of mother tongue speakers. In addition, they are "a source of information" (2002).

While in Stewart's opinion films are simply ideas (2006),using films in EFL teaching is one-way of introducing diversity into the classroom. In this respect, Sufen (2006) points out thatmovies are regarded as an informative learning instrument. Because of their "diversity and authenticity", they represent the manner of life of human beings as well. Furthermore, they can be used as a light stimulus. In this regard, Ruusuen argues that films are *" a flexible tool for second language learning and instruction since they add an extra dimension to course design and assure a rich variety of language and cultural experiences"*(2011, p.15). This means that movies are extremely efficient in ESL classrooms since they can motivate both the instructor and the students in the process of teaching and learning. One way of enabling learners to interact and share their emotions with each other is introducing film throughout the whole learning cycle. Films *"are a fun entertainment sources and an acquisition of English"* (Ismaili, 2012, p. 122).

From another perspective, movie is a sort of visual images that visualize expressions and show an influence of reality (Dadabhoy, 2012, p.44). In other terms, movies are series-based pictures capable of producing sounds and moving pictures, like an actual intervention.They are charming tools of amusement and language improvement (Phd. Xhemaili, 2013).

1.10. The Importance of Using Movies as a Tool in EFL Classroom

Based on previous studies, one may say that moviesgive the teaching tools a fresh aspect, combining shifting images and voices can generate an exciting and communicative way of learning. Accordingly, they can be exploited in the English classroom to enhance students' critical thinking skills (Eken, 2003).Similarly, Similanich and Lafreniere discovered that films help learners to think critically. This will let them study something fresh, such as fresh language vocabulary and "speaking techniques" (2010). On the other hand, Ling claims thatthere are three major aspects of using movie in the EFL classroom(2009).

1) The movie helps learners to better understand and obtain data.

2) It is a good opportunity for students to learn the right English intonation.

3) It encourages the involvement of learners and enables them to understand the goal of learning the (TL) better.

On the other hand,Seferoğlu (2008) indicates that movies can provide authentic language input and stimulating framework for classroom discussions. In other words,movies are good instruments for generating a real discussion in the class; help students to increase their confidence in speaking as they learn how to use certain words and to pronounce correctly (Seferoğlu, 2008; Florence, 2009; &Mirvan, 2013).Thus, from the above lines, it is possible to conclude that there are several reasons to use movies in foreign language teaching. Here, authenticity and motivation are among of these reasons.Now, we will shed light on the terms of authenticity and motivation a bit.

1.10.1. Authenticity

According to Alan authenticitycan simply mean that the material is not produced for teaching reason, but for mother tongue speakers (1985). Similarly, Gilmore (2007), refers to authenticity as *"the language produced by a real speaker/writer for native speakers in a particular language community"*(p.97-118).Movies are a good example of authentic material that can be used inlanguage teaching in order to make the learning process moreentertaining, more enjoyable and possibly even somewhat easier.Katchen (2003) said that movies represent authentic language because they have frequently been produced to appear natural to English language speakers (mother-tongue) (p.221-236).

1.10.2. Motivation

According to Lin (2002) motivation is the most compelling justification for using movies in the class. In addition, they are also a framework for English learning, strengthening

what learners experience in a playful and genuine output in the classroom (Gebhard, 1996). Xhemaili, on the other hand, has also shown that films appeal to learners, and their motivation for learning can be favorably influenced (2013).

1.11.Learning Culture through Movies

As mentioned earlier language and culture are inseparable from each other. Indeed, if we have studied the language, for example English, we have to know its culture, too. In another perspective, it is impossible to learn a language without understanding the cultural context in which it is used (Kramsch 1993).This means that if students study a foreign language, they must also be familiar with its culture.In this regard, Istanto argues that students should be conscious of the cultural variations between their mother cultures and the target culture that they have learned (2009).

According to Stoller(1988) movies bring a new aspect to the layout of courses and provide a wide range of language and cultural experience since they are a versatile means for second-language education. Moreover, they reveal learners to authentic, non-standard language, types of expression that are not usually found in a less limited class setting. Similarly, Florence, states that movies provide a realistic view of the language and culture, providing insights into the reality of life of native English speakers (2009). In other words, often the language that is more realistic encourages the learners to take an active part in movie-related activities.

1.12. Movies and Brain Hemispheres

In fact, films are new teaching instruments and nearly all the students enjoy them. In this regard, Brown (2007, p. 146) reports that "... to encourage students to use right brain processing, use movies and tapes in class". Thus, films are both a springboard for real conversation and a guide for fresh classes during the entire educational phase. In this respect, several pieces of research on Brain function have shown that the working of the left and right hemispheres of the brain is totally different. The left-brain side works on electronic, constructive tasks that distinguish oral and written media. On the other hand, the right-brain side focuses on the symbolic tasks that distinguish visual media in general, and the sound and visual features of a movie in particular (Cassidy & Knowlton, 1983; Springer & Deutsch, 1998). However, these differences in brain functioning firmly indicate the choices in educational media to use both sides of an individual's brain synergistically. From another perspective,learners sometimes get more out of words including spoken, composed text, and moving images. Both sentences and images enable the brains of the students to process

working memory more effectively so that they can understand the target language (Lonegran, 1998).

1.13. Movies in EFL Teaching

Movies are a priceless way of communicating thoughts, listening to real discussions and learning native accents. EFL educators can take advantage of multiple films (documentary, historical, popular, educational …) to address a specific subject, a temporal period, historical incident, or a foreign country's culture. The introduction of popular films in EFL classes demonstrates how learners can study and exercise English while viewing films in their own time. Besides, films also provide a visual guide that enables learners to enhance their knowledge and learning abilities.

As we said previously, movies are charming tools of language improvement. That is why many investigators and EFL professionals tend to see film versions adapted from well-known and existing books as an additional cause of learning. For example, Pride and Prejudice movie is an appropriate opportunity for learning rather than the original book itself. It added a sense of fulfillment and entertaining to the audience. However, reading a full book may be as exhaustive as energetic, in contrary, an audiovisual aid (movies) can be more enjoyable and engaging to students, since the film is not longer as the book version, but to estimate the story, one should read the book in addition to watching the film. "… a film with a story that wants to be told rather than a lesson that needs to be taught"(Ward &Lepeintre, 1996).

More importantly, according to Sommer, movies in video format should not be considered as secondary they must be only in a listening class, but rather as a major content and an intrinsic component of the curriculum (2001).Video is a very useful instrument because it is versatile, instantaneous and accessible in EFL\ESL classroom (Walker's Lonergan, 1997). Video enables students to be subjected to the target language and also to non-verbal communication elements such as gestures, facial expressions, feelings, and placement. (Stempleski&Tomalin, 1992).

1.14. The Impact of Movies on Teaching the Speaking Skill

A number of researchers have recently shown that movies can become an essential component of the program because of their important impact on the growth of the four fundamental language skills (Baratta& Jones, 2008; Martín &Jaén, 2009; Ismaili, 2013; &Rokni&Ataee, 2014; Yaseen&Shakir, 2015). In this connection, Varga supports the use of films in ESL classrooms due to its positive impacts on the learners' receptive (listening and

reading) and productive skills (speaking and writing) (2013). Similarly, Harmer states that "*language production work grows out of texts that students see or hear*"(2007, p. 267). Thismeans that, learners develop their language production either through visual or auditory materials , movies with subtitle are appropriate example of this case .

Accordingly, other studies have also demonstrated that movies build learners' confidence in speaking while learning to use phrases and pronounce them properly (Seferoğlu, 2008; Florence, 2009; &Mirvan, 2013). Furthermore, they are now accessible and easy to use in the EFL lesson, for example, the professor can demonstrate the scene and take a break to address the subject. Allan (1985) also supports the idea that movies enhance the students' speaking skill effectively and can be an incentive for meaningful interaction in the classroom, through the presentation of distinct views into the group (p.48-65).

In another perspective, movies act as a link between learning abilities and language goals (performance). Through viewing them in the EFL classroom, students can not only activate their primary understanding, but they can also stimulate their competencies positively (Herron & Hanley, 1992).In exchange (Phd. Xhemaili,2013), argues that movies give visual supports that help students to better communicate and read. In his research, he discovered that through watching movies in the classroom learners can access, perceive and replay the message which is highly contextualized by the excellent characteristics of accompanying information, both in visual and textual term. Movies might offer learners with a great chance to accommodate their distinct emotions and obtain an overview of their experiences and then combine them according to a story or concept about that film(Gambrell&Jawitz, 1993, as mentioned in Ismaili,2013, p.123). Altogether, movies are one of the most widely used media to enhance the students' language abilities, in particular, speaking and listening skills.

1.15. Types of Movies

Stoller (1988) notes that the genre of movies, generally selected should supplement the educational and curriculum goals as well. In fact, there are different movie genres, such as: documentary movies, historical narratives, educational movies, social issue movies, drama, animation, science fiction, adventure and comedy. The genres above can be considered as appropriate in educational terms. Allan (1985) describes some of the movie genres more in-depth. Drama comprises all types of storytellers and also sections which can stand alone, i.e. brief sequences that may be used without looking at the entire movie. The content of plays can be a certain type of behavior or merely a fun, excellent tale. In particular, however, the short clips don't always work because a certain amount of needed data has often been previously indicated on the movie or on the plot.For one thing, documentary and popular

films are therefore one of the appropriate kinds that allow individuals to experience and learn something distinct in an exciting manner (Dunlop, 2015). However, the documentaries contain comments, place inserts and talkers. It is essential to remember if the subject is of concern to learners when selecting a documentary movies. The visual assistance also has to be taken into account as sometimes learners can focus too much on oral data. In contrast, for certain learners, humor can be an incentive variable.

1.16. Criteria of Using Movies in EFL Teaching

When using movies in EFL classes, a number of factors must be regarded. These include, For example, the choice of film, is the first key factor, the student's age, level, and needs, the educational setting where movies are used and copyright. Allan (1985) underlines the importance of selecting subjects that are appropriate to learners. In such an instance, the storylines should be attractive and interesting to keep the students motivated. Stoller recommends language teachers to provide the learners with a deep understanding that movies are not just an enjoyable way of spending time, but they have certain educational objectives (1988). Furthermore, the amount of competence of the learners should be considered in the selection of suitable movie. That is to say, whenever the movie is understandable enough, students can fulfill the activities associated with the language easily, thus the LC in the classroom is increased (learner-centered).

Stoller (1988) outlines comprehensive criteria for movie selection in the EFL classroom. In accordance with the students' level, interest, needs as well as educational and curriculum goals and movie types can be drawn into consideration. However, not every kind of movies suits all students, especially in levels of efficiency and educational goals. In addition, each film determines different types of activities. Therefore, it is essential to select and preview the movies carefully. In short and clear words, movies should be chosen for educational purposes. The topic and content should not be exclusively entertaining for the learners, but at the same time attractive and encouraging to observe (Stephens, Ascencio, Burgos, Diaz, Montenegro & Valenzuela, 2012). As per King (2002) also emphasizes the significance of selecting suitable films in ways which may not be too complicated for learners' level (understanding). The content, on the other hand, should not be harmful or inappropriate to learners as well.

In addition, the duration of the movie is another supportive consideration according to (Stoller 1988). It is not easy to define the film optimal length because it relies on e.g. the type of movie, the classroom timing, the quality of materials, the goals of the course and the degree of students' competencies as well. Hence, some researchers proposed that mixed screening

and associated activities should last no more than two hours. But this is frequently restricted by lesson plane and curriculum that do not necessarily permit longer classes. A five-minute introduction to the film, and then accompanied by a roundtable discussion between the teacher and students about the topic, would be extremely efficient in understanding the film with fresh vocabulary and phrases (Li 2012). Accordingly, Keene notes that introducing the film and personalities contributes to the promotion of film's appeal as well (2006).

1.17. Stages to Consider When Using Movies in EFL Teaching

Generally speaking, there are many ways of using movie in the class, for instance, it can be used to introduce new themes that lead to a greater discussions. Also, when the teacher wants the students to focus on the language/culture, or practice it. In this line of thought, Allan (1985) emphasizes that movies can be used in distinct respects in a language course because they promote learners to speak. He identifies three significant stages of choosing a movie for English speaking class, namely (Previewing, during viewing, and post-viewing)

First, the pre-viewing is an essential stage which can simplify the advantage of the movie and its many benefits for the struggling learners too. Additionally, it requires the teacher to be more aware of the subject matter that (he/she) deals with. They should prepare the students before he/she begins with the intent of the movie, and then guide them with some questions about the topic. Students on the other hand, must understand what they are expected to do in the next stage. In short, when the teacher wants learners to monitor the film, understand its message and characters, pre-viewing is the appropriate stage selection. Keene (2006) also emphasizes the worth of pre-viewing activities, because when the students are not active, they may take a negative perspective that is a default choice in their home environment.

Viewing stage is an easy way to maintain the visual focus of the learners despite the movie's duration. Here, the teacher can ask the students to take notes while watching. And be ready to stop the scene if learners have any questions. Also, it is preferable to take breaks from time to time, especially when learners seem embarrassed or anxious during watching, this stage can be a sound-free viewing of the content to recognize the visual signals. This time, the film should be reviewed, but with sound to determine if the whole message of the film is sufficiently understandable or not.

The significance of the post-viewing stage has been also emphasized by (Stoller 1988). According to him, it is designed to encourage the written as well as verbal terms of the target language, using ideas and information from the selected movie. In other words, students should be motivated to answer the guided questions and supporting their answers with

examples from what they have already viewed. They can be asked to provide a brief summary of the story as well. Otherwise, simply share their opinions, thoughts and feedback about the movie. Eventually, Fisher and Frey (2011) share the same opinion that the learners should take part in previewing, viewing and after viewing activities in order to remain the students active.

1.18. Functions of Movies in Teaching

Generally speaking, movies can be a part of the teaching and learning program, they can serve many functions. However, the functions are based on the teachers' style, educational objectives as well as classroom material. Anyway, according to cha movies can be used as an analytical case, experiential practice, metaphor, meaning and symbolism.1999

1.18.1 Movies as Analytical Case

A well-selected movie as a case helps learners to enhance their analytical abilities. In such a case, films with a good storyline and meaningful content will serve well. According to Champoux, Scenes from a well-played movie show material that is more dramatic and engaging than a printed case. For example, "The Coca Cola Kid scenes" are pleasant enough to demonstrate great resistance to organizational shift. Students should readily recognize a number of resistance factors (1999). Certain movies provide a predictive case which can result in an abundant debates and strengthening of ideas. Another example which serves as well as a case is that of 'Crimson Tide scenes' which are particularly important for decision making, stress, conflict and management. The scenes are adequately complicated to test the analytical abilities of students in these fields of concern and to encourage prolonged discussions.

1.18.2 Movies as Experiential Practice

Several movies can be integrated into experiential exercises. The use of movies rather than printed materials contributes to the advantages and uniqueness of the exercise. (Champoux, 1999) provides "The Houston, "we have a problem "from Apollo 13 as an example of an experiential practice. These scenes work well as material, in small groups, students are able to evaluate these images with overall understanding about problem-solving, decision-making .Scenes may also be analyzed by the Vroom-Yetton decision tree in order to see the decision-making method recommended by the template (Vroom &Jago, 1988; Vroom &Yetton, 1973).

1.18.3 Movies as Metaphor

Movies give plenty of possibilities to produce strong metaphorical models of abstract ideas and beliefs. In stories and poems, metaphors play a number of role models, and they can perform comparable functions when a movie is used as a learning aid (Cooper, 1986; Hawkes, 1972; Mooij, 1976). In other words, the expression of creativity in a writer or audience and stimulating it is an essential function of metaphor (Hawkes, 1972: 34). Metaphor clarifies complicated ideas and provides a fresh manner of understanding facts. It often leaves long-term memories (enduring feelings) an individual can readily remember. Often, managers attempt to show their pictures as metaphors of important concepts they want to highlight. This can be done deliberately or unexpectedly for ideas. Throughout the ending scenes of "Scent of a Woman", a strong graphic metaphor for ethical conduct emerges. (Champoux,1999)

1.18.4 Movies as Symbolism and Meaning

On the one hand, movie as symbolism function can be used to convey ideas symbolically. Symbolism according to Champoux, is frequently shown through "*Unusual shots, sequencing, lighting, and the use of black and white film"* (1999). while on the other hand, this movie function as meaning is an outstanding means of making theories and concepts meaningful. A message can be better transmitted by the visual and auditory impacts of suitable movies than written or spoken words. "12 Angry Men" scenes demonstrate learners the meaning of conflicts more efficiently. These scenes can be a powerful teaching tool particularly for encouraging students to analyze things critically.

1.19. Benefit Sides of Movies

The benefit of using movies in the teaching and learning class is undeniable. For example, they :

- Create more student-teacher and student-student discussions.

- Draw the attention and concern of learners

- Enrich the students' vocabulary and improve their pronunciation and grammatical skills as well.

In addition, the use of movies in TEFL is really advantageous. To better convincing the above idea, here are relevant studies which have also supported this idea.

Movies directly promote the understanding of students in an ideal visual context (facial expressions and movements) (Allan, 1985; Sheerin, 1982). They can serve as a background for language learning by reinforcing the students' learning in a spectacular and genuine performance in the classroom(Gebhard, 1996).whereas, Lin points out that movies do not only

offer visual aids, but they also provide exposure based on motivation which is the most important reason for using a film in the classroom(2002) . Moreover, they supply good material to teach conversations (Martín &Jaén, 2009). Accordingly, Tognozzi states that movies catch the students' attention towards the target language (2010). They increase the students' motivation to learn (Ruusunen, 2011) and improve the students' awareness of the target language culture (Zhang,2013). Also Khan finds that movies can improve the students' listening and communicative skills. (2015)

1.20. DrawbackSides of Movies

Like every part of this existence, movies are double adjusted tool. That is to say, as they have benefits, they have drawbacks as well.

- Stoller (1988) states that the use of films involves comprehensive training for example, which makes it difficult for some educators to use films. Because educators generally are rather busy, movie preparation is regarded too timely, and instead of preparing a movie and associated tasks, it is perhaps easier to obey a text guide.

- Furthermore, Champoux (1999) notes that using films takes teachers time, as well as other class activities(240-251).

- The lack of equipment which could make the use of movies in learning more complicated.

- Ismaili also claims that there are difficulties while selecting suitable movies for different proficiency levels and that watching a movie might be very time consuming (2012, p.125).

- Keene (2006) warns the use of movies for only amusement, and relaxation reasons, which all fosters a "passive way of watching" (p. 223).

1.21. The Use of Songs in EFL Teaching

It is well known that several studies have dealt with the powerful impact of movies and songs in teaching the speaking skill. Movies and songs are crucial materials which use sound and vision to support the presentation of the lecture, give students chance to think about the target language and its culture, vocabulary, accent and levels of formality as well. They locate ideas in its context and help better to communicate. Indeed, the use of these educational materials in FL setting ameliorates the students' speaking ability. More than that, they make the process of teaching and learning more efficient and realistic. Bellow, we provide a variety of ways in which songs can facilitate learning, especially in an adult language classroom by considering the linguistic, affective, social and cultural, and cognitive aspects of a language classroom.

1.22. Definitions of Song

Music is believed to be a strongly motivating technique in education. It has the capacity to set the students of all ages in a better mood so that they enjoy learning. It is one of the leisure methods which can be used both inside the classroom and outside. It also plays a major part in the learning process of students by easily accessed from various media platforms, including YouTube. Furthermore, on multiple devices like tablets, phones etc, we can listen to different types of music at any time and everywhere. In this connection, Hornby (1990) said that: *"song is a great languagepackagethat bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes can also provide a relaxed lesson''* (cited in Arévalo, 2010, p. 124). In other words, the song is one of the motivational instruments for creating good behavior, inspiring and relaxing learners and attentively increasing them in classrooms.

The songs are named by Murphey (1992: 7) as "motherese" young person. The term Motherese means according to him, the highly affective and musical language used by adults to communicate with newborns. When kids grow up, they get that language decreasingly. The language is slowly disappearing as children grow and a song can replace them. A lullaby can be a typical example of the 'motherese' speech. According to thesaurus dictionary, "*music is a timely sound art that expresses ideas and feelings in meaningful forms through the elements of rhythm, melody, harmony and color*". This means thatthe role of music is to describe emotions, and it is classified by four major features,rhythm, melody, harmony and color. Accordingly, Harmer(2002, p. 242), refers to song as;

.. a powerful stimulus for student engagement precisely… it speaks directly to our emotions while still allowing us to use our brains to analyze it.. music can change the atmosphere in classroom or prepare students for a new activity. It can amuse and   entertain, and it can make a satisfactory connection between the world of leisure and the world of learning.

From the above quote, it is possible to say that using songs as a teaching aid can play a vital role in preparing the language students for activities, motivating them to think and changing their moods and the atmosphere of the class as well. Besides, a song is not only a mean of enjoyment, but it is also a mean of learning.

1.23. Structural Integration in Language and Music

In the adult language classroom, music and language hold a number of similarities at the level of sounds, i.e.at the level of structure. First, both language and music are acoustical completing each other. Second, they are based on systematic rules and involving a fixed number of classes. They temporarily involve several sound sequences with a distinctive rhythmic and melodic structure. (Fedorenko et al., 2009, p.3). In this connection, Mora (2000) has reminded us of the common characteristics of music and language. She says:

Both are the result of sound processing ... they are used to convey a message by their speakers... Music and language have intrinsic characteristics in common, such as pitch, volume, tone, stress, sound, rhythm and pauses. We learn both of them through exposure (p.147).

On the one hand, theVanguardia newspaper (september25, 2007) published an article on a study conducted by Northwestern University scientists (Evanston, USA) wherein they asserted that musical training could improve the development of language skills. This article stated that the perception of music obviously required the listener's ability to hear notes, rhythm, tones, sequences, silences and verbal memory. Music greatly affects thoughts, emotions, attention, learning and thinking ability.

On the basis of the cognitive theory, Patel (2012:13) proposed that certain aspects of this structural integration process should be shared by language and music. The structural integration involves quick and selective activation of associative networks, and neural resources are shared between language and music that allow this activation of the networks where the domain representation resides (13 – 14).

Similarly, Suzanna Zaraysky (author of language is music, 2013) also stated in an interview conducted by means of Univision application that music activates more parts of the brain than the spoken language. In any and every culture music is present. If the learner is tuned to the music of the language being taught, the range of frequencies in a language will be provided. Furthermore, she argues that the more musical external tools we use, the easier it is to learn English or any other language. She argues that through music, radio, movies and television, a student learns accents better. She recommends listening before learning the language.

1.24. Types of Songs

There are many ways to classify songs. According to cultural classification, there are three types, namely, art, folk, and popular songs. In art songs, the lyrics are generally composed individually, by a poet or lyricist, and the album by a composer, for success in its own place and generally with piano accompaniment. Furthermore, in nearly every culture there are folk

songs which often anonymous origin that is transmitted orally. Speaking about the third type,popular songs are performed on the radio, via all other mass media. Besides, the following types of songs are commonly used for language instruction:

- List songs: songs in which structures, lexis are repeated over and over.

- Story songs: songs that telling a story.

- Action songs: songs requiring listeners to do some actions while singing.

- Special occasion songs: songs sung only on certain occasions or at certain time of the year.

1.25 Characteristics of Songs

1.25.1. Pronunciation

Generally speaking, the basis of speaking is pronunciation. Through practisingpronunciation, students can interactlike native speaker. In this respect, Burns says "*clear pronunciation is essential in spoken communication.... Learners are more likely to communicate effectively when they have good pronunciation and intonation*"(2003, p.5). Furthermore, Cheng (1998) indicates that "in order to understand the spoken language one must have a good working knowledge of the pronunciation of that language" (p. 41).In other words, if the speaker's pronunciation is not clear, the listener will not be able to comprehend the message. Consequently, no communication or accuracy will be achieved. A song is a magical tool to teach pronunciation and new vocabulary simultaneously. Students can pay attention to new words, meaning, pronunciation and its different sounds of lyrics.

1.25.2. Intonation

Intonation implies the transmission of data in expression that is autonomous of the words and their sounds. It refers to the way the voice goes up and down when we are speaking (the rise and fall of our voices as we speak). According to Scarecella and Oxford (1992), intonation performs a grammatical function in a sentence. Thus, song is a good example of learning pronunciation, intonation and vocabulary.

1.25.3. Vocabulary

Having a rich knowledge of vocabulary is necessary for oral communication. Thus, songs help to memorize language because of repetition; students can learn new aspects of words and work on different aspect of songs. Besides, they encourage discussions, a play or debate.Students will not only increase their vocabulary items, but also their lexical items and many words structure. As shown by Harmer (2001), the understanding of word classes enables speakers to interact well. Therefore, learners are required to be able to use words properly.

1.26. Why Teach English Language through Songs

A song can be a valuable tool in the process of learning a language to absorb the goal of a foreign language. In the acquisition of language skills, there are two processes: intuitive and conscious. Thus, the use of songs can make a successful contribution to them. In addition to the systematic study, students are allowed to learn more rapidly through songs and lyrics may be used in various types of learning activities (Lifelong Language Program, 2012). These two processes are linked through the use of both brain hemispheres. The right hemisphere ensures creativity through the use of pictures, metaphors, and emotions. Whereas, the left part of the brain is responsible for thinking logically and analytically.
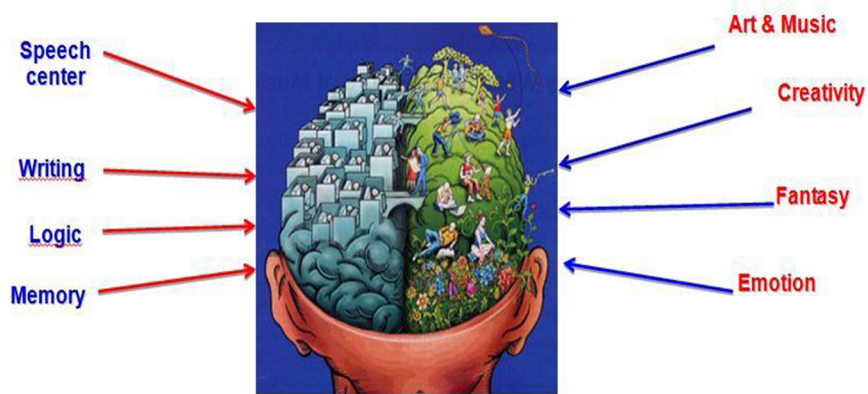
Figure 1.1. *Both Brain Hemispheres. Lifelong Learning Program* (2012)

On the one hand, countless studies have emphasized the importance of music and songs in foreign and second Language learning. Furthermore, while emphasizing the importance of explicit instruction, they convey the idea of using music to maintain a more conductive learning atmosphere socially, academically and emotionally in classrooms. Emotion and language live together in one song; they are not separated from each other. Language, rhythm and melody ensure that language patterns, words and forms are translated into the long term memory. On the other hand, lyrics which are the words of a song, a poem that expresses deep personal feeling in a way that is like a song; a lyric poem (Merriam Webster Dictionary, n.d.).It is claimed that "*some lyrics are abstracts, almost unintelligible and in such cases, their explication emphasizes form, articulation, meter, and symmetry of expression*"(Unknown source). In addition, lyrics help learners exercise their comprehension and also learn new vocabularies. Therefore, song's lyrics are considered as one of the most effective ways to learn informal English. Also, to achieve fluency, any new word goes in communication with other words; no word is just individual in a song. Because in real life,

any word is related to another, when people speak, they speak in word combinations, in sentences and thus words go together in songs.

1.27. Criteria for the Selection of Music/Songs

In order to utilize a song in classroom setting, a certain criteria like the age and level of the students, the language and interests of both students and teacher toward that song should be taken into consideration. Griffe (1992) classifies these criteria into four groups, namely classroom setting, teacher, classroom opportunities and music.

1) Classroom setting (number, age and interests of students; lesson time)

2) Teacher (teacher's age, interest in music and objective behind using the song in the class)

3) Classroom opportunities (flexibility in lesson plan, classroom materials)

4) Music (lesson plan and equipment such as the volume, sources of music, board, etc.)

He (Griffe) recommends the followings while choosing a song to be used in EFL classroom. In the case where adequate songs are chosen, popular songs will be most useful, depending on the teacher's objective and students' interests.

• Using songs which learners like to communicate it with their classmates.

• Songs that contain profound concepts such as envy, pain or forgiveness should be understood by adult learners.

• Swear words, slang, insults, violence, drug addiction, unsafe habits and any kind of discriminatory words should always be excluded.

• The song ought to be instructive, not only for fun.

• The lyrics of the songs have to be clear and the sound optimal

• Words ought to serve as clear grammar objects as illustrations.

Nevertheless, music can interrupt other classes so it should not be played loudly. Besides, certain rooms are large which appear to eat up the sounds, so choosing a proper classroom should be highly considered (Griffee 1992, p. 7 - 8). Eventually, it might be a good idea to allow the students bring the text of their favorite songs and then pick suitable ones.

1.28. The Reasons for Using Songs in EFL Classroom

The main source of English outside the classroom is very often music. So, it appears to be a good idea to use this in the lesson. A distinctive affective and cognitive reason for playing a song during a lecture can be provided. In this respect, Eken (1996: 46) provides a list of eight reasons about the use of songs in a FL classroom. First, a song can be used to introduce a subject matter, language point or vocabulary. Second, it can also be used as a lexis practice. Third, they can undoubtedly be used as an extensive (comprehensive) and intensive

listening material. Next, some teachers can use them to focus more indirectly on frequent learner mistakes. Then, songs are a reliable source for fostering debates mostly about feelings and attitudes. Besides, learners may discuss what has taken place in the song with others in pairs or in small groups and then share views with the rest of the class. In addition, songs can create a relaxing atmosphere in the classroom and help to make the language teaching-learning fun and diverse. Finally, during foreign language courses, songs can be used to promote the use of imagination and creativity. Schoepp (2001) gives a range of factors in the ESL / EFL classroom for the use of songs and categorizes them as Affective, cognitive and linguistic. Further, each category will be explained in the next discussion.

1.28.1. Songs and the Linguistic Reason in L2 Classroom

Songs are authentic and live oral expressions in language as they are both spoken and written text, they indicate the sound-spelling of the language at the same time. Obviously, other spoken and written texts do the same, like poetry, but songs highlight the melodic aspects of language in particular. For four main reasons, songs can be regarded as an ideal type of oral text to be heard time and time again. First, they provide the linguistic repetition that language learners need to learn the lexical, grammatical and phonetic characteristics of the language. Second, listening to music many times is enjoyable and natural, especially if we like a song. In addition, they are manageable and small text which can be used in a class. Finally, in terms of language and culture, songs are able to demonstrate different levels of formality, depending on the musical genre that is selected. In this context, Murphey (1992) noted that the language of pop songs is "recursive" and "conversational" (P.771) and Schoepp (2001) reminds us that songs can prepare students for the genuine language they will encounter (p. 3). Vandergrift, also states that if students do not know how to listen, they will find it very difficult to learn while listening (2004, p.207). He also emphasizes that the use of authentic learning materials is important not only because they "relate to the lives of learners" but because they reflect listening in real life and "expose people to different language varieties" (p.200). Obviously, sounds and words do not occur alone in the natural talk, but rather "run together" in connected speech. In a related English speech, some syllables are pierced between stressed ones to maintain the rhythm (Celce-Murcia et al., 2010). Thus, songs as authentic texts contain such related speech features, and if used adequately, language learners can recognize that the segmental changes that occur are natural and acceptable to others.

1.28.2. Songs and the Affective Reason in L2 Classroom

This aspect addresses emotion and how it affects behavior. The addition of music to the oral class may decrease the amount of anxiety that the students feel in the classroom and at the same time increase the degree of motivation, self-esteem and interest. More than that, it helps to remove their worries from their minds. It is a well-known fact, according to Stansell (2005), that music has the capacity to influence our feelings and therefore our experience of events surrounding music. As we already said that communication is the principal objective of motherse (Murphey, 1985). This communication may be felt in songs "creates a situation … and involves the listener in a type of dialogue or conversation" (p. 794). He says that since the majority of pop songs, as well as many other musical genres, do not have precise people, locations or time references, "this communication can be perceived by listeners for their own purposes" (p. 8).In other words, students can find meaning in personal songs. The topics in songs can be meaningful to students and reflect the language they talk every day.

1.28.3. Songs and the Cognitive Reason in L2 Classroom

It is the functioning of the brain in relation to language learning and the process of automaticity, general intelligence and memory (these terms will be explained separately in the following discussion) fall under this aspect (Richard & Schmidt, 2002). Din and SSIMH are two mental processes which take place without our control. To better understand, Murphey (1990) describes the Din as "inclusive rehearsal in one's mind of a foreign language" and the SSIMH phenomenon (Song-Stuck-in - my-Head) is the unintended mental rehearsal of a song "(p.53). He explains that Din and SSMH are both language inputs and can be used by the learner to produce linguistic intake. He notes that, however, the SSIMH phenomenon requires no understandable input and can be triggered within a few minutes. The Din, on the other hand, requires understandable input and takes one to two hours to start.

1.28.3.1. Automatic and Fluent Output

As Schoepp (2001) points out that songs offer an opportunity to develop automaticity that is the main cognitive reason for the use of songs in the classroom (p.2). Automaticity is defined as a " part of fluency that requires knowledge and language production without pauses" (Gatbonton – Segalowitz 1988: 473). In other words, songs may be useful in automating the process of language enhancement.More importantly, students should be placed in an area where the target language can be communicatively used (Gatbonton – Segalowitz 1988: 476). Indeed, it is said that songs are rather logical, coherent and recurrent in their nature. Whether a song leads to the SSIMH phenomenon or not, writers such as (Murphey, 1990; Schoepp, 2001; Celce-Murcia et al., 2010) suggest that both the language and the

repetitive nature of songs may lead to a fluent automatic output from the language learning community. Besides, the recurrent style of the song can be used as an activity, for example, Tom Simek's song, offers learners sufficient possibilities to concentrate on the progressive past. This sample of song can be used as a (during listening) activity in which students produce their own past progressive sentences, depending on their own concerns. Once the song has listened, students create their own meanings (lyrics) in the same way as the song tune (after listening).

1.28.3.2. Intelligences and Learning

The use of songs in language class may also be important for general intelligence and for learning more effectively. Christian (1996) states that "the traditional second or foreign language classroom favored visual and verbal delivery systems", which is not ideal for students who "exhibit other bits of intelligence"(p.10). As people have different cognitive learning styles based on different intelligences (Silver, Strong & Perini, 2010), it becomes useful to combine materials that address these different bits of intelligence simultaneously makes sense because then the learning will be more holistic and integrated.

1.28.3.3. Memory

As far as memory is concerned, Stansell (2005) points out that when songs are carefully selected to match lyrics and rhythms, then this helps the mind to remember the song. Arguably, music used to be an effective tool for remembering things and transmitting important information from one generation to the next before written language established and widely spread. In this sense, Falioni claims that "Many people often remember rhyme, rhythm or melody better than ordinary speech" (1993, p. 98).In other words, it is easier to remember words and thingswhen they are set to music. In summary, we have seen a variety of ways in which songs can facilitate learning, especially in an adult language classroom by considering the linguistic, affective, social and cultural and cognitive aspects of a language classroom.

Unlike Schoepp, Duff (2008) asserts that L2 learning not only "involves linguistic, cognitive, affective, but also a social and cultural processes'' which requires careful thinking when planning and carrying out lessons. It is a continuous interplay between individual mental processes, meanings, actions and social interactions'' (p. 37). By such close lines of thoughts, the powerful role of songs in language classrooms can be better understood. It should be evident that songs could be the perfect communication tool. For this reason songs should not be ignored.

1.28.4. The Social and Cultural Reason in L2 Classroom

The cultural and social aspect of the language classroom involves the interaction between the students and teacher. This aspect is important because of the influential background of culture and the educational interests of each individual concerned affect the social dynamics in the classroom. Songs are the only material that unites students, i.e., songs may create a sense of solidarity within the classroom. This reflects Stansell's (2005) statement "Songs contribute to relax and unify a class" (p.34) and Le (1999), who shows that they improve social harmony within the classroom.Again, he says that "music bridges the gap between teachers and students" (p.5). Though, each class and student may vary, music has become common across cultures and can bring people together.Music may be the most interesting element of the target culture of teenagers and young adult language learners, regardless of their place of origin, and this common interest can link students who may have nothing else in common together. Songs are rich sources of cultural knowledge which enable students understand their new worlds and the people in it better. By using music in a classroom, teachers can create a positive social experience, and at the same time introduce students not only to the culture but also to an aspect of the culture that they might be most interested in. Murray (2005; p.87) states that music can be an exciting and unique opportunity for L2 learners to explore foreign language and culture (p.5). Indeed, according to Chunxuan (2009, p.88), language and music are interwoven into songs to communicate cultural reality uniquely.

To conclude, one might say that it makes sense to include more songs for language teaching to be truly student-centered. The popular songs show cultural behavior as well as cultural attitudes, according to Adamowski (author of The ESL Songbook, 1997). This means culture is introduced into the classroom through language contained in songs (lyrics). The table below shows how songs can be used in a beneficial manner.

Table1.1The Effectiveness of Songs According to the Aspects of the L2 Classroom

The Aspect	The effectiveness of songs
1. Linguistic	• Showing different aspects of the culture. • Providing aural and oral linguistic repetition. • Showing different level of formality. • Reflecting everyday common features of connected speech. • Bridge the gap between listening and communicating. • Providing affective attention (motherse).
2. Affective	• Increasing motivation, raise self esteem and interest, reduce anxiety and fear . • Increasing enjoyment of the language learning process. • Engaging learners and boost their participation . • Enhancing social harmony, create a dialogue with the listener , • Giving a sense of belonging, • Having themes that are interesting to students, • Bridging the gap between teacher and student
3. Cognitive	• Benefit different learning styles. • Strengthen linguistic and musical intelligences. • Engaging more areas of the brain. • Enhancing learner's memory (help them remember things). • Developing automaticity.
4. Social/Cultural	• Creating a feeling of belonging. • Helping students engage with each other . • Showing cultural behavior. • Leading to automatic language output. • Assisting in building solidarity. • Bridging the gap between the teacher and students.

1.29. The Stages of a Songs

Typically, songs are presented in three stages, including pre-study activities, during studying activities and post-study activities. This classification is very useful, it enables students to engage and strengthen their knowledge afterwards.

1.29.1. Pre-Study Activities

The purpose of this stage is to educate the students on a thematic, linguistic, educational and mental basis for the activity (Davanellos 1999, p. 14). The trainees may learn about the topic and the key lexes, or other languages from which they can gain access at a later stage. It is very important to create an opportunity for students to listen to the song in the pre-stage. Arevalo (2010, p. 125) explains that the concept of pre-knowledge belongs to a cognitive language model. Once students read or listen, the message is processed both bottom-up and top-down. The latter is based on experiences and knowledge, while the use of bottom-up means to use data about meanings of words, sounds and speech markers like ' first ' and 'then' to combine their understanding of what they listen or read step by step (Arevalo 2010: 125). Cullen (1999) indicates that practicing both of bottom-up and top-down processes is essential for enhancing listening comprehension.

1.29.2. During Studying Activities (the core stage)

According to Cameron (2001:347) the core stage is central to the entire language learning and teaching process that can be considered the main focus of the course. In this stage, Students are asked to participate, complete the work and tasks directly related to the song and their interests are maximized. Interestingly enough, the writer gives the idea of classification tasks as the students get to know the song. For example, when listening to Sting's song "An Englishman in New York," first activity could identify the song's topic. Then the following task may involve certain information and intensive listening or reading, for example, by asking them to select ' True - false ' sentences (Davanellos 1999: 14). After the song is fully utilized, the students may be asked to consider its language and content. Furthermore, Arevalo (2010: 125) believes that listening for a purpose makes it easier to listen effectively. That is, in this stage teachers should describe exactly what is the goal of the activity to their students. In essence, the students gain an understanding of why they listen and what skills they are using to better listen. Accordingly, teachers are allowed to enhance these skills by asking students to concentrate on their goals of listening whenever they listen. This type of strategy is termed training. The idea of understanding why to listen is a very efficient

strategy as it supports the students to organize and reflect on their learning, Arevalo (2010: 125 - 126).

1.29.3. Post-Study Activities

The third stage usually consists of follow - up activities which practising the productivity of writing and speaking in various ways. Though the students could write or speak to discuss their own personal knowledge and opinion of the topic, for example, the focus of the pre-stage is not to increase the productive qualifications, but the means to stimulate motivation and to introduce the general subject. It is necessary to encourage students to use the song's vocabulary or the phrase structure. In this step, the lyrics of the song encourage additional exercises that enhance other language skills. Interestingly, Arevalo (2010:125) observes that when teachers think of listening activities, they often tend to think of the students who listen and perform an activity. However, post-listening tasks can be used by teachers to:

- Monitoring the students' understanding .
- Estimating the students' listening skills.
- Usinglisteningstrategies.
- Maintaining the knowledge acquired in different contexts.

A post-hearing activity that has been taught to reading, writing or speaking may be linked to a pre-hearing task, for example predicting, or may cover the subject or the listening text (Arevalo 2010: 126). This follow - up stage could be used as a means of developing oral and written production through sentences or by filling gaps, where the learning vocabulary is used in a role - play (Millington, 2011, p. 138 - 139). The Development of a song from one single activity to another task according to the normal protocol stages (pre, core, and follow - up) is a good way of conveying the words into one song and maximizes the potential of songs as learning and teaching instruments.

1.30. The Advantages of Songs

The advantages of using songs in EFL classroom have a positive attitude in the students:

- They increase the level of memory, imagination and motivation of the student.
- They support the attention and concentration of the student.
- They make a change of a regular classroom and build a peaceful atmosphere.
- They increase the energy level of the student throughout the entire day.
- They decrease pressure, anxiety and add an aspect of enjoyment in the learning process.

Saricoban and Metin (2000) have perceived that songs can build the four language skills (listening, speaking, reading, and writing). Furthermore, according to Adachi (1999) using songs in English learning bring numerous advantages. For example, students can relax and appreciate their listening comprehension. He emphasizes that songs tend to have simplified colloquial language, use natural rhythm, stress, intonation, slang, expressions, idioms, sentence patterns, recurrent style, and other language structures. The following advantages are taken from his article in ESL:

1. *Learning the sounds*

2. *Learning the rhythm and stress*

3. *Learning the vocabulary*

4. *Learning the grammar*

5. *Presenting culture*

6. *Reinforcing practice*

7. *Motivating learners*

8. *Adding variety to lessons*

9. *Reducing anxiety*

10. *Helping remember language.*

11. *Introducing varieties of English.*

12. *Increasing common sense.*

1.31. The Disadvantages of Songs

As indicated above, songs are invaluable tools to develop the four language skills. However, there are also some negative features which should be taken into consideration by teachers in the language classroom. First, according to Murphey, playing songs loudly can interrupt the surrounding classes (1992). Second, the atmosphere of the class becomes noisy especially when students get too enthusiastic. Add to this, the discipline of the class may be forgotten. Another problem is the fact that sometimes songs are understandable to learners simply because the rhythm is too quick for them. Most notably, certain learners may not share the same musical style/ taste.

1.32. Conclusion

Through the first section we conclude that the need of English language is essential nowadays. It reveals that speaking requires accuracy and fluency. In other words, verbal communication cannot be achieved without accurate and appropriate use of language. Thus, the use of songs and movies can allow the students to master these two main aspects of speaking. While the second section shows how to use these materials in EFL context for

example, movies can be used an analytical case, experimental practice, metaphor, meaning and symbolism. Moreover, songs provide a soft and pleasant atmosphere in the EFL environment, give the language learners a great chance to pay attention to the cultural diversity, vocabulary, and pronunciation; encourage students to use both sides of the brain hemispheres. The right selection of both movies and songs is also worth noting. They may, without a doubt, give the classroom a range of benefits. Further,they can certainly reinforce the learners' motivation toward English speaking, promoting the lesson presentation and the learning process. Mainly, they provide students with an insight into the target language/culture. For all these reasons, using movies and songs in the EFL classroom is the best way to teach oral expression because of their effects on the learners' language skills these. Nevertheless, teachers should be more aware of their drawbacks.

Chapter Two

2.1. Introduction

This chapter is all about the practical part of the present research work. It attempts to display the study design and methodology through providing the readers with the main objectives of this study. Furthermore, it describes the target population and setting, and underlying the research tools. The latter consist of two questionnaires namely the students' questionnaire and teachers' questionnaire in addition to classroom observation. Besides, it prescribes the instruments used to collect the data (about the impacts of songs and movies in the EFL oral class) as well as the analyses obtained from this study. Eventually, this chapter ends with a discussion of the whole results.

2.2. Research Objectives

This research work aims at providing two main objectives. On the one hand, the researchers want to find out whether using songs and movies as powerful aids in learning English as FL can improve the students' speaking skill or not. On the other hand, another objective is that to know whether the use of such materials in teaching English speaking is difficult or not. In other words, we are simply interested to know both teachers' and students' opinions(positive/ negative) about the use of songs and movies in EFL classes. Their opinions are very essential to test our hypotheses that have been addressed in the beginning of this research work.

2.3. The Sample Population and Setting

The respondents of this study were a combination of English language teachers and EFL learners from Ibn Khaldoun University - Tiaret. Ten (10) teachers as well as fifty (50) first year students have been selected during the academic year 2018/2019 to represent the whole population. Thus, the next discussion will describe these two associates.

2.3.1 The Students

Fifty (50) first year learners from different groups have been selected to represent the whole population of five hundred (500) first year learners at the department of English. In this respect, they were simply asked to express freely their opinions towards the use of songs and movies as powerful materials in EFL oral class to enhance their speaking ability. Furthermore, The reason behind choosing this sample (1st year learners) is due to many reasons. Thus, the next discussion will present the reasons in details.

2.3.1.1. The Reason of choosing 1st Year EFL Learners

First year university learners have been chosen as a sample for this study instead of other grades due to many reasons. The Principle reason is that first year students are in their

beginner level to the advanced one in the process of learning English as a foreign language. In addition, they are not able to produce correct sentences in English on their own. It is essential to bear in mind that they are introduced to a new stage of learning English (new environment, new modules, new classmates and instructors). So, they require relying on practical techniques that granted their development in the language, especially their improvement of vocabulary knowledge, appropriate grammar and correct pronunciation that are considered as essential components in the Target language. Another reason, this sample may have exposure to the information and communication resources in the process of their studies which give them the opportunity to provide us with their valuable opinions on the current issue. Due to all these reasons, we believe that first year university learners can enrich all the conditions required to achieve the objectives of our research work.

2.3.2. The Teachers

As stated above, ten (10) teachers (males and females) of English at the previously mentioned university have taken a part in this investigation as well. Four of them held the doctorate degree while the rest were all magister holders. The researchers believed that oral expression teachers can fulfill this research work well by their different opinions about the use of different teaching materials in enhancing EFL learners speaking skill.

2.4. The Research Instruments

In order to gather data for the present study, we felt the need of using multiple data-collecting tools. Therefore, the ones used in this study are two questionnaires for both language teachers and EFL learners in addition to the classroom observation to see the impacts of songs and movies on students' speaking skill in a real context. The following section is devoted to describe the three instruments of collecting data.

2.4.1 The Questionnaire

One way of reporting facts and giving details to the study, is collecting data through the use of questionnaire. Brown (2001) defines it as ' *any written instruments that present respondents with a series of questions or statements to which they are to react, either by writing out their answers or selecting from among existing answers'*(p. 6) . In other words, a questionnaire uses both open- ended (participants can answer the questions freely) and closed questions(they select yes/no answers) to collect data. According to English oxford dictionary (2006, p.306) " a questionnaire is a list of questions for people to answer so that information can be collected from the answers". In this respect, this current research offers a combination of closed ended (yes/ no, agree/ disagree…) and open ended questions in order to provide a sort of facility to the respondents to pass their thoughts and ideas. Thus, the researchers have

used two questionnaires . One was devoted to language teachers and the other to students in order to investigate the research questions and hypotheses.

2.4.1.1. Students' Questionnaire

Fifty Learners were asked to express their perception about the use of songs and movies in EFL oral class as powerful materials in enhancing the speaking skill. Furthermore, the questionnaire made up of 18 questions. These questions are a mixture of close-ended, open-ended and multiple choice questions. In this respect, the present questionnaire involved five(5) close-ended questions(Q 1, Q2, Q8, Q11,Q17), three(3) open-ended questions(Q 3, Q6, Q7), and ten (10) multiple choice questions(Q4, Q5, Q9, Q10, Q12, Q13, Q14, Q15, Q16, Q18). However, the questionnaire is divided into three parts namely general information, students' attitudes towards songs and movies, the effectiveness of songs and movies in EFL classroom.

The first part includes three questions that seek to get personnel information about the students' gender, age and their self assessments of speaking English. The second part consists of eight questions (Q4-Q12). The 4th and 5th questions deal with which module students prefer most, the Students' skills that they wanted to master most. In the sixth questions, students are asked to state if they liked songs and movies in oral class or not. Question number 7 is about the students' thoughts towards the beneficial impact of songs and movies on their learning. While the next question(8) is aimed to know if students are invited by their teachers to listen to English songs/ watching movies for the purpose of speaking English in correct manner. Concerning the ninth and tenth (9-10) questions, students are asked to specify how often they listen to songs/movies to learn English. The two last questions (Q11, Q12) are tried to know if students listen to songs with lyrics and using expressions from songs when they speak or not.

The third section is designed to know if audio-visual material should be taught in EFL classes. The first four statements (Q 13- Q16) assess the extent to which the respondents agree or disagree with the items. The seventeenth (17à) question is about students' preferences of oral classroom activities whereas the last question (18) gives students chance to express their feelings about the topic. Eventually, one may state that the purpose of this questionnaire is to check if learners are interested in learning English as a FL through new language learning materials like songs and movies to increase their speaking skills.

2.4.1.2. Teachers' Questionnaire

The questionnaire was given to (10) oral teachers. It consists of 18 questions. The three first ones deal with the informants' background information. The goal of remaining

questions is to know Teachers materials in delivering the lesson and their students' reaction toward the use of these materials in the class.

2.4.2. Classroom Observation

Another data collection for this study is classroom observation. It is incited by the benefit of being a real situation to elicit the truth beyond the raised problematic. Hence, the aim of classroom observation according to Light (2008), is to " *identify and better understand the roles of the different participants in classroom interaction, the impact that certain type of instruction may have on FL/SL learning and the factors which promote or inhibit learning"*(p. 438).

2.4.2.2Description of the Observation

Well, an observation of three different English classes was made, where the researchers have been given the chance to observe learners' attitudes towards using songs and movies in FL speaking and teachers' attitudes towards learners' spoke output. Thus, after asking for permission from the teacher of oral expression (Mr, M. Belarbi), unfortunately, the researchers have no opportunity to select at least one material (song/ movie) on their own. That is to say, the choice of materials was done according to the teacher's curriculum. In this stage, he gave us the theme of his following session which was about (The Algerian vs. British Culture and lifestyle). Thus, the researchers find appropriate video that match the lecture well.

So, the observation process was structured, the goals were determined. It took a place at the department of English of Ibn Khaldoun after the strikes periods (in Ramadan).Three different 1st year license, English groups were observed with only one oral teacher during the session of oral expression, neither the teacher nor learners were informed about the aim of the observation, notes were taken (through writing). Each session took about 45 minutes, the points that were meant to be observed were as follow:

- The researchers try to recognize the teacher's presentation of the selected materials.
- They try to be aware of learners' participation, reaction, and feeling towards these materials.
- They try to recognize teacher-learner interaction,
- How do learners react toward teachers' questions?
- The teachers' feedback and comments concerning learners' answers.
- Teacher's encouragement and praises

On 09th-05-2019, the researchers made their first observation from 10:15 to 11:00h, the researcher didn't participate in the classroom observation (non-participant) the lesson

was about the British vs. Algerian culture and lifestyle as indicated above. Well, the teacher greeted his learners first. Then, he wrote the previous mentioned topic on the black board and asked learners to tell him about the British country. Briefly, they discussed a plenty key of areas including, the UK empire, language, religion, favorite food, art ..). Mainly, what was noticed here is that teacher's speaking time is more than learners, the participation was not that organized, learners didn't raise their hands, random answers were given and some learners at the back were using their smart phones(playing or chatting). However, during the lesson, the teacher introduced our selected video which is about the Algerian lifestyle and asked learners to watch and listen carefully to the conversation. The teacher asked his learners if the video is comprehensible enough, and all of them said 'yes'.

The teacher on the first hand, invited his learners to comment on the video show, and gave them a chance to say any words that come on their minds without being afraid of making mistakes. Then he guided them by some questions to involve discussion, like what bhave you understood from the previous conversation? Are these traditions still exist nowadays? What do people wear in recent time? Learners, on the other hand, interacted with the teacher, they answered the given questions. Most of them agreed that these tradition do not exist today .Hence, one student raised his hand and said," i strongly disagree with you mates since these traditions are alive, he added that, "القشابية، الحايك، الملحفةو البرنوس" are highly well known in' Djelfa'.

What was seen here (during) is totally different than the beginning of the lesson. That is students (both genders) tended to express their ideas in respectful way. In other words, when any student talks, the other listen to him/her. Their English was ok regarding vocabulary. Another main remarkable point is that there are really good learners who were discussing with their peers the answers but they didn't talk at all (shy, anxious or unconfident learners). The teacher kept listening to students' answers and appreciated those who participate by saying "excellent, good idea, well saying" and so one. The atmosphere of the class was a mixture between students' participation and teacher- students' humors. At the end of the session the teacher checked the absences list, and then thanked us for the video in front of the class. Besides, he informed his learners as well as the researchers about the next lesson (which was about the importance of education).

The second observation took place at the same day (see the previous page) from 11:00 to 12:15^h. The researchers were a non participant as well, and the same lesson was done (the British vs. Algerian culture and lifestyle) by a same teacher however with different 1st year

class. This gave us the opportunity to compare between the two classes. The teacher started his lesson like the first one by saluted his learners, wrote the title of the lesson on the board. However, in this time, he introduced the video show at the starting of the lesson. So, the teacher asked questions about traditions in Algeria of course after they listening and watching the video together.   In this respect, learners share their opinions about ancient Algerian people's dresses and food. One of the students said that " المطلوع, طعام الزعتر, المقروط, الكسكس '' are the most popular meals in Algeria. The teacher asked one girl (by her name) to tell him about her favorite song's genre, she stated" I am fond of Rai songs" while the most of the rest liked "الأندلسي, الشعبي, العود '' . Thus, what was noticed is that the video attracted learners to participate and share their ideas , learners were called by their names, this means that the teacher knows well his learners. Learners used their natural dialects to express ideas. Then, the teacher asked them to compare the Algerian lifestyle with British. However, there are some learners who were pushed to participate, but they didn't do so. While others seemed tired (may be due to fast) just throwing words out of context. The teacher kept asking for answer but there were no full one, only few talks were done. The interaction was generally good. Just like the first session, the teacher informed learners about the following lecture at the closing session. It was about "the importance of education"

The third observation was on 15th-05-2019 from 11:30[h] till 12:00. The researchers attended the third observation with 1st year learners, always the same teacher, the lesson was about the importance of learning. The researchers found an appropriate song that suited the lecture. After the teacher greeted his learners (females), he started his lesson with a short brain storming about the previous lecture. The class became a little bit noisy because learners kept talking and giving random answers concerning the teacher's question. Whilst the teacher tried his best to manage the class. The students are asked to listen carefully to the song, and they are freely allowed to ask the teacher to stop it (to clarify something, or repeating it again). Thus, they listened to the song twice time.

The teacher helped students to understand the words of the song, and then he asked some questions like, "why do we learn"? , "what is your future educational plane" and invited them to answer the questions one by one. Concerning the first question, students agreed that one needs to learn to gain knowledge and better information. Concerning the second question, students' answers were varied. Here, are some of their own answers; "*I still don't know what I want to do*", "*I want to improve my English skills*", "*my future plane is to become a teacher of English*", "*Another student stated that, "Graduate from Ibn Khaldun university with a masters degree is my biggest future plane*". At the end of the discussion, learners are asked to

mention their favorite type of learning styles *(What type of learner are you?).* Unfortunately, they did not understand the question. They gave answers out of context, till the teacher explained that "visual, auditory, and kinesthetic" are the main types of learning styles and provided them with a further examples. So, we concluded that most of students learn best through combining the above learning styles together.

In short words, the researchers found that the interaction was good between the teacher and learners, yet there were still some learners who kept observing while others especially at the back setting avoided eye contact with the teacher by writing or drawing. Specifically, the absence of males is highly observed. The teacher used a sense of humor from time to time.

2.5. Data analysis

It is the most important section because it reports situation outcomes.

2.5.1. Students' Questionnaire Analysis

This section presents the findings of the questionnaire that was addressed to EFL language learners.

Part One: General Information

The first part of this questionnaire aimed to gain some personal data about EFL learners that help the researchers in interpreting the data.

Gender: **Table 2.1. Students' Gender**

Gender	Number	Percentage %
Male	22	44%
Female	28	56%

The table above illustrates that the number of female learners are higher than their opposite gender partners

Age :   **Table 2.2. Students' Age**

Age (years)	Number	Percentage%
18-21 years	28	56%
22-25 years	17	34%
More than 25years	05	10%

The second table indicates that most of the students 56% are aged between (18-21) years old which is the highest level while 34% are between "22 to 25" years old. Out of fifty students, only 10% of the participants are older than 25 years. Thus, it is clear that the respondents' age in this study are between (18-21) years old.

Question Three: How do you see your level in speaking English?

This question (open-ended) tries to explore the students' level in speaking English since they are the ones who know their real level. In this regard, the majority of students (23) believe that they have an average level in speaking English, while (19) students asserted that their English is good. On the other hand, only eight (8) students describe their level in speaking English as poor.

Part Two: Students' Attitudes towards Songs and Movies:

The second part of this questionnaire aimed to find out the attitudes of EFL learners towards using songs and movies in their oral classrooms.

Question Four: Which of the following Module do you like most?

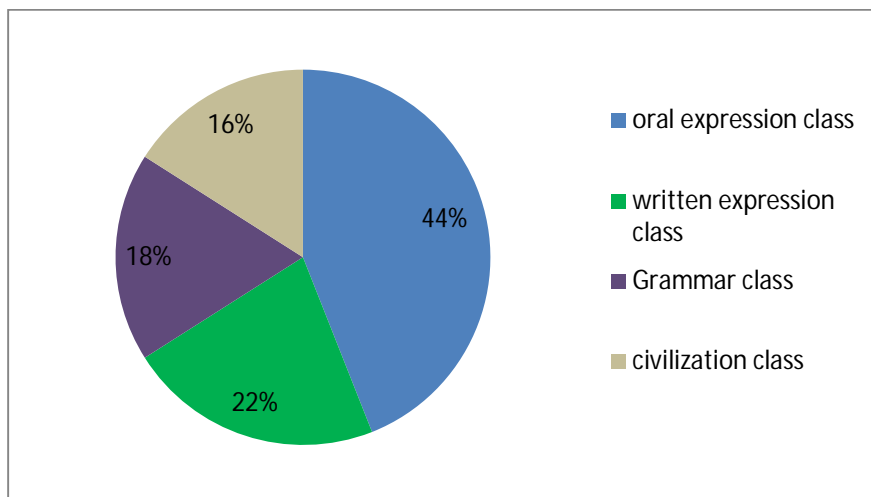**Figure 2.1.** Students' Selection of Their Preferred Module

The first question was intended to express EFL learners' preferred English modules. From the figure above it is clear that the majority of students 44% (22) like oral expression module class, 22% (11) like more written expression Class, while (09) students 18% prefer Grammar class, and those who prefer civilization module are only eight students 16%.

Question Five: Which skill do you prefer to enhance most?
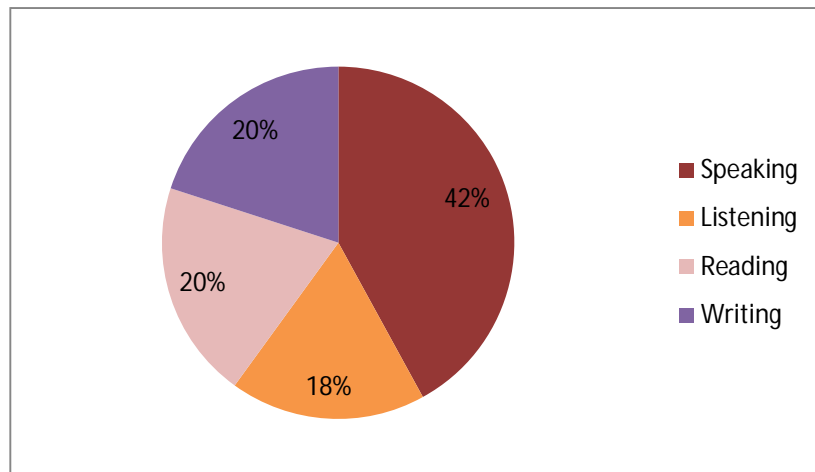
Figure 2.2. Students' Selection of the most Skill they wanted to Enhance

The most goal of this question is to recognize which skill the participants want to enhance most. The results in the figure above indicate that 42% (21) out of fifty (50) students want to enhance their speaking skills, 18% (09) students want to enhance their listening skills, while 20% (10) students like to enhance their reading skills, and the remained ten students 20% like to enhance the writing skill.

Question Six: Do you like the use of songs and movies in oral Class?

Figure 2.3. Students' Attitudes towards Using Songs and Movies in Oral Classes

The question number four tried to know the students' attitudes and opinions about the use of songs and movies in oral Class. Most of the participants (38) of 76% are for the use of these language materials in the Class, while 24% (12) of them are totally against. On the one

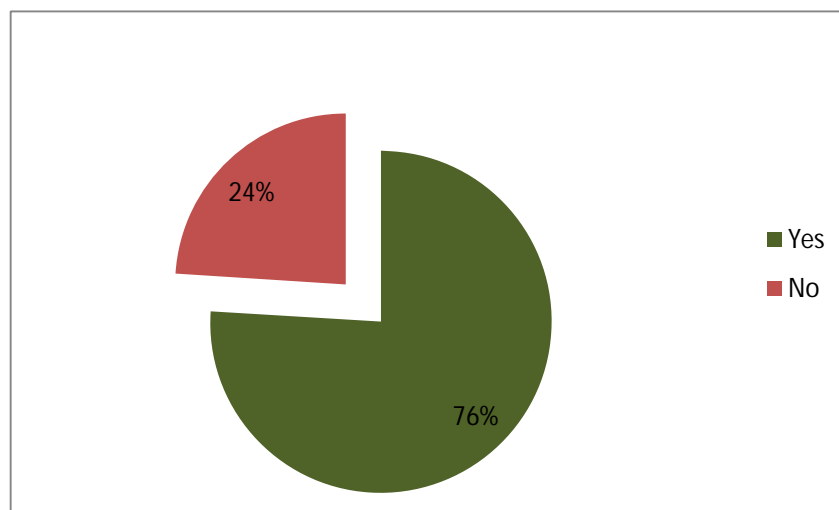hand, those who stated 'Yes' they clarified that these materials can motivate them to learn English faster, acquire new vocabulary and increase their listening and speaking skills in an enjoyable way of learning. On the other hand, those who stated 'No' (only few of them justified their answers); they believed that the use of such materials in the class is informal and not academic. However, the number of students who ticked yes is higher than those who ticked no. Thus, it can be said that the use of such language materials in EFL oral class is positive.

Question Seven : Do you think that watching English Movies has beneficial effects on EFL learning ?
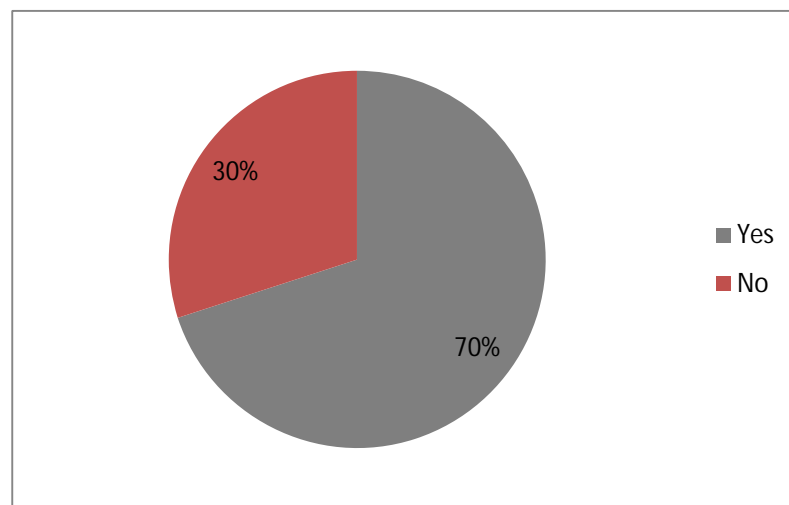
Figure .2.4. The Effect of Watching English Movies on EFL learning

As shown in figure (4), (70%) of the respondents shared same views and declared that watching movies has beneficial effects on learning English as a foreign language, they said that "movies give them a great opportunity to enrich their knowledge of vocabulary, know different culture and speak English like native speakers", (30%) mentioned that movies do not have beneficial effects on learning English as a foreign language,

Question Eight: Does your teacher encourage you to watch movies and listen to English songs for the purpose of speaking English correctly?
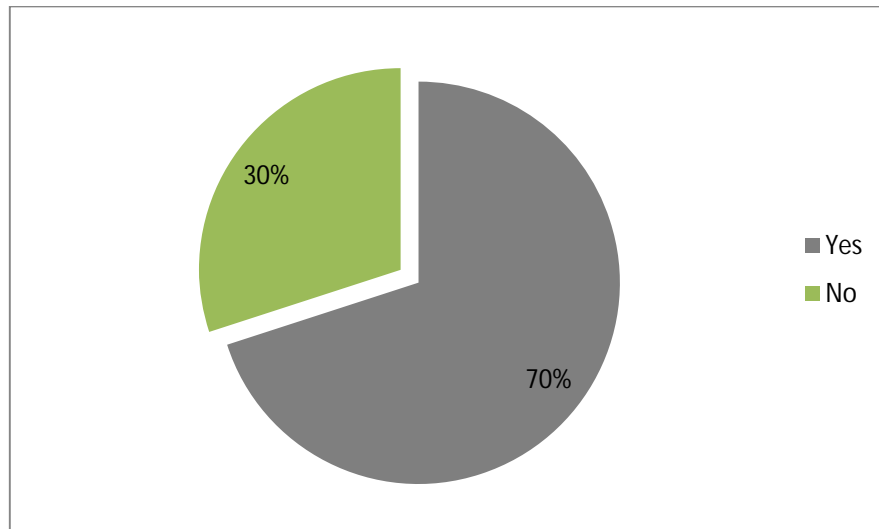
Figure .2.5. Motivating Learners to speak through the Use of Song/Movies

This question tried to know if teachers encourage and motivate students to watch movies or listen to songs for the purpose of speaking English. The answers revealed that (35) of the participants 70% affirmed that their teachers encourage them to speak English correctly through watching movies/ listening to songs (this is positive feedback). While the other respondents (15) of 30% denied the above idea. That is to say they are not encouraged to learn through the mentioned tools.

Question Nine: How often do you listen to English Songs?
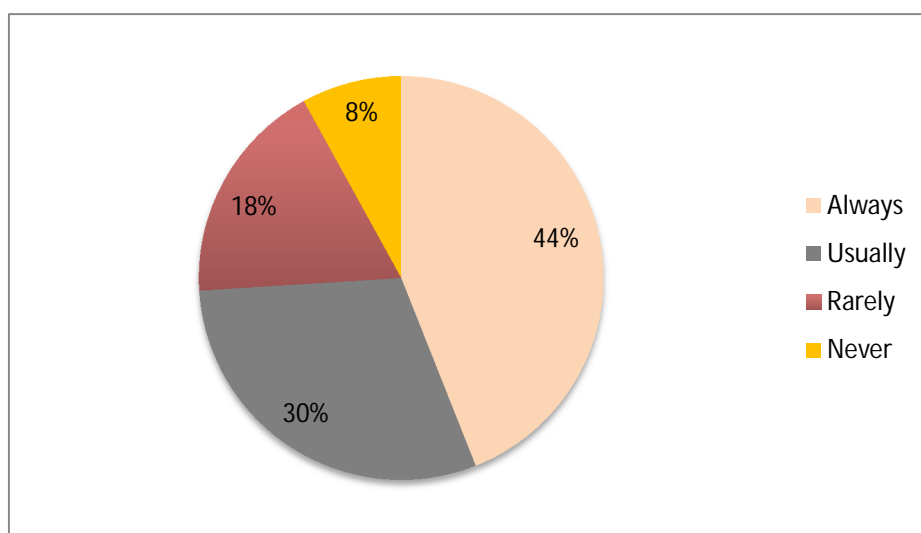
Figure 2.6. Students' Frequency of Listening to English Songs

When students are asked to specify how often they listen to English songs, most of them (22) of 44% stated that they always listen to songs, while fifteen of them 30% respond

that they usually listen to songs, and 18% i.e. (9) of our participants claimed that they rarely do. However, the four rest members 8% confirmed that they never listen to English songs. These different answers may clarify that not all students are interested in listening to English songs.

Question Ten: How often do you watch English Movies for the purpose of learning English language?

The aim behind this question is to know if students consider movies as a learning tool or not. Thus, the results have shown that twenty students 40% watch movies more than three hours per week, (12) students of 24% watch movies for the purpose of learning English for one hour per week and 36% i.e. eighteen of them watch movies as well for 2/3 hours per week. None of the participants select the fourth option 'I do not watch movies'. This means that they have positive attitude towards watching movies for the purpose of learning English as a foreign language. (see the figure bellow)
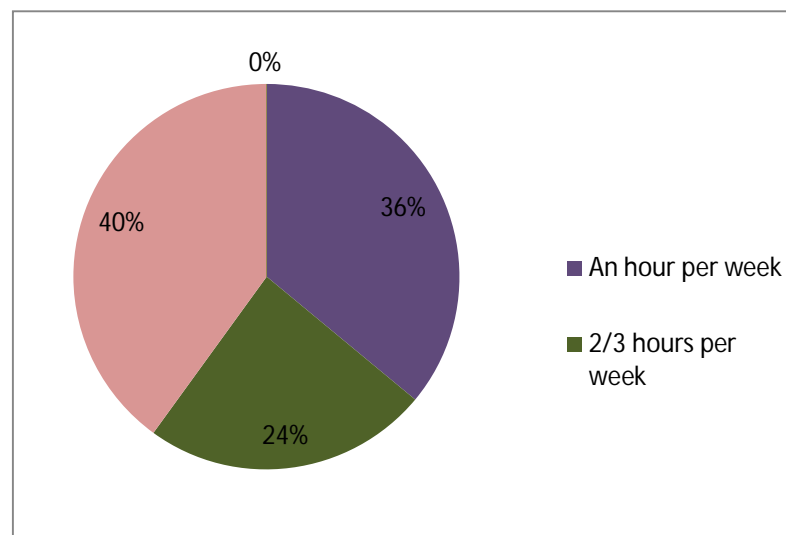
Figure 2.7. Students' Frequency of Watching Movies for the Purpose of Learning English Language

Question Eleven: Do you listen to songs with lyrics?
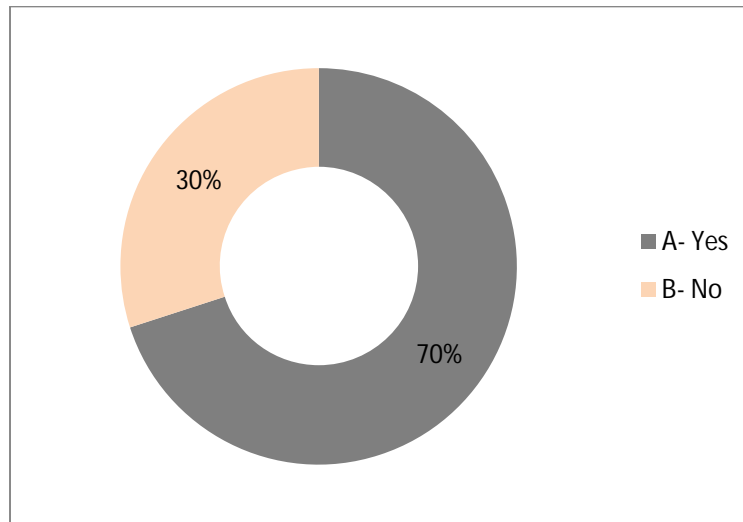
Figure 2.8. Students' opinions about the Usefulness of songs' lyrics

As a matter of fact, lyrics are considered as one of the most effective ways to learn vocabulary and exercise comprehension. Therefore, according to the data of the figure (2.8.), 70% (35) of our respondents said 'yes' which is the highest percentage while 30% said they do not listen to English Songs with lyrics.(see the above figure)

Question Eleven: Students' Justifications for listening to English Songs with lyrics.
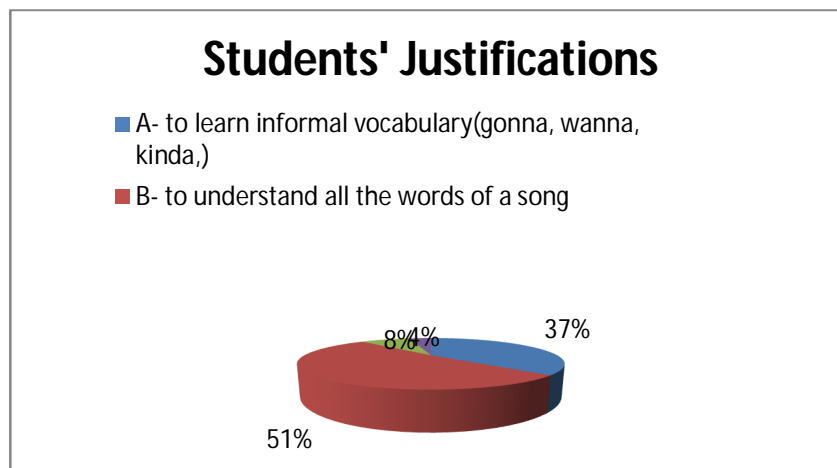
Figure 2.8.1. Students' Justification for listening to English Songs with lyrics

This question is related to the previous one, in which our informants are asked to justify their choices about their listening to songs with lyrics. Well, the finding of this question is as follow;

Out of (35) students, 37% i.e. (13) of them asserted that lyrics are a good ways of learning informal vocabulary like, (I hafte wait for you) instead of saying I have to wait for you, and eighteen respondents of 51% agreed that lyrics of song help them understanding all the song's words . On the other hand, three students of 8% selected the two above statements at once. However, only one student (4%) who suggested that lyrics help him better to figure out how words are written. He added that 'I believe that listening to songs with lyrics can also improve my reading and listening skills". Hopefully, from this closing suggestion, we can say that songs (especially with lyrics) have beneficial effects on the students' language skills.

Question Twelve: Do you use idioms that you hear in movies when speaking?
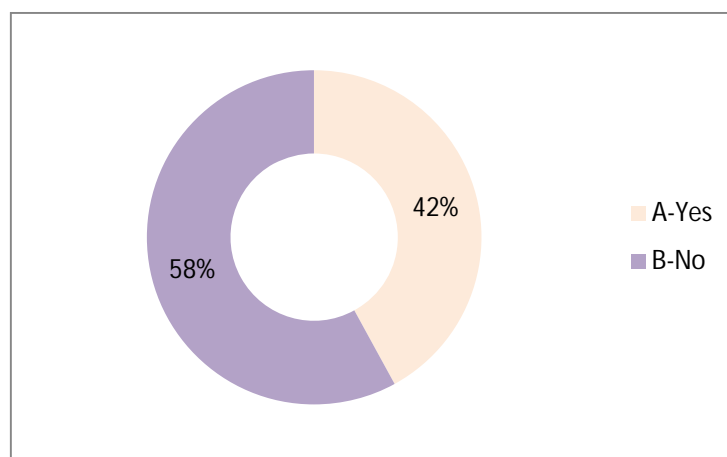
Figure 2.9. Students' Opinions about Using Idioms from Watching Movies

The last question of the second part of this questionnaire was designed to know if students use expressions like 'idioms' from movies in their oral performances or not. So, the finding shows that (21) 42% of our informants said "yes" while 58% of the participants said "no". That is (29) students do not use idioms in their daily speaking. Out of 42% of our informants who said "yes", only few of them gave examples, and here are some of their own examples. One said that, "a little bird told me", "it rains cats and dogs". Honestly, one of the most admired student's idiom example is that "this questionnaire is a piece of cake. Here is my idiom, guess it LOL". Of course, it can be easily guessed "a piece of cake" which means that you filled our questionnaire easily.

Part Three: The Effectiveness of Songs and Movies in EFL Classroom

The third part of this questionnaire is designed to check students' agreement and disagreement with the following statements.

Statement 13: Listening to English Songs is very helpful for my pronunciation.
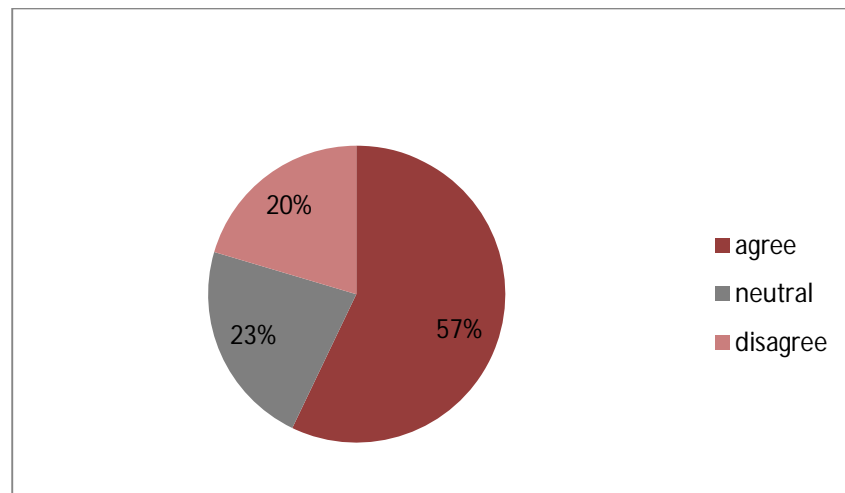
Figure 2.10. Students' Opinions about Listening
to English Songs for Improving Pronunciation

The aim behind this statement is to know whether students consider songs as a helpful means of learning pronunciation or not. Therefore, the figure (10) reveals positively that (29) 57% of the informants agreed that they listen to songs for learning pronunciation in general, but there are some learners(10) who do not agree 20% and eleven 23% of them are neither agreed nor disagreed that songs are helpful for their pronunciation learning. Here, we can conclude that the number of those who are agree are more higher (57%) in comparison with those who do not agree or prefer to be neutral (43%).

Statement 14: The conversations in movies and songs can be used in my daily life.

Based on the outcomes gained from the figure (11) bellow, the increased number of students 60% indicates that they can use movie's or song's conversations in their daily life. This means that they can learn from movies and songs not only for an academic purpose, but also for their informal daily lives setting. While only 22% of the respondents disagreed with the above idea, and 18% of them select 'neutral' choice.
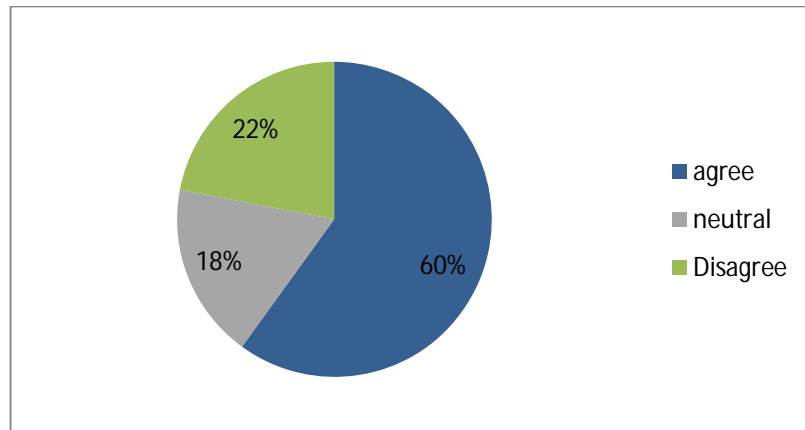
Figure 2.11. Students' Agreements about Using Songs'/ Movie's Conversations in Daily Life

Statement 15: Both of Movies and Songs can improve my vocabulary and speaking skill through repetition of words and statements.
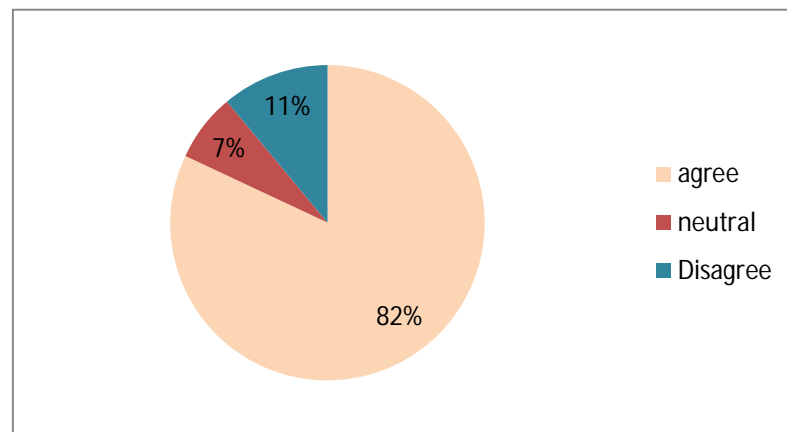
Figure 2.12. Using Songs and Movies to Improve Vocabulary and Speaking Skill.

This figure shows that the majority of the informants 82% (41) agreed that both of movies and songs can improve their vocabulary and speaking skills through the repetition of words and statements. Nevertheless, five of the participants (11%) did not consider movies and songs as useful tools for improving their vocabulary and speaking skills. Again 7% of them preferred to be neutral.

Statement 16: Lyrics of Songs and subtitles of Movies are effective media in improving the listening, reading and speaking skills

On the one hand, 84% (42) of the participants agreed that listening to songs with lyrics and watching movies with subtitles improve their listening, reading, and speaking skills. On the other hand, eight students 16% (see the figure bellow) disagreed that watching movies

with subtitles and listening to songs with lyrics improve their language skills. Yet, no one who would be neutral.
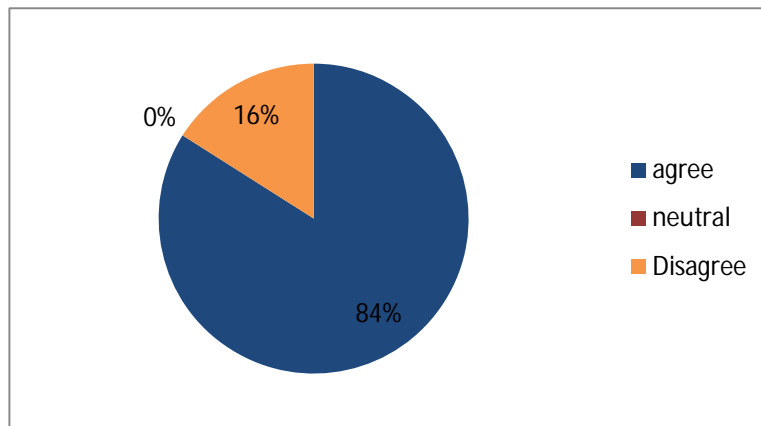
Figure 2.13. The Usefulness of Songs with Lyrics and Movies with Subtitles in Improving the Students' productive and perceptive skills

Question seventeen: Which of the following activities is more effective according to you?
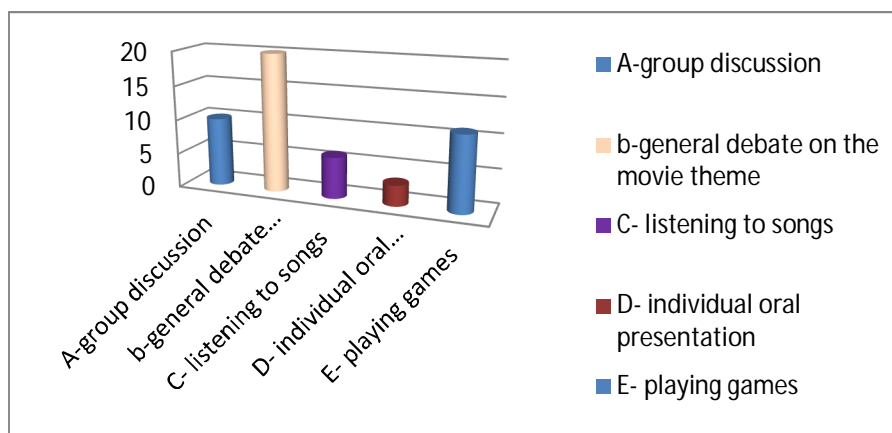
Figure 2.14. Students' Preferred Activities

According to the chart above, the preferences of activities differ from one student to other student. The finding of this question revealed that ten (20%) of the participants preferred group discussion as oral activity. General debate on the movie theme is the highest selected choice by 20 participants (40%), and playing games choice is selected by eleven 22% , while some of them(6 of 12%) chose listening to English songs then only three (6%) participants selected individual oral presentation.

Question Eighteen: Honestly, what do you think of the use of Songs and Movies in Oral Classes?

Concerning the answers of this question, one may say that the respondents have similar views. Most of their comments are positive, e.g. "interesting, enjoyable, attractive, and useful resources". One of the respondents said that "I will attend all the sessions of oral expression if the teacher introduces movies or songs as oral lesson" , one girl said that " although we are in 2019, the use of blackboard still increased in our university .So, the use of songs and movies in oral class is something modern and motivating". It is clear that she loves the idea of using songs and movies in oral classes; they deserved to be tested in Ibn Khaldoun English department. Yet, except of one student who thought that the use of songs and movies in oral class is" normal". At the end of this closing line, it can be strongly said that songs and movies in EFL classroom as a means of enhancing the students' speaking skill are really demanding.

2.5.2. Teachers' Questionnaire Analysis

Section one: Personal Information

The first part of this questionnaire aimed to gain some personal information about EFL teachers that help the researchers in interpreting the data.

- **Question 1: Specify your gender.**

Table 2.3. Teachers' Gender

Options	Male	Female	Total
Number	5	5	10
Percentage	50%	50%	100%

The table above shows that (05) respondents out of the chosen sample are males; and the remaining respondents (05) are females it means that 50% for each.

- **Question 2: Specify your educational degree.**

Table 2.4. Teachers' Educational Degree

Educational degree	number	Percentage %
License	0	0%
Magister	3	30%
Doctorate	7	70%

The table is about the teachers' educational degree. We can observe that 30% of teachers have magister, and 70% have doctorate degree, while none of them has a license degree.

- **Question 3: Teachers' experience in Teaching.**

Table 2.5. Teachers' experience in Teaching

Teaching experience	Number	Percentage %
Less than 03 years	01	10%
Between 3 and 13 years	03	30%
More than 13 years	06	60%

The table above is about teachers' teaching experience. 10% of teacher has less than 03 years experience; it means that only 01 of 10 teachers. (30%) 03 of 10 teachers have between 03 and 13 years, while 60% means 06 of 10 teachers have more than thirty years experience. We can remark from the table that just one teacher has less than three years experience. This means that our informants are experienced enough in teaching. Which may help us to get more information concerning our topic.

Section two: Background and teaching methodology

- **Question 04:** Do you use teaching materials in your oral expression course?
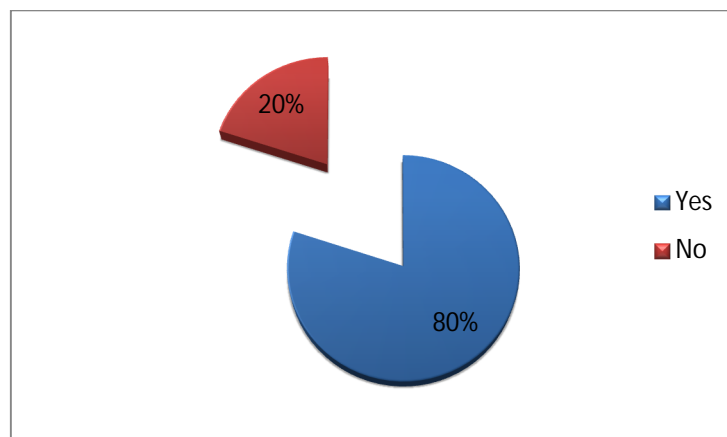
Figure 2.15. The Use of Teaching Materials

In the fourth question we wanted to know if teachers use teaching materials in their oral expression courses. Well, the pie- carte above shows that only (2 teachers) 20% do not use teaching materials in there oral course, while most of the respondents 80% (8 teachers) affirmed that they use teaching materials in their Oral Classes.

- **Question 5:** What teaching materials have you used?

Concerning this question teachers depend on many different teaching materials. Here are some examples of teachers' answers; one of informants said that "I could teach anywhere, so long as I had a blackboard". While, the rest of them stated the following teaching materials; dictionary, pictures, flashcards, computer, data show, realia, E/bag, songs and videos.

- **Question 6:** Do you develop your own teaching materials?
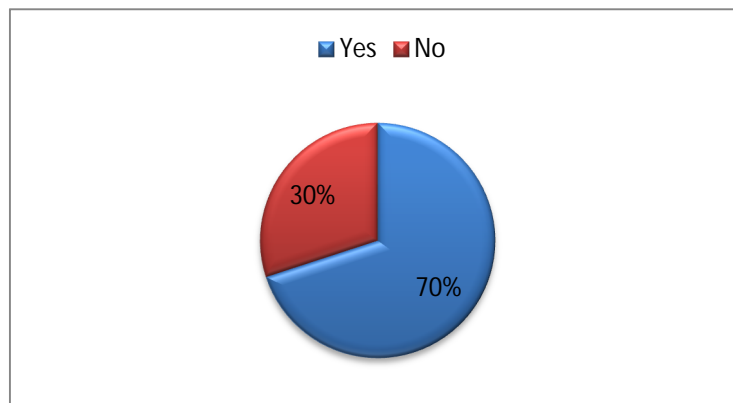
Figure 2.16. Developing teaching materials

The aim behind this question is to recognize if the teachers develop their own teaching materials; we discover that the majority (7 teachers) 70% develop their own teaching materials, yet only (03 teachers) 30% do not use teaching materials. Those who used teaching materials they justified their answers this way; " I develop my teaching material in order to expose my learners to authentic use of language and provide relevant content." some teachers stated that developing teaching materials help to encourage learners' involvement and participation in the classroom. While according to others the reasons behind developing these materials is to meet the students' needs, and learning preferences.

- **Question 7:** Do you think that movies / songs are useful resources for teaching Oral expression?
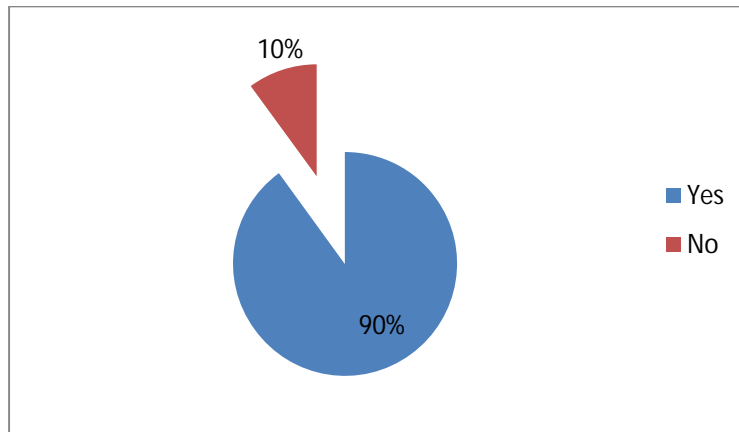
Figure 2.17. Teachers' Thoughts about Movies and Songs in Teaching Oral.

Item seven is about teachers 'thoughts on the usefulness of movies and songs in Oral English language teaching. Ninety percent of teachers think that movies and songs are useful way for Oral ELT Classes they said that these materials change the mood of learners, create an appropriate learning atmosphere. They also declared that these resources should be a part of teaching foreign languages. While only one teacher did not think so. According to her they are sort of distractions and entertainments only.

- **Question 08:** Have you ever used Movies and Songs in your Oral Classes**?**
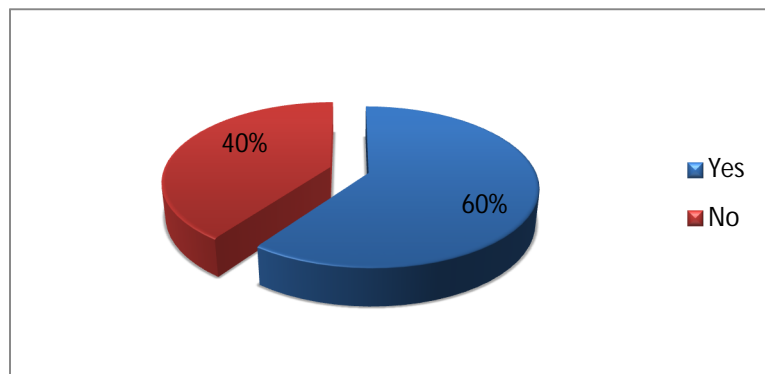
Figure2.18. Using Songs or Movies in Oral classes

The purpose of this question is to know if EFL teachers depends on songs or movies to deliver their oral courses. This figure clarifies the results of the teachers' answers. Out of ten teachers six of them reacted positively, while four of them had not use song or movies in their oral classes.

- **Question 09:** When do you use them?
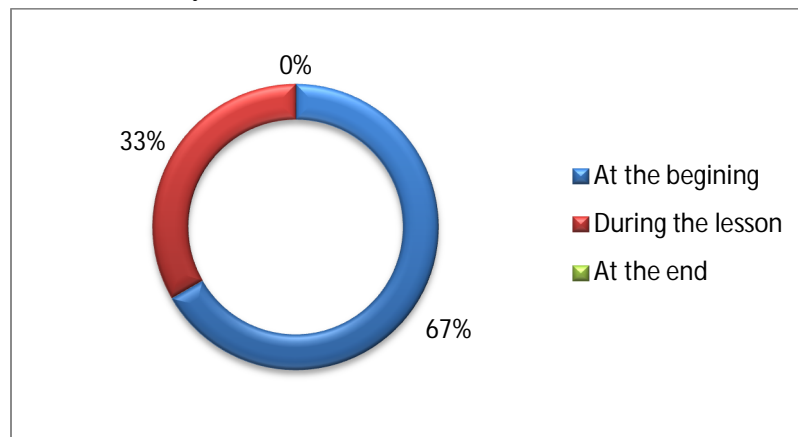
Figure 2.19. Phases of Using Songs and Movies

This question is related to the previous one, we ask our informants (those who said yes) to state in which phase they use them. The finding of this question is as follow; most of them (4 teachers) 67% used songs/movies at the beginning of the lesson. While, the rest of the percentage 33% used them during the lesson. Yet, none of them used songs or movies at the end. Thus, from the teachers' answers we conclude that both songs and movies are flexible tools that can be used at the opening, during and at the end of the lesson.

- **Question 10:** Which of the following difficulties do you face when using these Materials?
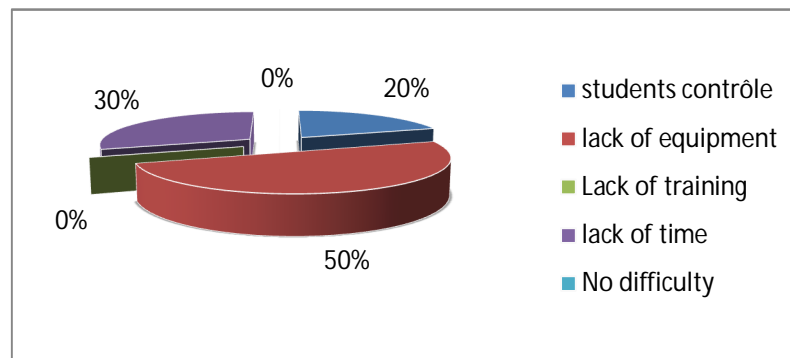
Figure 2.20. Difficulties of Using Songs or Movies in Classroom

This figure clarifies the results of the teachers' difficulties when they use songs and movies at the oral expression class. Most of the participants agreed that lack of equipment is their greatest difficulty. Moreover, lack of time prevents thirty percent of the teachers from using such materials. Again, two teachers selected "students' control" as a difficulty. Whereas, none of them selected the last two choices" no difficulty and lack of training".

Section three: Creativity in Teaching Speaking Skill:

- **Question 11:** How do you consider your students' level in speaking English?

The goal of the above question is to know whether students speak English in class. The results obtained from the teachers are quite similar. Five teachers pointed out that their students have an average level in speaking English, four of them considered the students' level good, while only one teacher described his learners' level as weak.

- **Question 12:** Do you encourage your students to enhance their speaking skills through watching Movies / listening to English Songs?
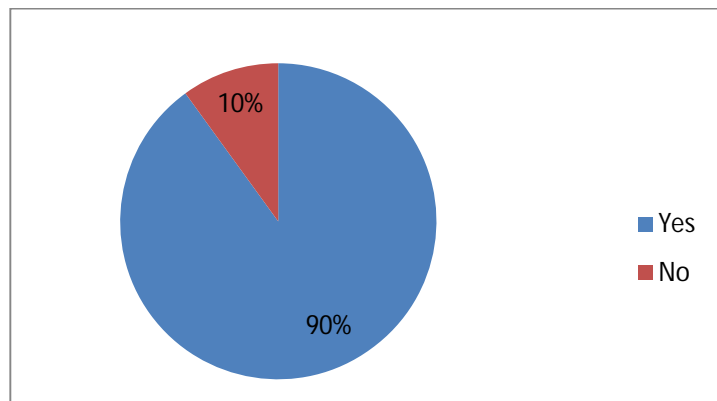
Figure 2.21. Teachers' Attitudes towards Encouraging Students to Enhance their Speaking Skills through Watching movies/ Listening to Songs .

It is interesting to notice that the majority of teachers 90% encouraged their learners to watch movies or listening to English songs for the purpose of enhancing students speaking skills. This means that EFL teachers are open minded towards the use of songs and movies. Only one of them 10% do not encourage their learners to do so

- **Question 13:** How often do your students participate in the Oral expression class?
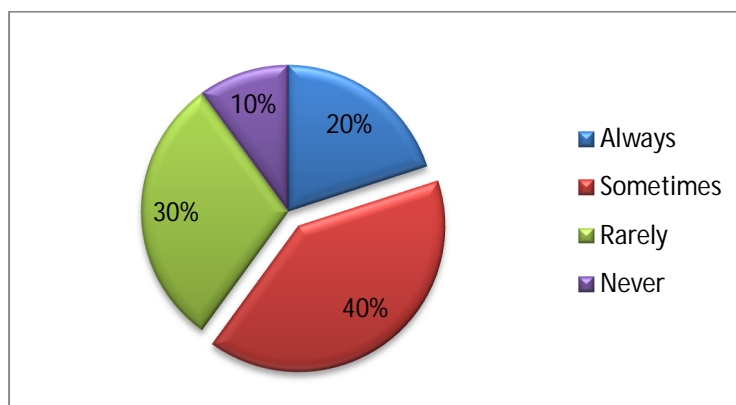
Figure 2.22. Teachers' Opinions about their Students' Participation

When teachers are asked to identify the students' frequency of speaking the language. The outcomes show that the minority of the participants stated that their students never use the language. And also other teachers of twenty percent confirmed that their students always use English at the oral classroom. While thirty percent answered that their students rarely participate. However, four teachers of these samples stated that their students sometimes do so. These different answers may reveal that there are some students are interested and motivated to speak, and there are some students whom are not interested.

- **Question 14:** Do you praise your students when speaking?
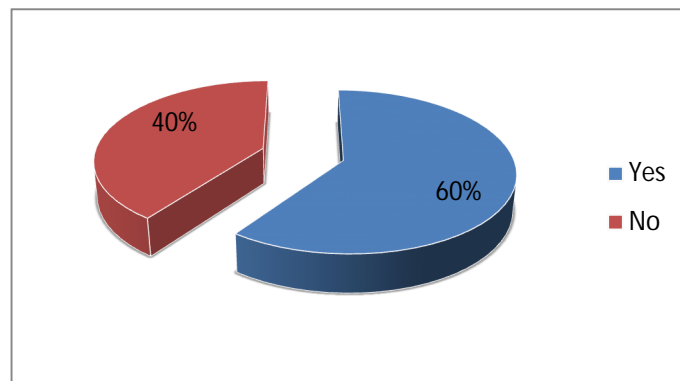
Figure 2.23. Teachers' Opinions about Praising Students when they Speak

It is important on the part of the teacher to reword his/her learners when speaking for the sake of encouraging their ability to speak. The answers revealed by six teachers of the participants', it means 60% were positive. They answered that they praise them when speaking. In contrast the rest of the respondents four of 40% answer negatively.

- **Question 15:** In your opinion, how do students find the use of song and movies in the EFL classroom?
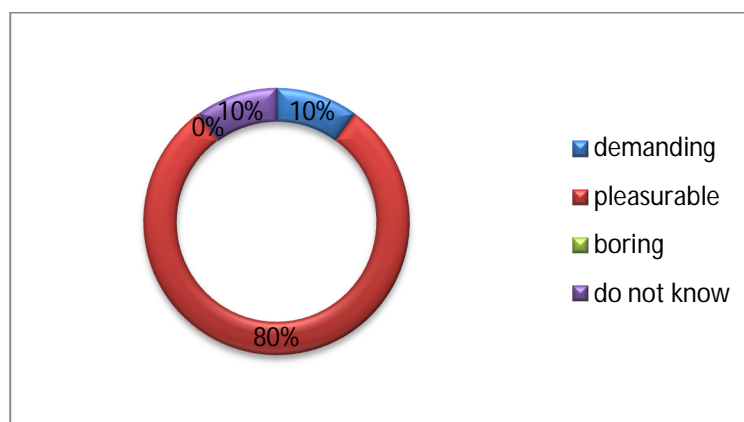
Figure 2.24. Teachers' Views Towards Students' Opinions about Songs and Movies

The aim behind this figure is to investigate teachers' views towards students' opinions about songs and movies. The responses show that (one) 10% of the teachers said that they are demanding for their learners, and another one do not know how their students find them . On the other hand, eight teachers selected the second choice "pleasurable" while no one selected the last choice "boring".

Question 16: What type of grouping do you use in your Classroom?

Table 2.6 type of grouping that you use in classroom

Options	Group work	Pair work	Solo work	It depends	Total
Number	4	2	1	3	10
Percentage	40%	20%	10%	30%	100%
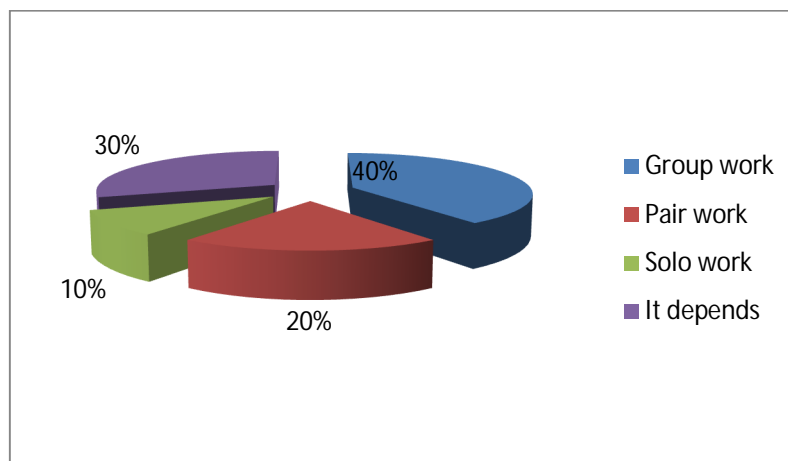
The Figure 2.25. The type of grouping inside the classroom

The teacher should care about his/her students' learning styles, whether he prefers learning in groups, in pairs or individually. Forty percent (04of 10 teachers) affirmed that they use group work in their classrooms, and two of ten teachers 20% like to use pair work. While only one of the respondents (10%) use solo work. 02 of 10 teachers said that it depend on the activity they are doing.

- **Statement 17:** Foreign songs and movies are helpful methods for introducing cultural topics.
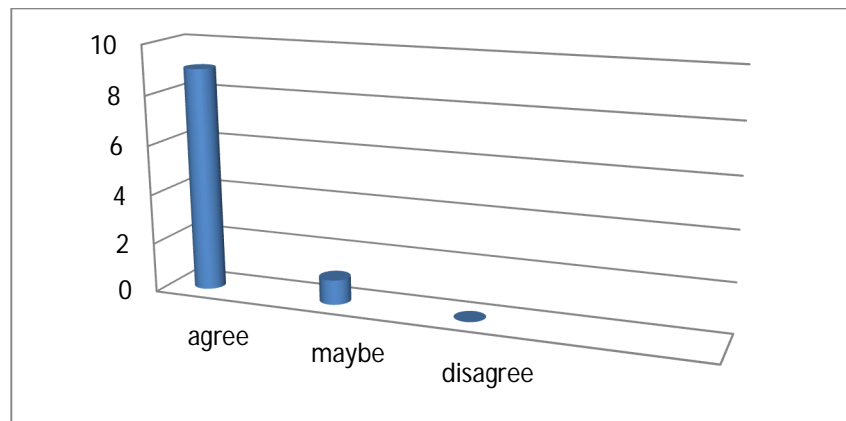
Figure 2.26. Teachers' Agreements about the Usefulness of Songs
and Movies in Introducing Cultural Topics

In fact, the aim behind this question was to know if the teacher considers movies and songs as good methods that help to learn about other cultures or not. The figure shows that all the respondents affirmed that foreign songs and movies are helpful methods for introducing topics about culture, except one of them was not sure. Interestingly, none of them disagreed. In other words, no teacher denies that these materials are not helpful in introducing culture.

Statement 18: The use of movies and songs in the EFL classroom will have a beneficial effect on the learners' speaking skills.
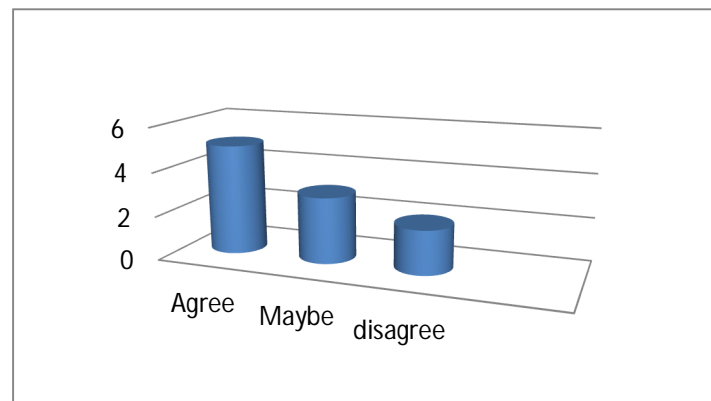
Figure2.27. Teachers' Beliefs about the Beneficial Effects
of Songs and Movies on the Students' Speaking Skills

This question explores the teachers' agreements towards the beneficial effects of songs and movies on the learners' speaking skills. Their answers in the above figure show that five of the participants 50% do agreed that songs and movies can be good way for increasing the students' speaking skills. In contrast, thirty percent (30%) of them did not agree these

materials will have a beneficial effects on their students' oral performance, while the rest said maybe.

2.5.3. Classroom Observation Analysis

Our main purpose of using this tool (classroom observation) was just to gain some insights about our respondents (both EFL teacher and students) in term of how teacher taught oral expression, and provided instruction in the speaking skill and how the chosen materials used in the EFL class. Besides, it highlighted the students' performance and the different features taking place like the setting, participation, and interaction. In fact, it was divided into three stages, namely, pre- speaking stage, during speaking stage and post- speaking stage. Thus, the researchers will summarize the results as the following:

In the three sessions the teacher opened his lesson by asking some questions about the prior topic in order to make the students active. Hence, in the first session students seemed bored and uninterested to answer the teacher's question (about the previous topic). Besides, there was a lot of noise. However, the teacher pushed them to talk. The absence of using the teaching material in the pre-teaching stage was highly observed. Moreover, the classroom setting arrangement for only 27 students is not well organized at all. This stage demonstrated the teacher's way of introducing the lecture without introducing any language teaching materials. Thus, the second stage will tackle one tool of the teaching material (video). During the lesson, the teacher introduced the video in the class after asking the students to watch and listen carefully to the dialogue. The class seemed calm where all the students focused on understanding the content of the video. The teacher gave chance to all the students to share their ideas. Students, on the other hand, were aware of their speaking productions however; they used L1 from time to time, and this was not prohibited by the teacher. The teacher praised his learners, in particular those who were pushed to talk. He gave them a new topic to prepare for next session in the post-speaking stage

The second session was different a bit than the first one. The first impression that the researchers observed from the second session (in pre- teaching stage) was that most students seemed motivated and interested to answer the teachers' question (related to the previous video. They interacted well with their teacher unlike the first session. The teaching material took place at the beginning of the lesson, always the same topic with different classroom. However, the students who sat at the back were not controlled enough. During the lesson, the teacher used only the black board to present the second part of the lesson which was about the British culture. As a result, the teacher's speaking time was more than learners. The teacher closed his lesson with a brief summary about all the points that were discussed.

The third session tackled different topic, class and different material tool (song). The latter took place at the starting of the lesson. The teacher gave clear instructions and asked learners to listen carefully to the song. Few learners avoided eye contact with the teacher. Furthermore, the absence of males is highly observed. The teacher used a simple language and gestures to explain new concepts, and sense of humor from time to time. Yet, the setting of the class was not organized as well. We observed that the students took part in the class more than the teacher, and this is positive thing. During the lesson students answered the given questions. They are motivated to speak, but they tended to use the L1. Eventually, students expressed their future plans in few lines. The absence of male gender was observed

2.6. Conclusion

Through the practical part of this present research, we provided an overview of the research methodology and design. We gave a clear idea about the objectives of this research work and the research tools used by the researchers. In fact, this part did not depend on one tool to gather data from both EFL learners and teachers, but on two other tools, namely, two questionnaires and classroom observation. Moreover, this chapter provided a description of each tool separately. Then, it attempted to analyze the data collected through the above mentioned tools.

Chapter Three

3.1. Introduction

The third chapter is devoted to discuss the findings of the major results collected from each research instrument in relation to the prior raised hypotheses. The students' and teachers' questionnaires, and classroom observation allowed the researchers to gather large significant insights concerning the use of songs and movies in EFL classrooms and its impacts on students' speaking skills.

3.2. Discussion of the Main Results

To develop this research work, the researchers have proposed a set of hypotheses. It was suggested as a first hypothesis that if songs and movies are used in EFL classroom, EFL students' speaking skills can be well raised. After analyzing the data collected, the finding of the classroom observation proved this hypothesis significantly in a real context. The use of such teaching materials attracted students to perform and participate better than introducing a lecture in traditional way. Students' answers (questionnaire) confirmed this hypothesis as well. The third question shows that most of their level is average. This means that those students are really willing to learn the English language. The analysis of the fourth and fifth questions demonstrated that students show a great deal of preference to learn the oral expression module, and master the speaking in comparison to other language skills like listening, reading, and writing. Moreover, 82%   of the informants (students) agreed that both of movies and songs can improve their speaking skills and vocabulary knowledge through the repetition of words and statements (question 15).

Speaking about the second hypothesis, which was suggested, is that the EFL students have positive attitudes towards speaking English through movies and song. The outcomes of both students' questionnaire and classroom observation confirmed that this hypothesis is true. The majority of learners have a positive attitude toward the use of these materials in the EFL context. In fact, they are divided into two categories; some considered songs and movies as helpful aids in enhancing their speaking English and others are not excited to learn through the prior mentioned materials (See the figures 2.13- 2.14) . It is noticeable from the analysis of the seventh question that watching movies have beneficial effects on students' learning.

Concerning the eleventh and twelfth questions, students listen to the song's lyrics to understand the word of the song well and to learn informal words as well. Some of them memorize expressions and idioms from movies. All these answers proved the raised two hypotheses.

A third hypothesis, the researchers suggested that EFL teachers have positive reflections about teaching oral through songs and movies. The findings of teachers' questionnaire and classroom observation proved it. Even (the eighth) question of students' questionnaire proved this hypothesis, 70% of the informants stated that they are encouraged (by their teachers) to watch movies and listen to English songs for the purpose of speaking English. This means that EFL teachers do not have negative reflections about teaching oral through songs and movies. In return, the question number seven (teachers' analysis) proved that songs and movies are useful resources for oral classes. According to them these materials should be part of teaching foreign languages. Furthermore, through the questions (eight and eighteen) we notice that EFL teachers use songs and movies to deliver their oral courses as well as they have beneficial effects on learners' speaking ability. Question nine reveals that teachers consider songs and movies and flexible tools as well. Connectedly, the majority of EFL teachers at Ibn Khaldoun University are open towards using these materials in which they encourage and motivate their learners to enhance their speaking skills through them. (see question 4- 12) .As a result, the above lines prove this hypothesis successfully.

Regarding the outcomes of classroom observation, it revealed that the teacher of Oral Expression was helpful and comprehensive. Moreover, he explains using easy and clear words (simple language, gestures). He used the chosen material at the beginning and during the lecture. As for students some of them were taking part in the lecture, others are pushed to participate. Therefore, it can be clearly seen that students are attracted to share their ideas through the use of previous materials. Yet, the use of L1 was not prohibited by the teacher. The fact of being university teachers requires them to work more on their teaching materials in order to facilitate the learning progress and raise the students' awareness towards learning through these materials. To sum up, it can be said that students, on the first hand, are so interested in acquiring their speaking skills through using movies and songs. On the second hand, most of the teachers agree that these materials have positive impact on the students' speaking skills and they are not against the use of these materials in their classes. This way, our three hypotheses are proved.

3.3. Recommendations

Richards and Rodgers (2014) gave a great importance to the language teaching materials. They point out that;

> *Materials allow learners to progress at their own rates of learning and use different styles of learning; they also provide opportunities for independent study and use, and to provide opportunities for self-evaluation and progress in learning* (p. 35).

Undeniably, they are helpful tools to enhance students' language skills and develop the teaching and learning process. In other words, these materials may be anything that is employed in order to enhance students' language knowledge among them songs and movies. Thus, the main goal of introducing songs and movies as language materials in EFL classrooms is to provide new way for the teacher to teach and the students to learn. However, there are also negative impacts caused by their use. These impacts refer to different factors:

- **Time consuming:** one of the main problems with the use of such language materials in EFL classroom is time-consuming. In fact, they take a lot of time and energy. Concerning this issue, one may suggest the followings:

On the one hand, teachers should design time for using these tools in their lectures and set clear rules, instructions and have good time management skills. on the second hand, learners should be taught to exercise effective time management in order to avoid wasting time.

- **Lack of training;** generally speaking, these language materials, especially movies are new in the teaching and learning process and not much known about their use.

EFL learners should be aware of the importance of learning through visual and auditory aids like movies songs videos, podcasting. As a result, efforts are required to teach students and teachers to improve their ability to use modern gadgets through workshops as an example. EFL teachers need to always pay attention to these effective teaching techniques during the class to contribute the improvement of the students' speaking skills

- **Sort of Distractions:** it is know that all sorts of technological materials often prevent students' attention and impact negatively their achievements outcomes. To avoid this issue when teachers apply either movies or songs in their classes;

a) EFL teachers should make students understand that these materials are for class purposes and not for entertainment.

b) They should guide the students by setting clear instructions, questions, and activities about the content of chosen material.

c) They can create a motivating atmosphere in the classroom where students are expected to participate in discussion.

d) They can allow students to work in (groups, pairs, roundtable, or horseshoe) and clarify the roles of each group.

3.4. Tips to Stimulate Students' Speaking Inside the Classroom

By using songs and movies as audio-visual aids students tend to learn something real and they will not find difficulties in speaking and understanding the English vocabulary. In this connection, Ur stated that "…. Using new materials in formal courses is that teachers can help to activate learners' attention, effort, intelligence ----- in order to enhance learning" (1991, p.11). So, when songs, movies, videos, or any teaching materials are used at the oral class, one should focus on the following:

3.4.1. Encourage Active Participation

In order to establish a safe atmosphere where students become motivated to talk, every teacher should listen to their students, give them the same chance to participate and use humor from time to time (Anonymous, 2013). This may increase feeling of relatedness among the students and with the teacher. The language instructors can improve students' speaking skill by providing authentic materials, interesting topics because when students feel that they are familiar with the topic and have more knowledge about it they will participate and speak confidentially. They can divide the students into groups, giving each group the responsibility for discussing and summarizing part of the topic by their own way (white, 2007).

3.4.2. Provide Structured Guidance

Giving the responsibility for students to learn, does not mean that the teacher leaves them doing everything themselves. It rather means that the teacher is providing structure to the session, gently urging the students along the right path and taking a more active role if the session starts going completely in the wrong direction (Reeve et al.2004).

3.4.3. Provide Emotional Support

By creating a positive, warm and sharing atmosphere in the classroom where students feel safe to express their feelings, opinions, doubts and questions. Having positive interaction with the teacher is likely to make students more interested in the subject matter (Reeve et al.2004). On the other hand, Brown (2001, p. 203) insists that teachers should respect what students think and say, laughing with them not at them, showing interest in each student as a person, and giving feedback on each one's progress.

3.4.4. Give Choices and Praises

Reeve et al (2004) mentioned "points for improvements should be presented as suggestions and not as directives". In other words, it is better for teachers to give the students

chance to choose the topic, genre of activity, and the way of work (in groups pairs individual work). (Deweck 2008 p.35). Another way to ameliorate students' speaking skill is to praise their efforts, in particular when they do a trial, as this helps them to trust their abilities more and more. In this regard, Brown (2001) stressed the significance of working with students as a team and praised them for succeeding (p. 203).

3.5 Classroom Activities

It is obviously clear that any successful lesson should include activities to engage the learners and make them understand the objective of the class as well. Furthermore, movies and songs as lesson materials should also take the form of pre-viewing/ listening, during viewing/listening and post-viewing/ listening activities. However, the genre and length of the activities will obviously rely on the chosen movie or song, students ' requirements, students' age, the extent of their skills and their educational purposes (Stoller, 1988). Below are some examples of movie lesson activities, they are classified into pre-viewing, during viewing and post viewing.

Table 3.1.Examples of Movie Lesson Activities

Stages	Activity
The pre-viewing	Guessing movie title Brainstorming
During viewing	notes taking Filling gap
Post-viewing	summary of the whole story role play discussion and debates drama task

In return, this is an example of song's activity. Before listening to the song, give students the title of the song and ask them to predict words that they may hear, or (the

contrary) give them words and then ask them to predict the title. Gap filling is a prominent exercise that can be completed while listening a song. The students are given sheets of paper with song' and their main responsibility is to compose the words they have heard before. After listening, students can be asked to write their own lyrics to the song (Scrivener 2005: 339). They can do so in small groups or pairs.

Altogether, movie or song activities can take different stages but they should be done in a wonderful and pleasant way. They can be used efficiently in the class only when considering the requirements and personality of learners at the distinct points of skills. Every instructor may choose the best activity and apply the most loved ones in his/her own training.

2.6. Conclusion

Through this chapter we discussed the main results of each instrument (teachers' questionnaire, learners' questionnaire and classroom observation) which show us that both EFL teachers and students have the willingness to use songs and movies for teaching and learning purposes. We recommend teachers to be aware of the negative side of these materials since they declared that they face some difficulties when using such materials. Then, we suggest some tips that encourage students to speak the target language in the classroom. Eventually, we end this chapter by useful examples of song and movie activities.

.

General conclusion

General Conclusion

The use of songs and movies as fresh materials is now an essential requirement to learn a foreign language. Accordingly, Graddole (1997) says that *"technology lies at the heart of globalization process affecting education, work and culture"*(P. 16). In other words, with the advanced technology, the whole world is changing, in particular, the learning /teaching process from the traditional to modern and digital material aids. This study has carefully examined the use of songs and movies to enhance the EFL students' speaking skills. We believe that the use of songs and movies in the EFL classroom is beneficial and essential, and language teachers are supposed to be aware of the use of such material aids to achieve successful teaching and learning outcomes.

This research has been organized through three chapters. The first one is divided into two sections that deal with the literature review of speaking, songs, and movies. The second chapter deals with the practical part of this research and highlights the research methodology, objectives, instruments and population. It also provides the analysis of each data collection. While the third chapter discusses the main results obtained from the data analysis which reveals that students, on the one hand, are interested in learning their speaking skills through using movies and songs. On the other hand, most of the teachers agree that these materials have positive impact on the students' speaking skills and they are not against using these materials in their classes. As a result, our three hypotheses are proved. Moreover, as a recommendation, we propose the awareness of EFL teachers of the negative side of these materials, they should make students understand that these materials are for class purposes and not for fun, guide the students by setting clear instructions, questions, and activities about the content of chosen material. They can also create a motivating atmosphere in the classroom where students are expected to participate in the discussion. We have suggested some tips that encourage students to speak the target language in the classroom. Eventually, this chapter ends with useful examples of song and movie activities that are classified into pre-viewing, during viewing and post viewing.

This analysis was once again made with fifty first year students as well as ten teachers who were chosen from the department of English at Tiaret University to assess their acceptance of using songs and movies in the classroom as a means of enhancing the students' speaking skills. Hopefully, our findings have supported the raised hypotheses that if songs and movies are used in EFL classroom, EFL students' speaking skills can be well raised. Moreover, they have revealed that both EFL teachers and learners have positive opinions towards the usefulness of songs and movies in teaching/learning speaking skill. Specifically, while learners greatly value the idea of using movies and songs in the EFL classroom to

enhance their English language, oral skills, pronunciation and vocabulary, language teachers are open minded towards using these material aids as well.

Apart from this, the researchers have faced some problems and limitations in conducting this research work. For example, the small number of the participants, that is, fifty learners from the whole population of five hundred first year learners is not enough. Moreover, some of the respondents (learners) are not enough serious to justify their answers honestly. Another limitation is that the absences of students when distributing the questionnaire and conducting a classroom observation and distributing the questionnaire. This is due to the conditions of this year and strike period. Unfortunately, when we have conducted classroom observation, we depended only on one teacher of Oral Expression because of the teachers' busy schedule. In fact, due to time constraints, we have certain issues when we display song and video in the observed class. Finally, if we have depended on an experimental study or conducting an interview with EFL teachers rather than a questionnaire, the results can be more valid.

Indeed, it is proposed that further research can be undertaken to investigate the impacts of using movies with subtitles and songs with lyrics on other aspect of language, especially reading and writing.

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Appendices

Appendix A: Students' Questionnaire

Dear students,

You are kindly requested to fill the following questionnaire that addresses the use of movies and songs in the EFL classroom to enhance the learners' speaking skill. We would be so thankful if you could sincerely answer each question on the basis of your English language. Simply, tick the suitable box that reflects your best answer, and comment whenever necessary.

EFL: English as foreign language - **Lyrics:** are simply words that clarify what is being sung and express the singers' thought and emotions.

Instructions: ☺

1. Please be honest in answering the questions.
2. Do not skip any question. ☹
3. Thank you in advance

Part I : General Information

Q1-Specify your gender   Male ☐   Female ☐

Q2-Specify your age   18- 21 ☐   22-25 ☐   More than 25 ☐

Q3- How do you see your level in Speaking English?

……………………………………………………………………………………………..

Part Two: Students' Attitudes Towards Songs and Movies:

Q4- Which of the following English classes do you like most ?

Speaking class   ☐ Written class   ☐ Grammar class ☐

Civilization   ☐

Q5- Which of the following skills do you wish to enhance most?

Speaking ☐   Listening ☐   Reading ☐   Writing ☐

Q 6- Do you like the use of songs/ movies in the English classes? Yes ☐   No ☐

- If yes, why?
  …………………………………………………………………………………
  ……………………………
- If no why?
  …………………………………………………………………………………
  ……………………………….

Q7- Do you think watching English movies has a beneficial effect on EFL learning ?

Yes ☐   No ☐

why……………………………………………………………………………………………

Q8- Does your teacher encourage you to watch movies / listen to English songs for the purpose of speaking English correctly?   Yes ☐   No ☐

Q9- How often do you listen to English songs?

Always ☐   Usually ☐   Rarely ☐   Never ☐

Q10- How often do watch to English movies for the purpose of learning English language?

an hour per week ☐   2/3 hours per week ☐   more than 3 hours per week ☐

Q11- Do you listen to songs with lyrics?   Yes ☐   No ☐

If yes, for what purpose do you listen to songs with lyrics?

A- They are a good ways of learning informal vocabulary

B- They help in understanding the words of the song

C- Both of them

D- Others

……………………………………………………………………………………………

Q12- Do you use idioms that you hear in movies when speaking?   Yes ☐   No ☐

If yes, give examples

……………………………………………………………………………………………

………………………..

Part III: The Effectiveness of Songs and Movies in EFL classroom

Q13- Listening to English Songs is very helpful for my pronunciation.

Agree ☐   Neutral ☐   Disagree ☐

Q14-The conversations in the movie /song can be used in my daily life?

Agree ☐   Neutral ☐   Disagree ☐

Q15- Both of movies and songs can improve my vocabulary and speaking skill through repetition of words and statements?

Agree ☐   Neutral ☐   Disagree ☐

Q16- Lyrics of songs / subtitles of movies are effective media in improving students' listening, reading and speaking skills?

Agree ☐   Neutral ☐   Disagree ☐

Q17- Which of the following activities is more effective according to you ?

A-group discussion ☐   B-general debate on the movie theme ☐

D- Individual oral presentation ☐   C- listening to songs ☐   E- playing games ☐

Q18- Honestly, what do you think of the use of Songs and Movies in Oral Classes?

…………………………………………………………………………………………..........

Thank you for your help   ☺

Appendix B: Teachers' Questionnaire

Dear teachers,

You are kindly requested to answer the following questionnaire that tackles the use of movies and songs in the EFL classroom to enhance learner's speaking skill. We would be so thankful if you could sincerely answer each question on the basis of your experience. Please tick the suitable box that reflects your best answer and comment whenever necessary.

Section one: Personal Information

Q1- Specify your gender

Male ☐   Female ☐

Q2- Specify your educational degree

License ☐   Magister/ Master ☐   Doctorate ☐

Q3- How many years have you spent in teaching English?

Less than 3 years ☐   Between 3 and 13 years ☐   More than 13 years ☐

Section Two : Background and Teaching Methodology

Q4- Do you use teaching materials in your Oral Expression classroom?   Yes ☐   No ☐

Q5- If yes, what teaching materials have you used?

…………………………………………………………………………………………………...

Q6- : Do you develop your own teaching materials? Yes ☐   No ☐

Please, explain why

....

Q7- Do you think that movies / songs are useful resources for teaching Oral expression?

Yes ☐   No ☐

Please, explain

………...

Q8- Have you ever used Movies and Songs in your Oral Classes**?**

Yes ☐   No ☐

Q9- When do you use them?

At the beginning ☐   During the lesson ☐   At the end ☐

Q10- Which of the following difficulties do you face when using these Materials?

Students control ☐   Lack of equipment ☐   Lack of training ☐

Lack of time ☐   No difficulty ☐

Section Three : Creativity in Teaching Speaking Skill

Q11- How do you consider your students' level in speaking English?

Average ☐   Good ☐   Weak ☐

If yes , say what they are please ?

…………………………………………………………………………………………….

Q12- Do you encourage your students to enhance their speaking skills through watching Movies / listening to English Songs?

Yes ☐   No ☐

Q13- How often do your students participate in the Oral expression class?

Always ☐   Sometimes ☐   Rarely ☐   Never ☐

Q14- Do you praise your students when speaking?

Yes ☐   No ☐

Q15- In your opinion, how do students find the use of song and movies in the EFL classroom?

Demanding ☐   Pleasurable ☐   Boring ☐   Do not know ☐

Q16- What type of grouping do you use in your Classroom?

Group works ☐   Pair works ☐   Solo work ☐   It depends ☐

Q17- Foreign songs and movies are helpful methods for introducing cultural topics.

Agree ☐   Maybe ☐   Disagree ☐

Q18- The use of movies and songs in the EFL classroom will have a beneficial effect on the learners' speaking ability.

Agree ☐   Maybe ☐   Disagree ☐

Thank you for your collaboration.

Appendix C: Classroom Observation

University: Date: /   / 2019

Teacher: Time:

Observer: Level:

Title of the topic: The Number of Students:

Statements for observation	Observed ✓	Not observed ✗
- The teacher makes his learners remember the prior topic by asking some questions. - Learners answer the questions. - The teacher motivates his learners to participate. - The use of L1. - The teacher's reaction towards using the L1 inside the class. - The teacher uses the materials (song/ video) at the beginning of the lecture. - Learners' reaction towards the chosen material. - The atmosphere of the class is calm		
- The teacher gives a chance to all learners to speak. - Learners are aware of their speaking productions. - The teacher uses the materials (song/ video) during the lecture. - Learners' reaction towards the chosen material. - The atmosphere of the class is noisy.		

Appendix D: Lyrics

The lyrics bellow were created by a school groups called Citizen's Academy. They use the music (melody) from a Bruno Mars song called "Grenade". This song was recorded on October 14, 2016 with Ms. Griffith's Class 3-304.

The Educate Song Lyrics

Let me talk to you, about the way I live
Got priorities put in place, I'm a real good kid
You can be cool with me, but just understand
I am loyal to my future and I have a master plan

I'm giving all I have to my schoolwork and exams
'Cause my future's in my hands, can't you see
I have a master plan. Graduate? Oh, yes I can.
I'll go to college and then...

I will get a good grade for ya, Study and stay up late for ya
I will even get A's for ya, You know I'd do anything for ya
Oh , In the same breath let me say, That I'm trying to expand my brain
You can't distract me baby, I need to educate...

Hit the books every night, 'cause I think it's fun
I like Plato, Newton, Einstein. I can learn from anyone.
Baby please, you must see, someday I will lead
I'll be just like Ghandi, not a bully, I believe in peace

I'm giving all I have to my schoolwork and exams
'Cause my future's in my hands, can't you see
I have a master plan. And you've got to understand.
I'll go to college and then...

I will get a good grade for ya, Study and stay up late for ya
I will even get A's for ya, You know I"d do anything for ya
Oh , and you must hear my refrain, I am loyal to this learning brain
You can't distract me baby, I need to educate...
  Let your learning take you higher
Ooooh... in school you can do anything
And I hope you feel inspired
So you never, ever, ever quit baby.

'Cause darling I will get a good grade for ya, Study and stay up late for ya
I will even get A's for ya, You know I'd do anything for ya
Oh... And I hope you feel the same, We are scholars with amazing brains
Follow your dreams with me baby

I need to educate...We need to educate...We need to educate Oooh... We need to educate...Oh...

الملخص

تعاملت العديد من الدراسات مع التأثير القوي للأفلام والأغاني في التعليم واكتساب مهارة التحدث بلغة أجنبية، وعليه فإن الهدف من دراستنا هذه هو معرفة ما إذا كان استعمال الأفلام والأغاني في تعليم اللغة الإنجليزية كلغة أجنبية يساعد في تحسين مهارة الكلام والتحدث في حصص التعبير الشفهي.

بناءً على هذا قمنا باختيار خمسين طالبا سنة أولى لتعليم اللغة الإنجليزية كلغة أجنبية وعشرة مدرسين في جامعة ابن خلدون، حيث استندنا في جمعنا للمعلومات إلى ثلاث وسائل وهي عبارة عن استبيان موجه للطلبة واستبيان أخر موجه للأساتذة وكذا الملاحظة من خلال الحصص التطبيقية في القسم. وقد تم تحليل هذه المعطيات من الناحية الكمية وكذا النوعية فكانت النتائج المتحصل عليها كالتالي، معظم متعلمي اللغة الإنجليزية كلغة أجنبية يرغبون في إتقان مهارة التحدث باللغة الإنجليزية أكثر من أي مهارة لغوية أخرى، حيث أكدوا أن الأفلام والأغاني هي وسائل مفيدة ومساعدة لتعلم المفردات وتحسين النطق بالإضافة إلى هذا فإن المدرسين كانوا واعين لمحاسن ومزايا هذه الآليات في تعليم اللغة الإنجليزية كلغة أجنبية في الأقسام غير أن ضيق الوقت نقص جودة وسائل التعليم الموجودة بالأقسام والسيطرة على سلوك الطلبة هي من أهم العوامل التي تقف عائقا وحاجزا امام استخدام هذه الوسائل التعليمية في الحصص الشفهية .

الكلمات المفتاحية: الأفلام، الأغاني، مهارة التحدث باللغة الانجليزية كلغة أجنبيه، متعلمي اللغة الانجليزية كلغة أجنبية، مدرسي اللغة الانجليزية كلغة أجنبية، تعليم اللغة الإنجليزية كلغة أجنبية، وسائل.

Résumé

Plusieurs études ont traité l'impact des chansons et des films sur l'enseignement de l'oral. Le but de cette étude est donc de déterminer si l'utilisation des chansons et des films en classe d'anglais .La langue étrangère permet d'améliorer les compétences orales des étudiants dans les séances de l'oral. Cette étude est essentiel à eu lieu au département d'anglais à l'Université Ibn Khaldoun. IL s'agit des étudiants de première année en ALE de l'université susmentionnée. Les participants sont au nombre de cinquante étudiants et de dix professeurs en anglais.

De plus, les chercheurs reposent sur trois instruments de recherche à savoir : deux questionnaires et l'observation en classe. Ils ont été analysés quantitativement et qualitativement. Dans cette optique, les résultats obtenus à partir des données collectées indiquent que la plupart des étudiants d'anglais langue étrangère veulent maîtriser les compétences d'expression orale plus que les autres compétences linguistiques. Les chansons et les films peuvent les aider significativement à réaliser cela. Ils ont affirmé que les chansons et les films sont des outils utiles pour l'apprentissage du vocabulaire et l'amélioration de la prononciation. En outre, les enseignants étaient conscients des avantages de ces supports dans la classe d'anglais langue étrangère. Cependant, le manque de temps, d'équipement de classe et le contrôle des étudiants sont les principaux facteurs qui les empêchent d'utiliser ces équipements dans leurs cours de l'oral.

Mots-clés: chansons, films, ALE, expression orale, séance de l'oral, étudiants ALE, enseignants, ALE Anglais Langue étrangère, équipements.