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# **The Use of Authentic Songs in Enhancing Speaking Skills**

## **Case Study: First-Year LMD Students at Khenchela University**

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master  
in Language And Culture

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## **Dedication**

Happily, I dedicate this work to myself for continuing through difficult times, as well as to my parents for being there for me and their prayers.

To my dear brothers and sister, whom no word can fully convey their existence.

To all of my friends and classmates who have participated in this research

From the bottom of my heart, I am grateful.

K. Abd Erahmane

## **Dedication**

To my beloved parents, your unwavering love, support, and encouragement have been the Bedrock of my journey. This work is dedicated to you, Thank you for being my pillars of strength.

To my dear brothers Akram, Haithem, Iskander, and Amir, Your belief in my capabilities has been a source of motivation and strength for me to overcome obstacles and persevere in the pursuit of knowledge.

To my dearest friends, Aymen and Hayat, Your friendship has been a beacon of light during the darkest of times. Thank you for sharing this journey with me.

G. Amani

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## **Abstract**

Our study aimed to investigate the use of authentic songs in enhancing speaking skills. Our current study targeted to prove the effectiveness of using authentic songs on first-year students' oral performance enhancement at the English Department at Abbes Laghrour University. This research is conducted using mixed methods; Qualitative and Quantitative designs, along with a simple descriptive design. Moreover, data were collected from 52 first-year students using questionnaires, and from five teachers in the English department using Interviews. The research results showed that most participants are interested in using authentic songs as they do in enhancing their speaking abilities. In addition, the findings proved that students and teachers have positive perspectives towards using authentic songs as non-pedagogical material to improve oral performances since it is considered a motivational tool. Moreover, as some English teachers are using authentic songs and other auditory tools in the classroom, they strongly encourage involving them in the teaching-learning curriculum. Thus, using authentic songs as a teaching-learning tool has a positive impact on students' speaking skills, consequently, the research questions are answered and the research hypotheses are effectively confirmed.

*Key Words:* authentic, songs, speaking, abilities, enhancing, positive

## **List of Abbreviations**

EFL: English as a Foreign Language

ESL: English as a Second Language

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# **General Introduction**

# General Introduction

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## General Introduction

### 1. Background of The Study

Learning a language involves developing various abilities, including listening, speaking, reading, and writing. Speaking competence is often considered an important part of these skills since it shows one's capacity to communicate successfully in actual life situations. Traditional language education methods have traditionally emphasized formal instruction, grammar rules, and controlled speaking exercises. However, there is a growing interest in exploring new and fascinating approaches to language learning. Authentic songs have been considered an effective instrument for language learning due to their ability to captivate learners' attention and enhance memory retention. They, in particular, provide a rich source of colloquial words, and real-life expressions. So, incorporating actual songs into language teaching may lead students to achieve oral performance. Previous studies in this field have explored the relationship between songs and language learning. For instance, Arevalo (2010) conducted a study that investigated the effect of using songs in teaching English to EFL learners. The results showed that songs could improve speaking abilities. Although earlier studies have recognized the advantages of music for language learning, there hasn't been much-concentrated research on the connection between speaking skills and authentic songs. This gap necessitates the question of whether authentic songs can be used as an effective technique for enhancing oral communication skills.

### 2. Rationale for The Study

The justification for performing this study comes from three key considerations:

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## 2.1 Pedagogical Innovation

Traditional language education approaches may not completely engage or equip students for real-world conversation. Incorporating authentic songs into language teaching provides a unique and interesting method of language learning that is consistent with current pedagogical concepts.

## 2.2 Cultural Immersion:

Authentic songs not only expose students to the linguistic components of the target language but also convey information about the cultural environment in which the language is utilized. By incorporating cultural components into music, students can have more understanding and acceptance of the language and its cultural nuances.

## 2.3 Research Gap:

While a lot of studies have been done on the use of actual songs in language instruction, not much of it has been done expressly to examine how real songs affect speaking ability. This study seeks to contribute to a deeper understanding of the role of authentic songs in improving speaking skills.

## 3. Statement of The Problem

Teaching speaking skills in EFL contexts is often difficult, and educators are constantly looking for new ways to improve language learning. For instance, Kuo & Anderson (2010) conducted a study that investigated the effect of song lyrics on comprehension and recall of expository text. However, an overview concerning the specific benefits of incorporating authentic songs into speaking lessons for EFL learners to improve their speaking abilities is needed.

In summary, The research highlights the need for more investigation on the effectiveness of integrating authentic songs in teaching speaking skills to EFL learners.

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### 4. Research Question

In the field of teaching and learning English as a Foreign Language (EFL), teachers are always looking for new and creative ways to boost student interest and facilitate language learning. The use of genuine songs in speaking lessons is one such approach that is becoming more and more popular. Concerning this context, it is relevant to investigate the following question: “ How does integrating authentic songs into speaking lessons impact the oral performance of EFL learners?”

### 5. Hypothesis

In pursuit of effective methods of teaching English as a Foreign Language (EFL), teachers sometimes try to use different strategies to improve their students' speaking abilities. Traditional ways often fail to keep students engaged and provide practical language experience. However, authentic songs offer an attractive alternative. Due to these reasons, the following hypothesis is proposed: “ The use of authentic songs in teaching speaking skills to EFL learners may lead to a significant improvement in speaking abilities ”.

### 6. Objectives

The study seeks to evaluate the possibilities of incorporating actual songs into language teaching to improve students' speaking skills, The following study objectives have been outlined to investigate this approach:

- 1- The research aims to determine the impact of authentic songs on the speaking skills of EFL learners.
- 2- To examine the role of authentic songs in promoting student engagement and motivation in speaking activities.
- 3- To evaluate the effectiveness of integrating authentic songs into speaking lessons.

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## 7. Research Methodology and Design

This study utilized mixed-method designs, combining quantitative and qualitative approaches. The aim was to analyze data to gain a deeper understanding of the topic. Moreover, we strived to enhance the credibility of our research by incorporating the teachers' perspectives on the subject and addressing the research question. We strongly believed that employing a mixed-method approach enabled us to achieve a comprehensive understanding by gathering more data from participants regarding the effectiveness of using authentic songs to improve speaking skills. Consequently, the qualitative design focused on exploring teachers' perspectives and evaluations regarding using authentic songs to enhance speaking skills instruction, whereas the quantitative approach aimed to capture students' feedback in the form of numerical data, including the sample size utilized for the study.

## 8. Population and Sampling

### 8.1 Population

Twenty-nine teachers (29), and two hundred sixty-two (262) first-year students from The English Department are the whole population at Abbes Laghrour Khenchela-University. The learners were chosen as a case study because they studied just the basics of English language in high schools and some of them were studying in scientific branches. Consequently, they are a suitable case for our study.

### 8.2 Sample Strategy

Probability sampling, another name for random sampling, is a sampling technique in which the sample is selected at random. In the substance of "The Use of Authentic Songs in Teaching Speaking," random sampling reduces prejudice and produces a more true representation of the general population. Moreover, Fifty-two (52) participants

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were selected at random to serve as the study's focal point and to gather data; this helped to reach the saturation point required to meet the researchers' objectives. In addition, five oral expression teachers were interviewed because their feedback is critical to validating the research study findings. Thus, this sample size allows us to generalize the findings to the full population while addressing the needs of our research.

### **9. Data Gathering Tools**

Questionnaires and interviews will be designed to collect quantitative and qualitative data on the impact of authentic songs on speaking skills. The questionnaire will include closed-ended questions (e.g., multiple-choice) for students to answer privately and save time because not revealing their identity gives them more comfort in answering, and open-ended questions (e.g., observations and feedback) of the interview for teachers to enhance the credibility of our results.

### **10. Structure of The Study**

This thesis consists of two parts.

The first covers the introduction of the research and the literature review which contains three variables. The initial one is devoted to the main overview of speaking skills and their major characteristics and aspects, while the second one presents authenticity and authentic songs and their importance in the teaching and learning process. The third variable describes the integration and its benefits in language learning, and the methods of incorporation in teaching speaking. The second part analyzes the student's responses to the questionnaire and teachers' observations through the interview. Then, the general conclusion, limitations, and recommendations for the students, teachers, and future researchers.

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### **11. The Significance of The Study**

The results of this study will be very important to language teachers as they will provide them with important information about the advantages of utilizing authentic songs to help EFL students with their speaking abilities. Students' language learning experiences will be improved as a result of the study's contribution to the creation of creative and new methods for language teaching.

# **Chapter One**

## **Literature Review**

Speaking is a method by which individuals communicate with each other. It happens all around us and becomes a part of our daily lives. Speaking involves conversing and using words to express one ideas, feelings, and thoughts. There are plenty of things that teachers may do to keep the learners engaged in the classroom, where they need to create an atmosphere that encourages authentic interaction. People speak because it is an essential human function to communicate. They need to interact and talk to each other. By speaking and employing their language sounds, people can communicate. Producing, receiving, and understanding information are all parts of the interactive creating significance process that is speaking. The context in which it is used including the identities, backgrounds, and goals of the speakers determines its structure and significance.

### **1. Definition of Speaking Skills**

Speaking skills involve the ability to express oneself verbally clearly, coherently, and effectively in a specific language. This includes using spoken language for different purposes such as social interaction, exchanging information, and persuasion. Proficient speaking skills are crucial for effective communication in personal and professional contexts and are vital to language proficiency. Additionally, individuals with strong speaking skills can communicate and interact effectively with others, using appropriate vocabulary, grammar, and pronunciation, as emphasized by Richards & Schmidt (2010). Moreover, Nunan (2003) highlighted those speaking skills involve the ability to use language for various purposes, such as giving presentations, participating in discussions, and engaging in social interactions. Furthermore, Bygate (2001) notes that speaking skills include the ability to plan, monitor, and evaluate one's spoken language production, as well as the ability to adapt language use to different communication contexts. In summary,

speaking skills are a vital component of language proficiency, encompassing the ability to communicate effectively and adapt language use to various contexts.

## **2. Characteristics of Speaking Abilities**

Richards & Rodgers (2014) claimed that speaking abilities can be identified by several characteristics promoting clear oral communication. These attributes include the qualities and abilities that allow people to communicate their thoughts, beliefs, and messages through words understandably and convincingly.

### **2.1 Clarity**

Speaking abilities are fundamentally characterized by clarity, which is the capacity of the speaker to express thoughts and words clearly and understandably. When someone speaks clearly, there is less chance of misunderstanding or confusion on behalf of the listener. For better understanding, it involves employing the right volume and tone, as well as accurate pronunciation, (Richards, & Rodgers, 2014).

### **2.2 Fluency**

The capacity to communicate ideas clearly and easily, defined by the smoothness and flow of speech. Speaking at a constant speed, without hesitating or interrupting, and switching thoughts smoothly are all characteristics of fluent speakers. Without pauses or interruptions, fluency helps the speaker to engage the audience and successfully deliver their message, (Richards, & Rodgers, 2014).

### **2.3 Accuracy**

Correctness and precision in language use during oral communication are called accuracy. The quality of words is accurate, vocabulary is suitable, and accurate speakers use grammatical structures. According to Richards & Rodgers (2014), they ensure that the

listener understands their message precisely and clearly by conveying it with precision and clarity.

#### **2.4 Coherence**

In spoken language, coherence refers to the logical ordering and structuring of ideas. Clear and well-organized speech is displayed by coherent speakers, who link concepts logically and with the use of cohesive devices like indications, transitions, and conjunctions. According to Richards & Rodgers (2014), coherence improves comprehension and makes it easier for the listener to fully understand the speaker's message.

#### **2.5 Engagement**

Through the communication process, engagement is the ability of the speaker to attract and hold the listener's interest and attention. Speakers who engage their audiences use a variety of strategies, including humor, expressive language, narrative, and rhetorical methods, to attract and capture the attention of the audience. Engagement enhances communication efficiency and encourages active listening, (Richards, & Rodgers, 2014).

#### **2.6 Confidence**

Self-assurance and belief in one ability for successful oral communication identify confidence. Confident speakers who are confident show credibility and authority by acting with calmness, bravery, and conviction. Their confident and assured speech enhances the effect of their message by creating a sense of reliability and trust in the listener, (Richards, & Rodgers, 2014).

### **3. Types of Speaking Skills**

A vital aspect of learning a language is speaking, and being able to communicate effectively in spoken form is necessary for using a language effectively in everyday

contexts. According to Oxford (1993), the various speaking abilities that language learners must acquire to become effective communicators involve the following types of skills:

### **3.1 Oral Fluency**

Improving fluency is essential for all-around effective communication. Being fluent allows people to communicate ideas clearly and effectively, which promotes interesting and productive discussion. Developing fluency skills can greatly increase confidence and credibility in social situations, professional settings, and educational settings alike. Adopting fluency improves interpersonal communication and makes it easier to comprehend and connect with others.

### **3.2 Phonological Accuracy**

Mastering pronunciation is vital for effective communication as it encompasses the precise articulation of speech sounds and the proper intonation of a language. Achieving good pronunciation not only boosts the clarity of the message but also minimizes the chances of misinterpretations. Refining pronunciation skills is the key to conveying thoughts with confidence and precision. Enhancing communication abilities by focusing on perfecting pronunciation for improved understanding across all interactions.

### **3.3 Lexical Proficiency**

The collection of words individuals can use with accuracy to express themselves is known as their vocabulary. Everyone who has a large vocabulary can express ideas, feelings, and thoughts easily. Improving lexical repertoire increases a person's capacity for conveying complex ideas and forming connections with others, improving their language skills and their ability to express themselves clearly and elegantly.

**3.4 Grammatical Competence**

Effective communication relies on mastering grammar proficiency to construct accurate and coherent sentences. Understanding grammatical rules is essential for conveying ideas clearly and precisely. Whether spoken or written, utilizing proper grammar ensures that messages are easily comprehensible for any audience. Enhancing grammar skills promotes successful communication and fosters better understanding among individuals in various contexts. Embracing grammar proficiency is fundamental in articulating thoughts effectively and achieving impactful communication overall.

**3.5 Listening Comprehension**

Effective oral communication is connected to the ability to listen, as it requires comprehension and acknowledgment of others' input. Proficient listening and understanding skills empower speakers to participate in significant exchanges and react suitably to the substance of a discussion.

**3.6 Interactive Competence**

The ability to initiate and respond to questions, take part in discussions, ask and answer questions, and provide helpful criticism are all considered interactive skills. It is essential to be proficient in these areas to promote successful communication in social and professional settings.

**3.7 Cross-cultural Communication**

Comprehending cultural norms, traditions, and social cues is crucial for effective communication in multicultural environments. Cultural awareness empowers communicators to adjust their language and conduct accordingly, thus avoiding misinterpretations.

#### **4. How To Enhance Speaking Skills**

##### **4.1 Self-assessment**

Boumaraf (2017) suggests that self-assessment plays a crucial role in improving speaking skills by enabling learners to measure their advancement and recognize areas for enhancing their spoken language proficiency. Through active participation in self-evaluation, learners can contemplate their speaking capabilities, establish achievable objectives, and customize their learning approaches accordingly. Furthermore, the inclusion of genuine materials in the instruction of spoken language, as highlighted by a variety of academics, enhances the learning process by immersing learners in authentic language contexts and scenarios. Authentic materials, including videos, songs, and original texts, expose learners to natural language usage, cultural subtleties, and various communication styles, thus improving their spoken language abilities in real-life situations. Integrating these materials into speaking exercises motivates learners to utilize language abilities in meaningful settings, fostering both communicative competence and confidence in verbal expression.

##### **4.2 Vocabulary Expansion**

According to Krashen (1982), expanding one language is necessary for effective self-expression. To expand your vocabulary, reading books, articles, and podcasts is recommended. Reading a variety of written materials can help you get more familiar with a wide range of terms, idioms, and phrases, which will help you increase your vocabulary. Taking regular notes on new ideas and incorporating them into conversations improves retention, which broadens one vocabulary.

##### **4.3 Pronunciation Practice**

Pronunciation practice is a vital aspect of enhancing speaking skills, as it enables learners to develop accurate and natural pronunciation, which is essential for effective

communication, (Krashen, 2007). Research has consistently shown that learners who receive targeted pronunciation instruction exhibit significant improvements in their speaking skills, including increased fluency, accuracy, and overall communicative competence, (Nunan, 2003). Furthermore, the use of authentic materials, such as videos, podcasts, and songs, is an effective way to promote pronunciation practice, as it exposes learners to natural language use and cultural nuances (Krashen, 2007). Overall, the incorporation of pronunciation practice into speaking instruction is essential for learners to develop the skills and confidence necessary to communicate effectively in a target language.

#### **4.4 Structured Speaking Practice**

According to Long & Crookes (1992), speaking more frequently serves to increase one's conversational confidence. Participating in a discussion group or having conversations with friends and family might help one feel more comfortable while speaking to others. Acknowledging mistakes as opportunities for improvement builds improved communication skills. Strict speaking practice also involves choosing topics and providing coherent speech within a predetermined time frame. The priority is on speaking in a natural rhythm, planning ideas logically, and refraining from unnecessary pauses or filler words. By actively engaging in these sorts of activities, people may enhance their communication skills, become more objective, and develop the ability to communicate themselves in a range of environments. This systematic approach progressively develops proficiency and confidence in spoken communication.

#### **4.5 Body Language Awareness**

Body language awareness is a crucial aspect of enhancing speaking skills, as it enables individuals to effectively communicate nonverbally and convey emotions, intentions, and attitudes through facial expressions, gestures, and body movements.

Research has consistently shown that individuals who are aware of their body language and use it effectively in communication tend to have better speaking skills, as they can convey their messages more accurately and effectively. Furthermore, body language awareness can also help individuals to better understand others, as they can read and interpret nonverbal cues more effectively. Additionally, incorporating body language awareness into speaking instruction can enhance learners' confidence and fluency in speaking, as they can use nonverbal communication to support their verbal messages, (Brown, 2007).

#### **4.6 Active Listening**

Improving speaking abilities requires active listening because it develops critical language processing skills and facilitates effective interactions. Learners improve their speaking accuracy and fluency by consuming natural speech rhythms, intonation, and pronunciation patterns through attentive listening, (Field, 2008).

#### **5. Authenticity as a Concept**

The concept of authenticity holds a central position in language learning and teaching, encompassing various dimensions that contribute to genuine language use and meaningful communication. In the realm of language education, authenticity pertains to the extent to which language materials, tasks, and interactions mirror real-world language use and cultural contexts. Authenticity goes beyond linguistic accuracy to incorporate cultural authenticity, exposing learners to the cultural norms, values, and practices associated with the target language. Authentic materials give students the chance to interact with language in real-world situations through texts, videos, and audio recordings. This fosters greater comprehension and language acquisition. Authentic tasks and activities also encourage learners to use language creatively and functionally by simulating real-world communication situations, (VanPatten, & Williams, 2007).

**6. Authenticity In Music**

According to Frith (1996), authenticity in music is the ability of a musician or artist to convey genuine emotion and expression, often through personal experiences and connections to cultural or historical contexts. This perspective is supported by Peterson & Kern (1996), who argued that authenticity is a perception shaped by cultural norms and social expectations, where certain musical genres or styles are valued for their perceived sincerity and originality. Shuker (2016) further noted that authenticity in music is a complex interplay between artists, audiences, and industry influences, where authenticity can be constructed and negotiated through various means, such as performance style, lyrical content, and image. Taylor (2001) added that authenticity in music is a contested concept, influenced by factors such as technological advancements, globalization, and commercialization, where authenticity can be both celebrated and challenged within different cultural contexts. When discussing music or any other kind of art, authenticity is the degree to which something stays true to its origins, objectives, or character. It includes sincerity, uniqueness, and validity in communication. Specifically in music, authenticity can take several forms, such as originality, sincerity, cultural or historical context, personal experience, and artistic integrity. For instance, originality refers to the song embodying the creator's or artist's unique voice, method, or viewpoint. Sincerity involves the music conveying real, authentic feelings without hypocrisy or insincerity. Cultural or historical context means the music reflects the cultural or historical context from which it originates. Personal experience refers to the music topics or lyrics referring to the artist's ideas or life experiences, expressing authenticity via personal experience. Artistic integrity, on the other hand, means the song stays faithful to the artist's artistic vision and beliefs despite differentiating from popular culture or expectations. Generally, sincerity, uniqueness, and

remaining loyal to oneself or one artistic vision are the main concepts of authenticity in music, however, listeners may interpret it differently.

### **7. Songs and Music as an Authentic Text**

According to Galloway (2019), In language learning, songs and music act as authentic texts, giving students important chances to interact with language in relevant contexts. In addition to their rich linguistic and cultural content and relevance to daily interactions, songs, and music are regarded as authentic texts in language education. Learners are exposed to real language use through songs, which include idiomatic expressions, grammar, and vocabulary within a cultural context. Additionally, songs and music give language learners practice in intonation, pronunciation, and hearing comprehension.

### **8. Importance of Authentic Songs in Learning and Teaching**

Authentic songs are effective instruments for improving learners' language skills and cultural awareness. Chun's (2015) research demonstrated that listening to genuine songs helps learners acquire the language by giving examples of how to pronounce, tone, and use colloquial terms in everyday situations. Learners get a deeper awareness and comprehension of the cultural settings included in the lyrics of authentic songs, in addition to improving their language abilities by listening to and studying them, (Morrow, 2018). Furthermore, real songs provide a window into the customs, values, and social mores of the target language community's sociocultural features. Learners are exposed to authentic cultural representations through engaging with the lyrical content and topics of authentic songs, which cultivates empathy and cross-cultural competency, (LoCastro, 2019). By encouraging students to investigate various viewpoints and increase their intercultural

awareness, this experiential learning strategy fosters global citizenship and international communication abilities (Levstik, & Barton, 2018).

Learners' motivation and engagement are increased when authentic songs are included in language instruction. Studies indicate that listening to songs might enhance mental and affective states, hence fostering a favorable atmosphere for learning, (Swain, 2017). Genuine music speaks to the interests and preferences of the students, enhancing and deepening the learning process, (Murphey, 2013). Learners are therefore encouraged to actively engage in language-related activities and maintain their learning efforts over time, (Gardner, 2019). Authentic songs support learners' cognitive and socioemotional development in addition to language acquisition. Studies conducted by neuroscientists have shown that music has a good impact on memory, attention, and emotional control in the brain, (Patel, 2015). Learners use a variety of cognitive processes, including auditory processing, pattern recognition, and symbolic meaning interpretation, as they interact with real songs, (Volkova, 2020). Learners' motivation and engagement are increased when authentic songs are included in language instruction. Studies indicate that listening to songs might enhance mental and affective states, hence fostering a favorable atmosphere for learning (Swain, 2017). Genuine music speaks to the interests and preferences of the students, enhancing and deepening the learning process (Murphey, 2013). Learners are therefore encouraged to actively engage in language-related activities and maintain their learning efforts over time (Gardner, 2019).

### **9. Authentic Songs in Language Learning**

Authentic songs have gained recognition as powerful tools for language acquisition because of their capacity to captivate learners and aid in memory retention, (Alghamdi, 2015). These songs provide diverse linguistic stimuli, encompassing informal vocabulary and genuine expressions, which can contribute to spoken language proficiency. Despite the

acknowledgment of the advantages of music in language instruction, there exists a lack of research specifically delving into the correlation between authentic songs and speaking abilities, (Arevalo, 2010). This research gap underscores the necessity to explore whether authentic songs can effectively improve oral communication skills in language learners. Listening to genuine music can greatly improve learners' speaking abilities by offering exposure to real-life language usage, pronunciation patterns, and communicative settings. Songs act as authentic language materials that provide abundant linguistic input, cultural understanding, and chances for verbal practice. By repeatedly engaging with song lyrics, students enhance their speaking skills, pronunciation precision, vocabulary comprehension, and fluency in the language being studied.

### **9.1 Pedagogical Innovation and Cultural Immersion**

The incorporation of genuine songs into language instruction represents an innovative pedagogical approach in line with contemporary educational principles. Conventional language teaching methods often prioritize formal teaching and structured speech exercises, which may not fully equip learners for real-life communication. Genuine songs not only expose learners to linguistic elements but also communicate cultural insights, contributing to a more profound comprehension and appreciation of the target language and its cultural intricacies, (Arevalo, 2010). Through the integration of genuine songs, educators can offer learners a distinctive and captivating language learning experience that encourages active participation and cultural immersion, (Alghamdi, 2015).

### **9.2 Advantages of The Use of Authentic Songs in Enhancing Speaking Skills**

Authentic songs are like colorful tapestries with the strands of common language interwoven. Songs as opposed to their well-prepared counterparts in textbooks, are alive with idioms, Slang, and nuanced details that are frequently difficult for textbooks to convey. Learners get an invaluable insight into how spoken English differs from its formal,

written equivalent by immersing themselves in this rich soundscape, (Richards, 2008). In addition to increasing vocabulary, this exposure helps people understand the rhythm and flow of natural conversation on a deeper level. Authentic songs are excellent for improving pronunciation and rhythm and learning new vocabulary. Singing along forces students to actively interact with the sounds by imitating the vocalist's intonations, stresses, and natural rise and fall in tone. This exercise improves one's capacity for fluid and clear speech over time, helping to close the gap between the theoretical information found in textbooks and spoken communication (Ardila, 1984).

### **9.3 Disadvantages of The Use of Authentic Songs in Enhancing Speaking Skills**

While the integration of authentic songs in language education offers numerous benefits, there exist notable disadvantages as well. This examination highlights the challenges based on insights derived from Richards' (2013) research. Initially, Authentic songs frequently employ complex language, slang, idiomatic expressions, and regional dialects that may pose difficulties for learners, especially those at introductory levels. Moreover, This complexity can result in confusion and frustration among learners, potentially impeding their language learning progress and diminishing their confidence in utilizing the language. Then, Certain songs may encompass themes, language, or content that are unsuitable for particular age groups or religious and cultural sensibilities. So, teachers are obliged to allocate significant time screening songs to confirm their appropriateness for the educational environment, a process that can be laborious and restrict the diversity of songs that can be employed. Moreover, Genuine songs frequently mirror particular cultural settings that may be unfamiliar or irrelevant to learners from different cultural backgrounds. Therefore, this situation can lead to learners encountering difficulties in connecting with the content or overlooking cultural nuances, thereby diminishing the efficacy of the learning process. Finally, Incorporating songs into lessons

necessitates extensive planning time for selecting appropriate songs, creating accompanying activities, and ensuring that they meet educational objectives. As a result, This additional workload can be difficult for teachers, particularly those with limited time and resources.

### **10. Methods for Incorporating Authentic Songs in Teaching Speaking**

Authentic songs are effective teaching aids for languages because they provide a lively and captivating means of improving speaking abilities and introducing students to the target language's cultural background. Teachers can create engaging learning experiences that encourage language competency, cultural understanding, and critical thinking in their students by including songs in speaking exercises. The concepts of communicative language teaching (CLT), which emphasize meaningful engagement and real-life communication, are in line with the incorporation of authentic songs in speaking lessons. According to Richards & Rodgers (2001), songs offer genuine language input that reflects real speech patterns, vocabulary usage, and cultural differences. This enhances students' linguistic repertoire and promotes communicative competence. A variety of educational methods, such as lyric analysis, song interpretation, karaoke-style singing, role-playing, and debates are included in the process of incorporating songs into speaking training. Every technique has special advantages for enhancing speaking ability, from better pronunciation and vocabulary to critical thinking and cultural awareness, (Nunan, 1991).

#### **10.1 Lyric Analysis**

Selecting a song whose lyrics are easy to read. The teacher gives the lyrics to the students and asks them to interpret the meaning. Promote vocabulary, grammatical constructions, and cultural allusions in conversation. This method develops critical

thinking and cultural knowledge in addition to improving speaking abilities, (Brown, & Yule, 1983).

### **10.2 Song's Interpretations**

This method involves playing a song and asking students to interpret its meaning based on tone and context to engage them in an organized investigation of the lyrics and musical elements. Through complete engagement with the auditory experience, this strategy aims to develop cultural awareness and critical thinking in addition to helping students improve their listening comprehension skills. Along with considering the circumstances surrounding the song's creation, students are urged to consider the emotional tone that the voice and melody convey, (Larsen-Freeman, 1986).

### **10.3 Karaoke-style Singing**

When students sing karaoke, they listen to a song, follow the lyrics, and then join in. Actively interacting with the music improves speaking confidence, pronunciation, and intonation with this method, (Graham & Macaro, 2008).

### **10.4 Role-play Based on The Lyric**

Based on the subjects or situations mentioned in the song's lyrics, create role-playing scenarios. Give students roles to play and have them act out the scenes using the song's lyrics. Speaking in context and being creative are encouraged by this, (Richards & Rodgers, 2001).

### **10.5 Debate or Discussion**

Select a song with thought-provoking lyrics or contentious subjects for a debate or discussion. After playing the song, encourage students to debate or analyze the concerns brought up. This enhances speaking fluency, argumentative abilities, and critical thinking, (Nunan, 1991).

Thus, Previous studies have explored the incorporation of authentic songs in language learning settings, a notable gap exists in comprehending how authentic songs can effectively improve oral communication skills within the classroom setting. This research (Volkova, 2020) aims to fill this void by scrutinizing the attitudes of both students and teachers regarding the integration of authentic songs in oral expression classes. Through a focus on students' viewpoints, this study aims to assess the efficacy of this pedagogical approach and its influence on students' level of engagement and perception of their speaking proficiency. Genuine songs are a valuable resource for language learners, facilitating cultural immersion and augmenting oral skills. Expanding upon prior research indicating that authentic songs can enhance students' speaking abilities, this investigation aims to evaluate the tangible benefits of incorporating genuine songs into the teaching-learning curriculum. Moreover, it seeks to propose innovative pedagogical approaches to enhance student engagement and foster interactive involvement within the classroom setting.

# **Chapter Two: Results, Findings, and Discussion.**

Students and teachers are the most important parties in the learning and teaching process. Thus, the present work “The Use of Authentic Songs in Enhancing Speaking Skills”, aims to investigate enhancing students' oral performance. Simultaneously, it is an attempt to examine students' perspectives toward improving their speaking skills through the use of non-teaching authentic songs. Therefore, the most appropriate tools are addressed in this chapter to test the already-stated hypothesis. Hence, we opted for two data-gathering tools to find out whether this non-pedagogical teaching material helps them to enhance and boost their speaking or not starting with the questionnaire which was addressed to First year English LMD students and teachers' interview, which is intended to investigate the teachers' viewpoints and their different experiences about the study.

### **1. Student's Questionnaire**

The questionnaire is the best tool for collecting information in different areas, from a large number of people within a short period. In the current study, the process of distributing the questionnaire to fifty-two (52) students in the English department was done in April 2024. The questionnaire consists of three sections that contain thirteen questions. The first section includes four questions about general information, to get a general overview of students' gender, how much they understand the English language, and their self-assessment of pronunciation and vocabulary range in English. The second section consists of four questions, this section is a window to check whether they listen to authentic songs or not, whether memorizing words and phrases in the song is easy for them or difficult. Finally, the students were asked if those songs helped in enhancing speaking skills or the reverse. The last section aims to investigate students' opinions and perceptions toward the effectiveness of integrating authentic songs to enhance their speaking skills and

integrate them into oral classes. This process was made by asking various open-ended and closed-ended questions.

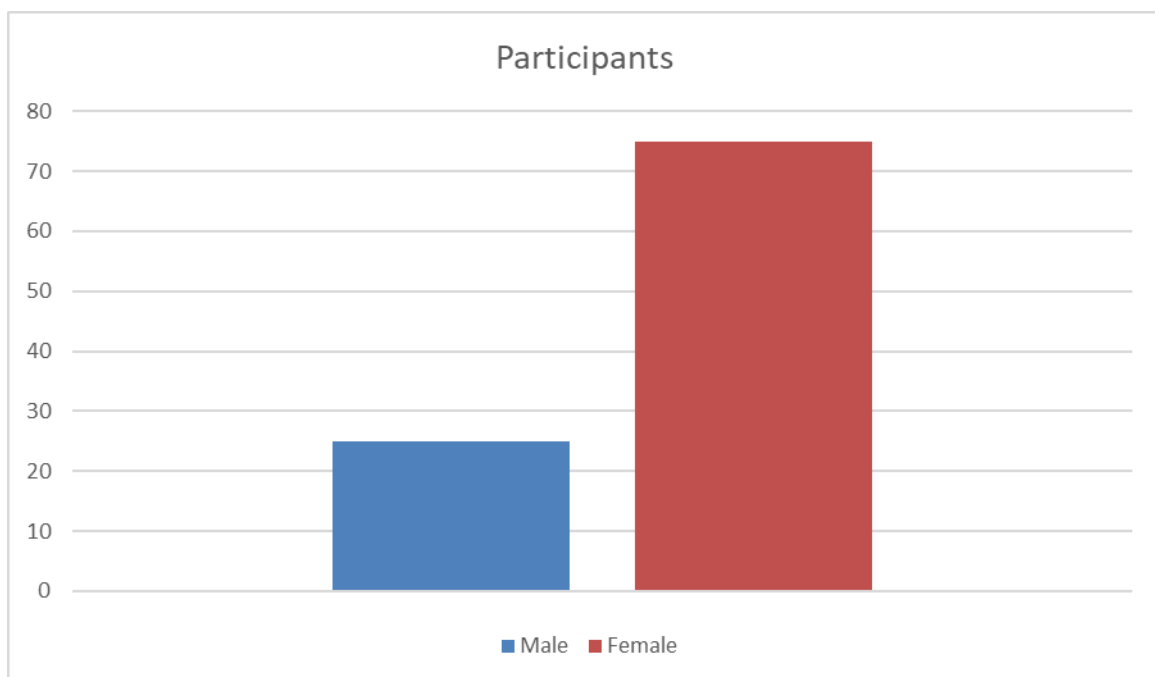
## 2. Analyses of The Questionnaire

**Item One:** What is your gender?

Table 1

*Students' Gender*

Response	Male	Female	Total
<b>Participants</b>	13	39	52
<b>Percentage</b>	25%	75%	100%



*Figure 1.* Students' Gender

Table 1 shows that (39) participants (75%) are females who represent the majority on the other hand, (13) of them (25%) are males. This result asserts that the expectations and conventions of society frequently influence the willingness of individuals to take part in questionnaires. Females have traditionally been socialized to be more communicative

and talkative, which may translate into a higher inclination to participate in activities like taking questionnaires that require sharing experiences and expressing opinions. However, males may be deterred from taking part in questionnaires by conventional masculine ideals because they believe that such activities conflict with their ideal of independence. After all, males generally do not like things that limit them. Furthermore, we confirm girls' over representation in English language departments rather than boys who are keen on other scientific streams.

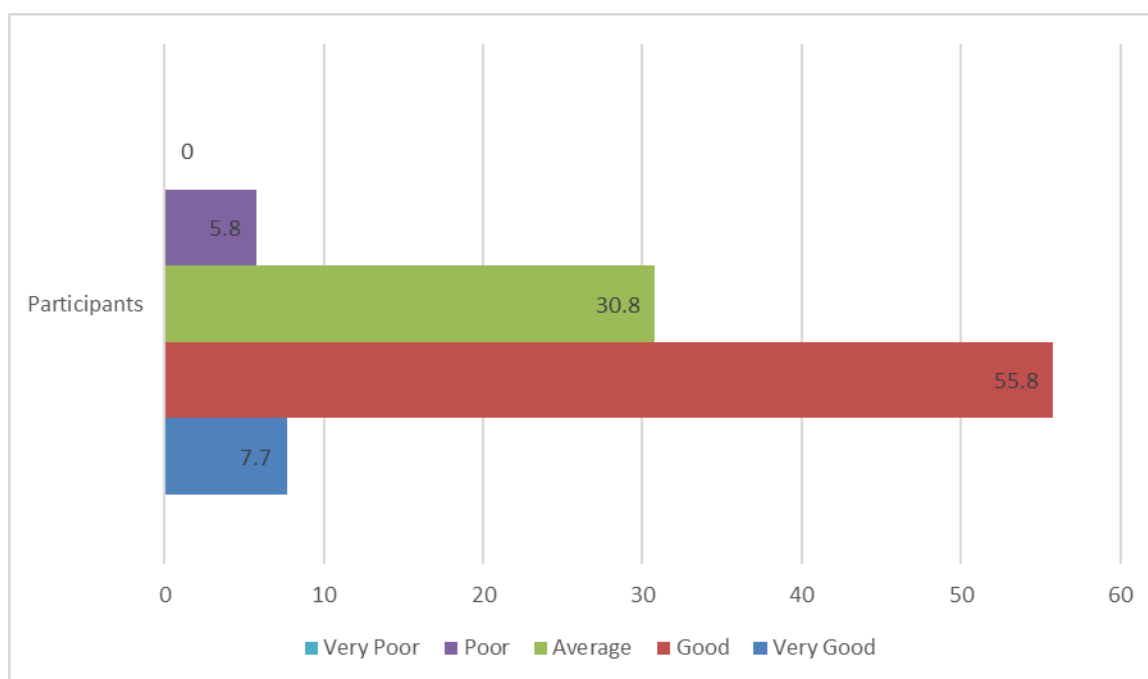
**Section One: Student's level**

**Item Two: What is your current speaking skills level?**

Table 2

*Students Speaking Skill Level*

Response	Very Good	Good	Average	Poor	Very Poor
<b>Participants</b>	4	29	16	3	0
<b>Percentage</b>	7.7%	55.8%	30.8%	5.8%	0%



*Figure 2. Students Speaking Skill Level*

This question is addressed to the students to know their speaking skills level. Table (02) Shows that most of the students have a good (55.8%) and average (30.8%), level in English. In contrast, only (7.7%) of the participants answered very well and the rest (5.5%) were poor. This result detected students' perceptions of their ability to speak are greatly influenced by their level of confidence. Some students may overestimate their level of confidence in their skills, especially if they have previously received encouraging remarks or criticism from their teachers. They may overestimate their level of competency as a result of this confidence. However, Students' negative opinions of their level of English ability can also be impacted by Poor giddiness and inefficient teaching strategies. Students may underestimate their abilities if they believe they haven't gotten enough support or guidance in their language learning process.

**Item Three:** How well do you understand spoken English?

Table 3

*Students' Ability To Understand Spoken English*

<b>Response</b>	<b>Very Well</b>	<b>Well</b>	<b>Average</b>	<b>Badly</b>	<b>Very Badly</b>
<b>Participants</b>	8	26	18	0	0
<b>Percentage</b>	15.8%	49%	35.3%	0%	0%

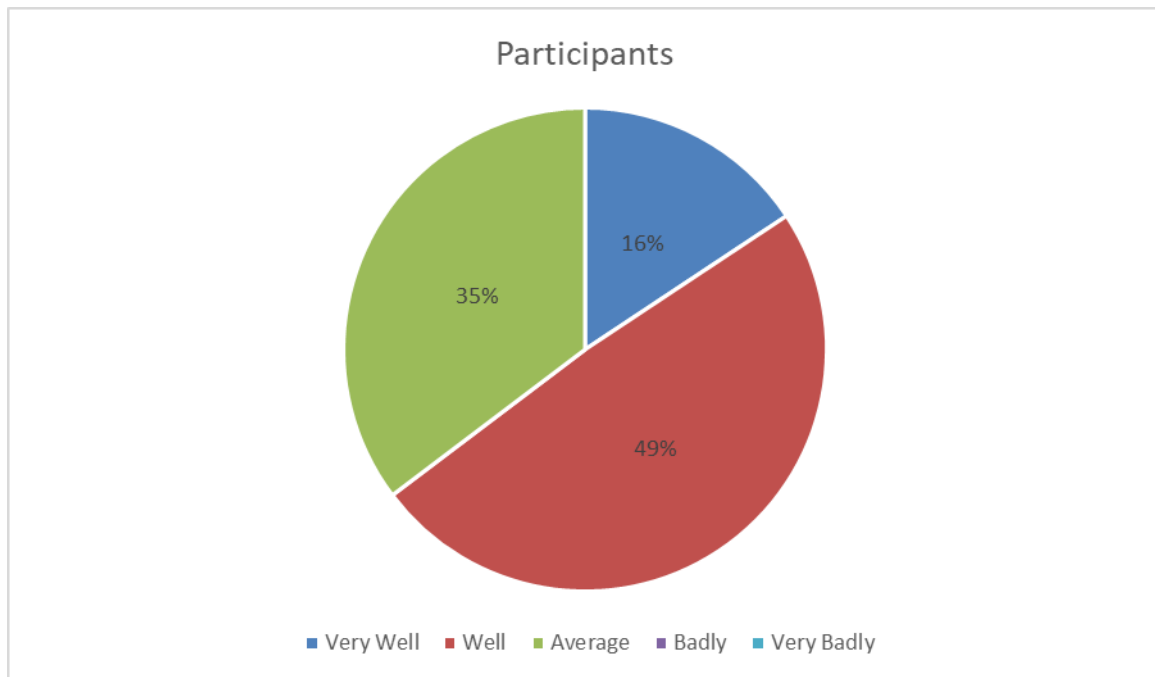


Figure 3. Students' Ability To Understand Spoken English

The data obtained reveal that (26) participants answered well, which represents a high percentage (49%), 18 participants (35.3%) average, and (08) participants (15.8%) answered very well. Overall, the results indicate that the majority of students believe that their spoken English is well. In the context of students' spoken English proficiency, social desirability bias can appear in various forms. For example, in this case, students perceive fluency or proficiency in spoken English as highly esteemed or respected in their social environment, they may sense a need to exaggerate their abilities, even if their actual proficiency does not match their claims this behavior may stem from a desire to portray themselves positively or to fulfill perceived standards.

**Item Four:** Is it easy for you to pronounce English words correctly?

Table 4

*Students' Pronunciation Ability*

Response	Very Easy	Easy	Average	Difficult	Very
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					<b>Difficult</b>
<b>Participants</b>	7	13	25	7	0
<b>Percentage</b>	13.5%	25%	48.1%	13.5%	0%

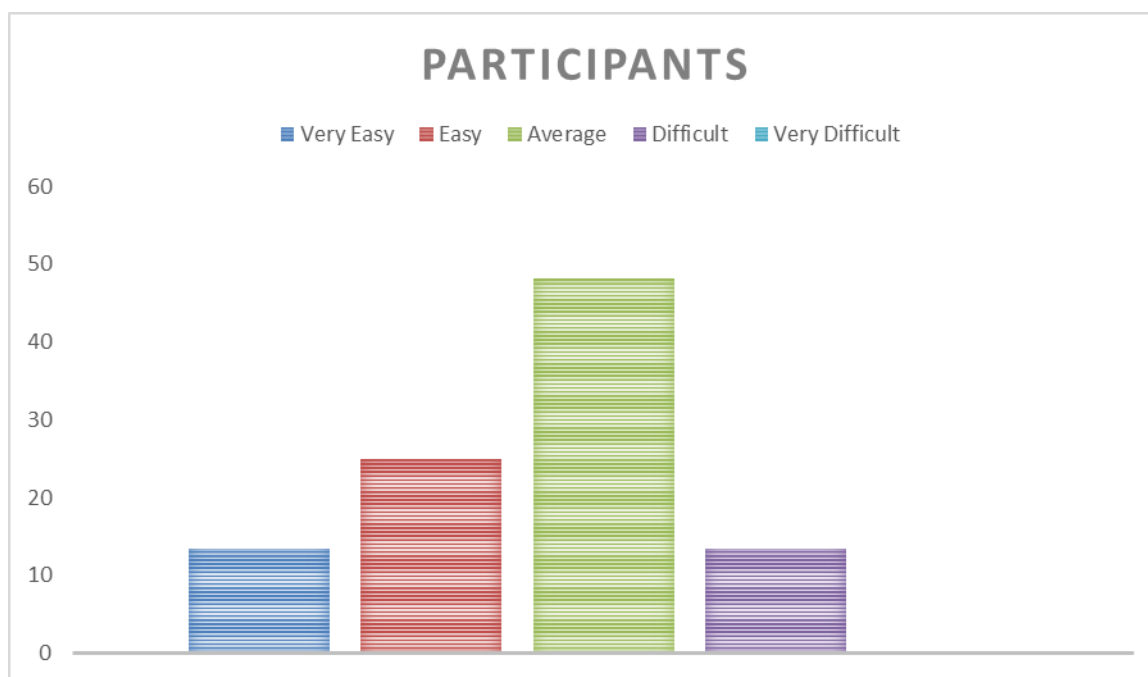


Figure 4. Students' Pronunciation Ability

Table (04) shows that the majority of students (48.1%) have average, (25%) easy. The rest is equally divided into (13.5%) very easy and (13.5%) difficult. These results might be seen as, many students are exposed to English from an early age due to the vast availability of English-language media, including music, movies, and television shows. They learn English pronunciation and sounds early on thanks to this exposure, which makes it simpler for them to repeat those sounds easily. Instead, since the student's native language has significantly different phonetic sounds, as a result, English pronunciation can be challenging for them.

**Item Five:** How would you rate your vocabulary range in English?

Table 5

*Students' Vocabulary Range Level*

Response	Very Good	Good	Average	Poor	Very Poor
<b>Participants</b>	1	24	21	6	0
<b>Percentage</b>	1.9%	46.2%	40.4%	11.5%	0%

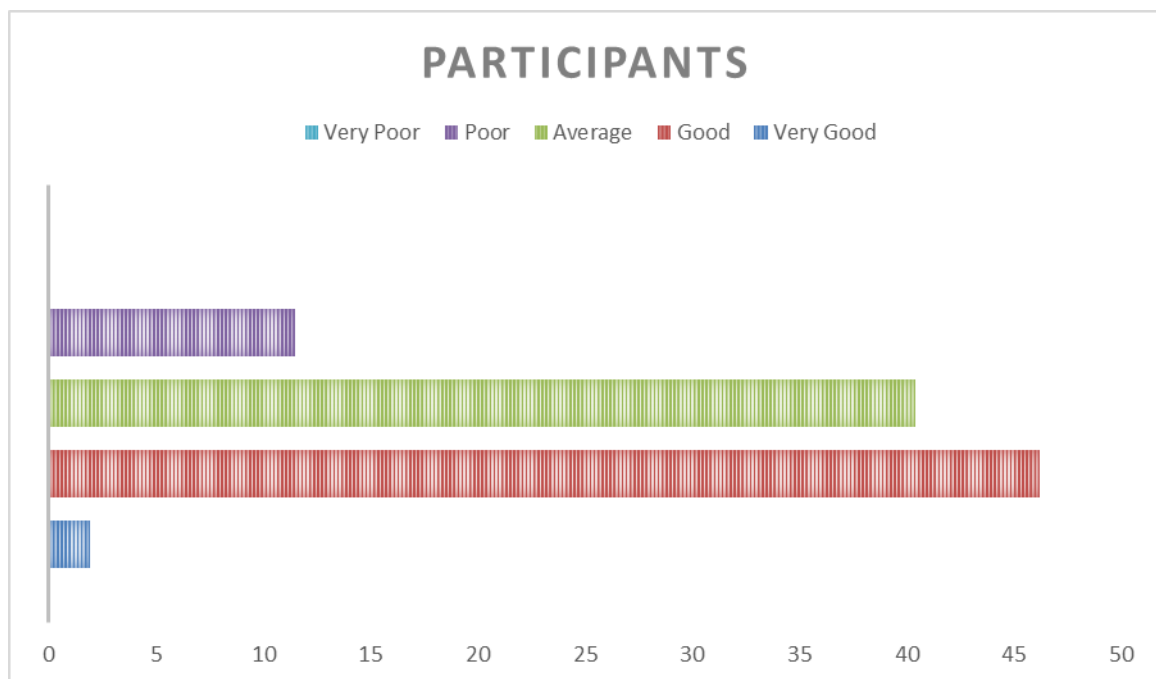


Figure 5. Students' Vocabulary Range Level

The data obtained displays that (24) participants (46.4%) have a good vocabulary range in English, (40.4%) have good. One participant (1.9%) was very good and 6 participants (11.5%) were poor. Most of the students are eager to get better at English so they think that their vocabulary range is very good. Also, their commitment gives them confidence, and they see their present skills as superior to what they were previously capable of. As students interact with the language, they come across and pick up new terms, which enhances their opinion of their vocabulary. This motivation-driven viewpoint

draws attention to the transforming impact of individual effort as well as the subjectivity of self-evaluation in language acquisition processes.

**Section Two: English Songs Impact**

**Item Six:** How often do you listen to English songs in your daily life?

Table 6 *Students Listening Times to English Songs*

Response	Daily	Sometimes	Rarely
<b>Participants</b>	16	21	15
<b>Percentage</b>	30.8%	40.4%	28.8%

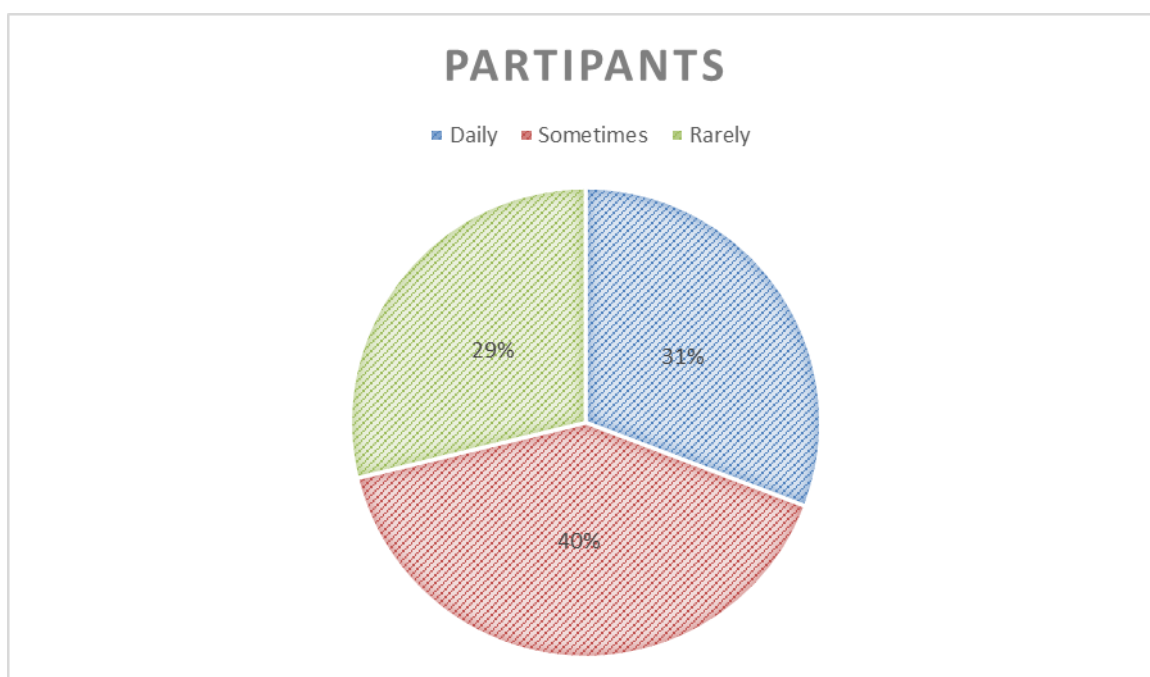


Figure 6. Students Listening Times to English Songs

Table (06) shows that (21) participants (40.4%) listen to music sometimes, while (16) participants (30.8%) claim that they listen to it daily and other (15) participants (28.8%) rarely. Most students enjoy listening to music and incorporate it into their daily routine just because they love listening to it regardless of its academic benefits. Also

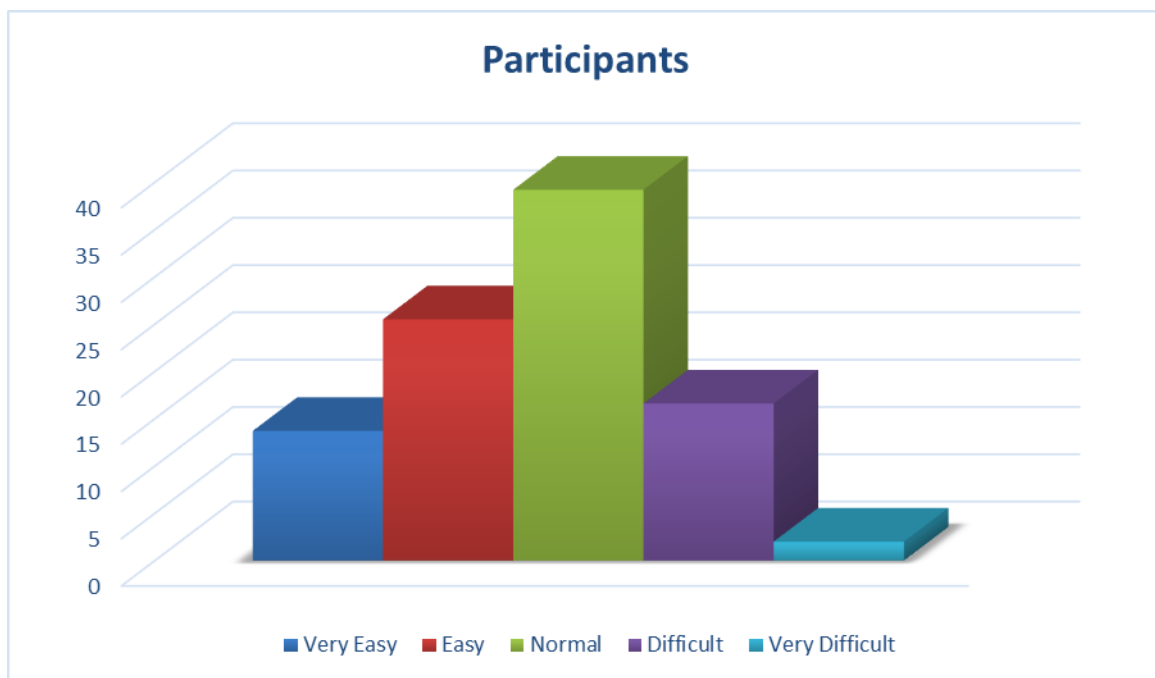
sharing their music preferences can be a way for students to connect with their friends in the English department.

**Item Seven:** Is it easy for you to understand English songs?

Table 7

*Students' Ability To Understand English Songs*

Response	Very Easy	Easy	Normal	Difficult	Very Difficult
<b>Participants</b>	7	13	21	10	1
<b>Percentage</b>	13.7%	25.5%	39.2%	16.6%	2%



*Figure 7.* Students' Ability To Understand English Songs

The findings reveal the majority (21) (39.2%) find it normal to understand English songs. (13) participants (25.5%) find that it is easy to comprehend. For (07) participants (13.7%) it is very easy. Whereas, only (10) of them assert that (16.6%) of it is difficult to

understand English songs. English songs generally include a wide range of styles such as pop, rock, hip-hop, and folk. This diversity is a window for students to see different accents and dialects. Since most of them listen to it daily and by this variety of genres students can easily understand various linguistic nuances.

**Item Eight:** Do you find it easy to memorize words and phrases with their meanings when they are part of a song?

Table 8

*Students' Ability To Memorize Song Content*

Response	Very Easy	Easy	Normal	Difficult	Very Difficult
Participants	10	12	22	7	1
Percentage	19.6%	23.5%	41.2%	13.7%	2%

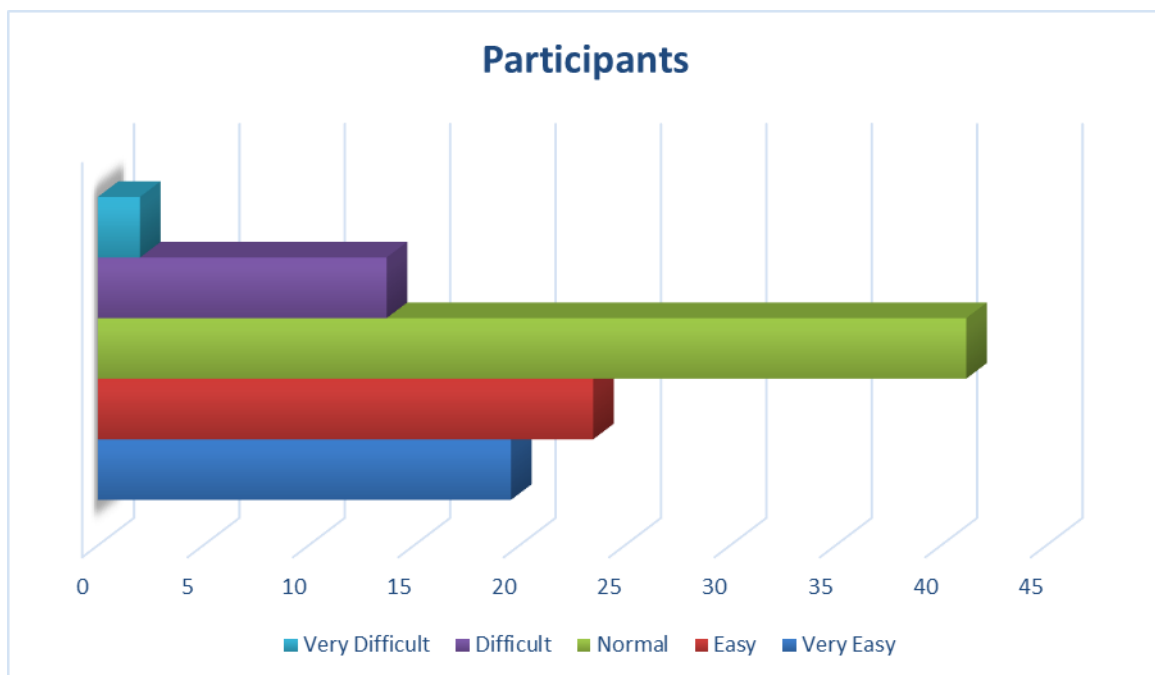


Figure 8. Students' Ability To Memorize Song Content

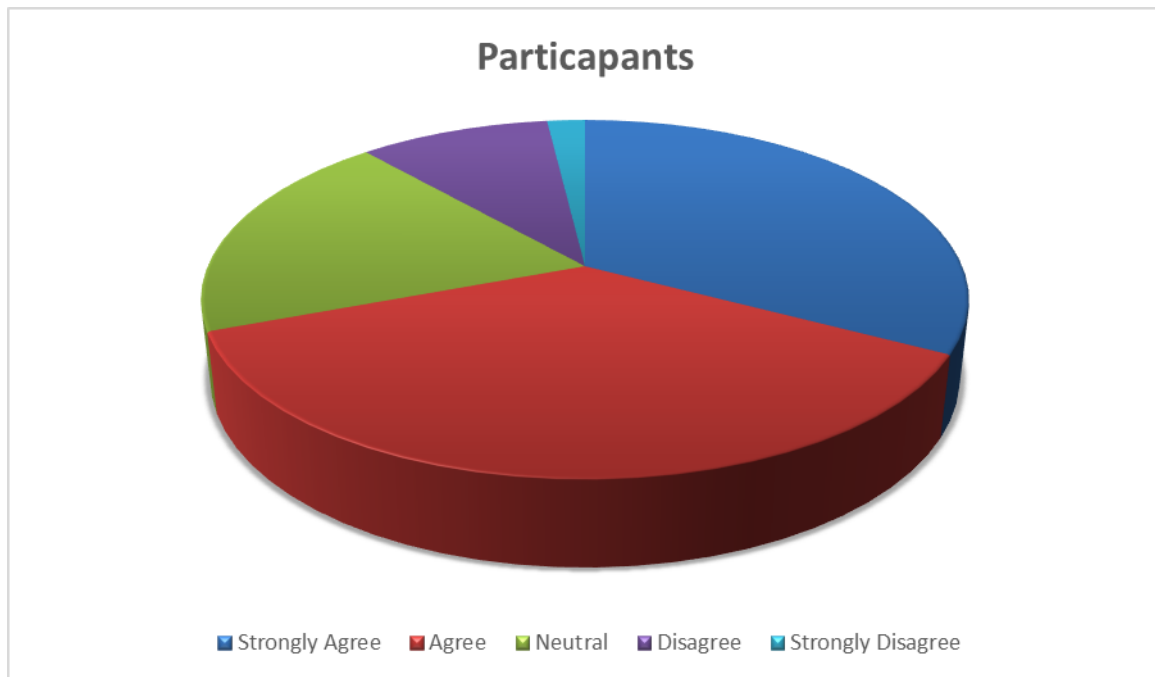
The table above (08) says that (41.2%) of the students find it easy to memorize words and phrases with their meanings when they are a part of a song. (12) students (23.5%) reported that it was easy for them, and (10) participants (19.8%) found it very easy. Yet, (07) (13.7%), was difficult, and just one participant (2) said it was very difficult. Songs help students memorize words and phrases because of their engaging rhythms, emotional resonance, and repetition. Lyrics and melody create stronger associations in the brain, which improves memory retention.

**Item Nine:** Do you agree that listening to English songs improves your speaking abilities? Justify your answer, please.

*Table 9*

*Students' Opinion Toward The Use of English Songs in Improving Speaking Abilities*

<b>Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Participants</b>	17	19	10	5	1
<b>Percentage</b>	32.7%	36.5%	19.2%	9.6%	1.9%



*Figure 9.* Students' Opinion Toward The Use of English Songs in Improving Speaking Abilities

Table (09) shows the following results of the student's opinions toward the use of English Songs in improving their speaking abilities. (19) participants (36.5%) agree on this. (17) participants (32.7%) stated that they strongly agree. Most of them justified their answers that listening to English songs makes them better speakers. Learning is less boring since they find it entertaining and pleasurable. They also claim that they have no trouble picking up new words and phrases from song lyrics. They learn the proper method to pronounce things and get experience pronouncing them by singing along. Their accents sound more authentic as a result. In general, we noticed that students can study and have fun at the same time by listening to English songs, which increases the effectiveness and enjoyment of language learning. (10) (19.2%) of them were neutral. Five students (9.6%) disagreed, and one (1.9%) strongly disagreed, because they thought that some English songs didn't match with their level as beginners.

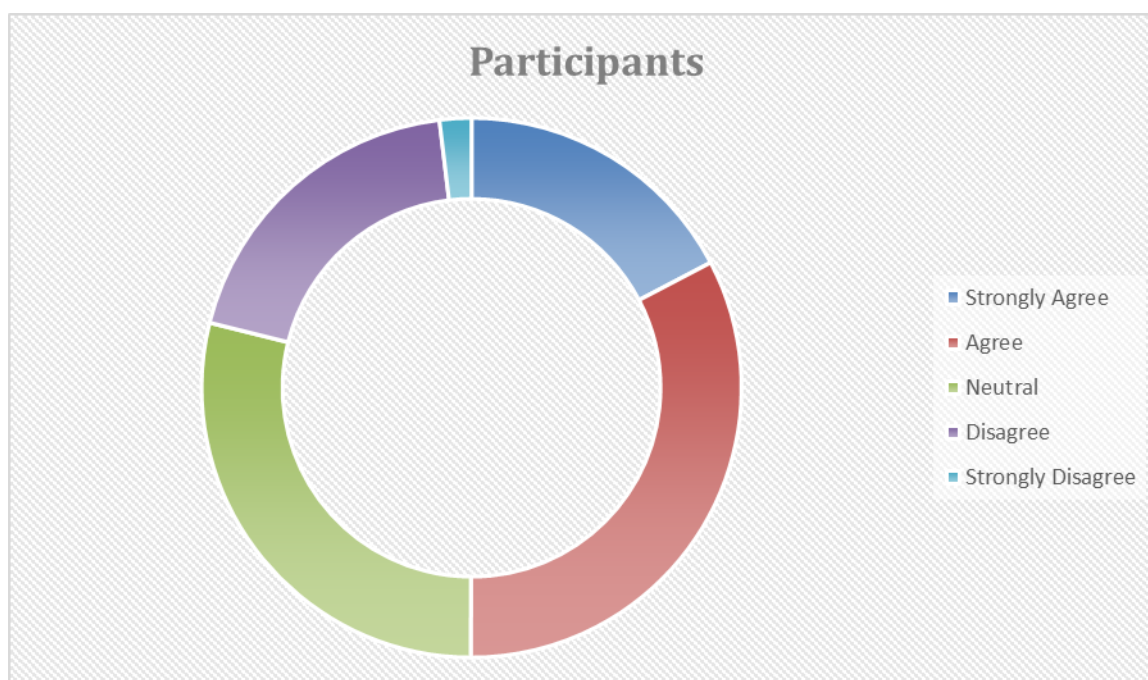
### **Section Three: Authentic Songs Integration**

**Item Ten:** Do you agree that integrating authentic songs into oral class will make you more interested in learning the English language? Justify your answer, please.

Table 10

*Students' Opinion Toward The Integration of Authentic Songs into Oral Classes*

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Participants	9	17	15	10	1
Percentage	17.3%	32.7%	28.8%	19.2%	1.9%



*Figure 10.* Students' Opinion Toward The Integration of Authentic Songs into Oral Classes

Results in table (10) indicate that (32.7%) of students agreed, and (17.3%) strongly agreed on the integration of authentic songs in oral classes. As they believe it helps them break the routine and gives them more interest in the lesson. Incorporating authentic songs into oral sessions offers multifaceted benefits for students. Students are not only motivated to participate actively but also enjoy a more immersive and holistic learning experience.

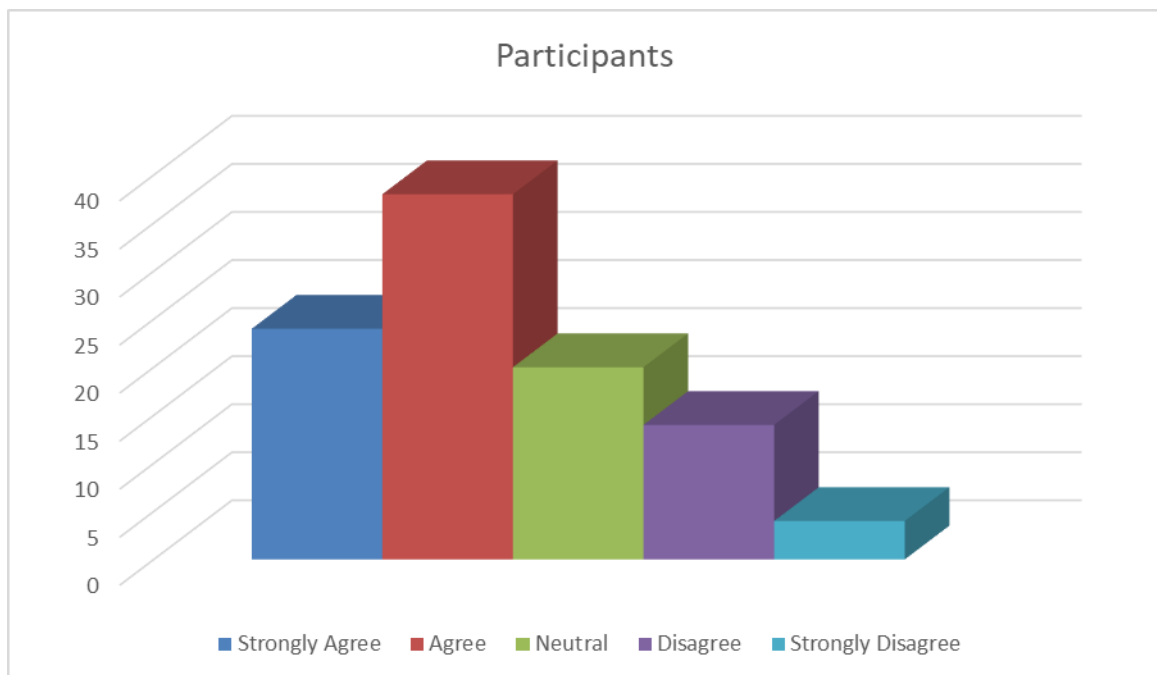
On the other hand, (15) students (28.8%) chose to be neutral. (10) disagreed (19.2%) and supported their disagreement with arguments such as the fear of being influenced by Western mentalities when listening to authentic songs so they said that it is preferable to avoid it.

**Item Eleven:** Do you feel more encouraged and motivated to engage in speaking activities when authentic songs are used in class? Justify your answer, please.

Table 11

*Students' Opinion Toward The Engagement in Oral Activities when The Integration Is Applied*

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Participants</b>	12	20	11	7	2
<b>Percentage</b>	23.8%	38.3%	20.3%	13.8%	3.8%



*Figure 11. Students' Opinion Toward The Engagement in Oral Activities when The Integration Is Applied*

Statistics in Table (11) show that the majority of students (20) (38.3%) “Agree” with the Question “Do you feel more encouraged and motivated to engage in speaking activities when Authentic songs are used in class?”, and (12) students answered “Strongly agree. It is noted from their different justifications that adding music to the classroom not only boosts the mood but also gives students confidence, which helps them become more fluent. Authentic songs are potent linguistic cultural artifacts that provide students with an engaging environment in which to interact with language in a rich context. However, (11) (20.3%) were “Neutral”. The rest (07) (13.8%) answered “Disagree” and, (3/8%) “Strongly disagree” but they did not justify their answers because most of the students thought that it was time-consuming or they did not find the right vocabulary to support their justifications.

**Item Twelve:** Do you agree that the integration will enhance your oral performance? Justify, please.

Table 12

*Students' Opinion Toward The Efficiency of The Integration*

<b>Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Participants</b>	7	26	14	3	2
<b>Percentage</b>	13.9%	50.2%	26.2%	5.9%	3.8%

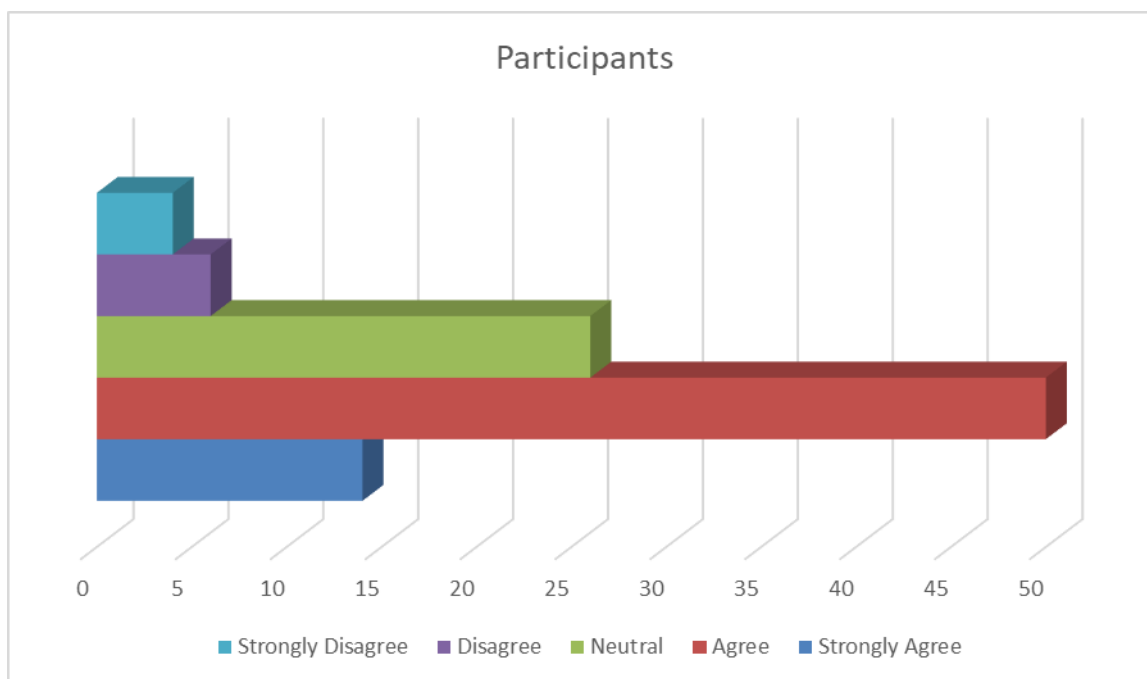


Figure 12. Students' Opinion Toward The Efficiency of The Integration

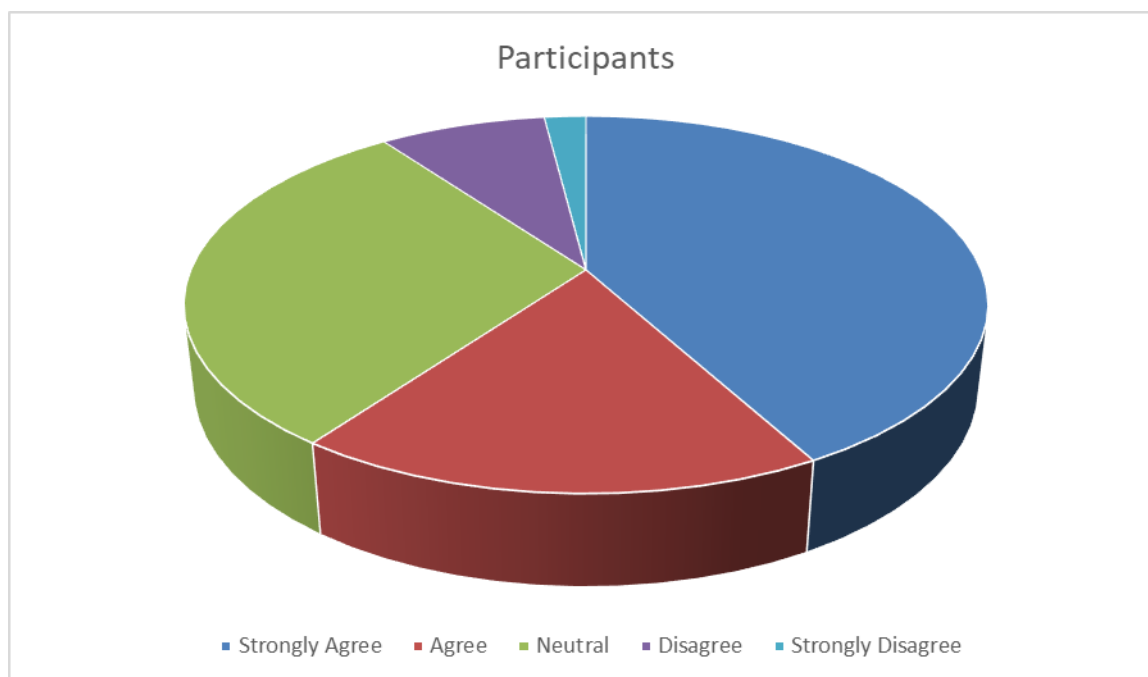
Table (12) signals that the majority of the participants (50.2%) agree that listening to authentic songs improves their oral performance and, (07) (13.9%) state that they strongly agree on this. The students report on their justifications that their ability to decode meaning while following the melody increases when they listen to song lyrics. Because it helps them to efficiently process and interpret auditory information, a critical skill for good oral communication, this practice improves their comprehension of spoken language in real-world discussions and oral classes. (14) of them are neutral and, between (5.9%) to (3.8.%) disagree without any further explanation. This data confirms that most of the students agreed that authentic songs are beneficial for enhancing their oral performance.

**Item Thirteen:** Do you agree that the integration will make oral courses and activities more enjoyable? justify, please?

Table 13

*Students' Opinion Toward The Oral Course Enjoyability when The Integration Is Applied*

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Participants	22	9	16	4	1
Percentage	42.2%	17.9%	30.2%	7.8%	1.9%



*Figure 13.* Students' Opinion Toward The Oral Course Enjoyability when The Integration Is Applied

According to the data in table (13) (42.2%) answered “strongly agree” that the integration of authentic songs into oral classes will make them more interested in learning the English language and, (17.9%) “agree”. Students said that they can improve their understanding of rhythm intonation, and word pronunciation by listening to native speakers perform songs. They become more proficient speakers overall and get a more natural accent as a result of this experience. Additionally, songs frequently tell tales or express emotions, giving students important context for comprehending language use in various situations. (16) answered “neutral”, because they had never studied this method before. While (7.8%) “disagree”. For “strongly disagree” we have just (01) students. They

disagreed on the integration because they thought that songs distracted them from following the lesson.

**Item Fourteen:** As an EFL learner, what do you suggest for our study about the use of authentic songs in enhancing speaking skills?

Table 14

*Students' Suggestions*

Response	Answered	Unanswered
<b>Participants</b>	25	27
<b>Percentage</b>	48.08%	51.92%

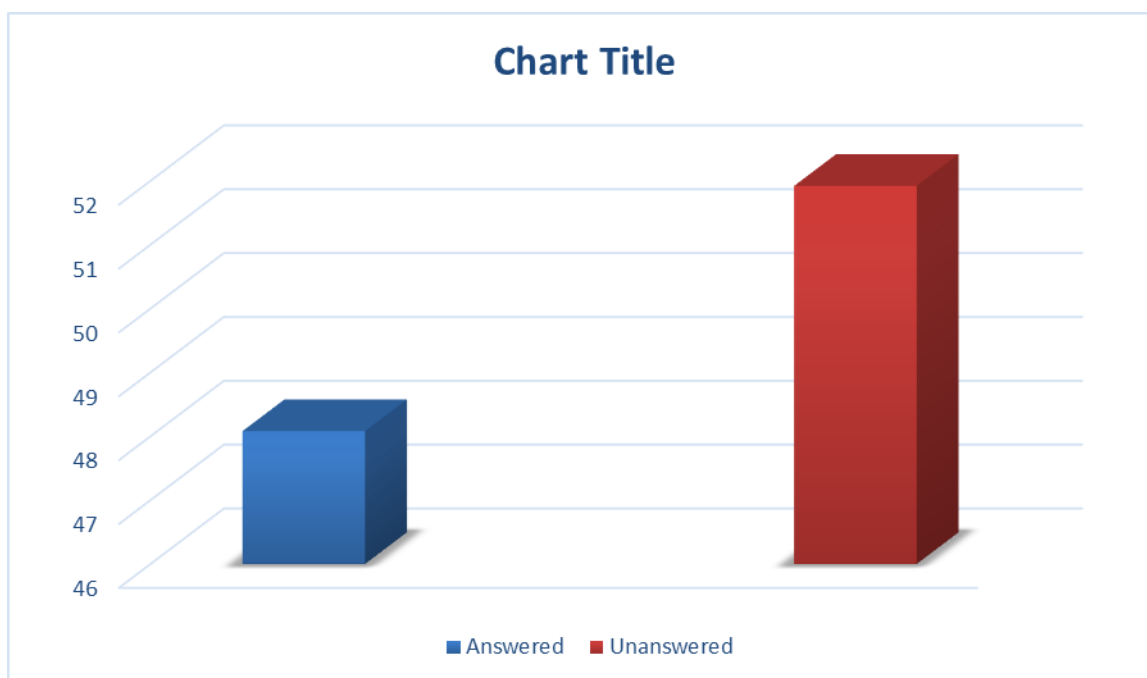


Figure 14. Students' Suggestions

These results show that (51.92 % ) of participants did not provide any comments or suggestions because of the shortness of time, and lack of ideas and knowledge about our topic. Some students probably prefer to participate in role-plays presentations, and debates to improve their speaking abilities. Arguments and critical thinking are fostered via

debates. Also, to organize their ideas and thoughts before speaking, students might benefit from visual aids such as diagrams, charts, and movies. while ( 48.08% ) of them gave different fruitful comments concerning the topic, including that it is very important to deal with this material during their learning process, and that authentic songs are a good method to learn new vocabulary and to improve their speaking skills. Most of them said that it is the closest way to achieve fluency and master the language. In contrast, some students had other opinions, they suggested combining authentic songs with other forms of authentic media such as movies and TV shows. In addition, there is a lack of authenticity and material that teachers and students need in the English department as, data- show, henceforth, this is a problem that must be fixed.

### **3. Teacher's Interview**

As mentioned previously, the researchers opted for the interview to collect qualitative data from teachers at the Department of English at Abbes Laghrour University. The questions were simple, clear, and well organized to get clear and complete answers. Therefore, the interview consists of 13 questions. The first three questions are about teachers' evaluation of the student's speaking skills level, main challenges, and strategies in teaching speaking. Then, the nine following questions are about the use of authentic songs in the classroom, and others about their efficiency in student's learning process. Finally, we propose to them a question about their opinions and suggestions about our study.

**Theme 1:** How do you evaluate your student's speaking skills?

- Subject 01: "The level is average because they started to discover the right pronunciation and to copy their teachers' accents".

- Subject 02: "The level was above average because they started to learn a new language".
- Subject 03: "Few of them are excellent but the majority of them have problems with the basics of language".
- Subject 04: "The level is average".
- Subject 05: "Their level is average".

The majority of teachers said that the students' level was average because of many different reasons. The one who said just very few of them were excellent because he discovered that the majority of students have problems with the basics of the language like vocabulary. The last teachers who admitted that the level was above average, also have reasons including that it was their first time to deal with the language.

**Theme 2:** What are the main challenges that your students face in oral classes?

- Subject 01: "They don't find words, and they have problems with the degrees of formality because they don't interact with authentic materials that is why authenticity was absent".
- Subject 02: "Anxiety and shyness make them have speaking difficulties".
- Subject 03: "Students have problems with pronunciation, finding the appropriate words, fluency, and vocabulary".
- Subject 04: "They were shy and afraid to speak".
- Subject 05: "Psychological challenges like shyness, and unmotivating. Also, the lack of vocabulary and information".

The previous answers show that the majority of participants claimed that student's psychological issues like shyness were the main challenge. Since psychological barriers such as shyness can naturally impact students' engagement and communication in the

classroom, it is not surprising that teachers find it more difficult to build genuine connections with these students. This emphasizes how important it is for teachers to be understanding and sympathetic to each student's individual requirements in order to create a supportive learning environment. Thus, this indicates that teachers' challenges were the students' interaction because of the absence of authenticity and some psychological problems.

**Theme 3:** What are the main strategies you are using in teaching speaking skills?

- Subject 01: "Giving them opportunities to have debates, freedom to express their ideas, exposing them to some authentic materials like games, because they speak without paying attention to words, and provide the best of what they have".
- Subject 02: "Discussing, making debates, and role plays".
- Subject 03: "It depends on the group size and the available equipment because it is difficult to observe them when they are a large group".
- Subject 04: "Discussions, role plays, and debates between groups".
- Subject 05: "Role plays, discussions, and group work presentations

Teachers' answers indicate that they do not diversify their teaching materials as they do not create an authentic learning atmosphere that ensures exposure to different real-life situations students may encounter outside in real contexts. Including a range of materials, real-world examples, and activities that capture the complexity and diversity of the real world is essential to establishing an authentic learning environment. Teachers can better equip their students to handle a variety of scenarios outside of the classroom by doing this. This could involve inviting speakers, utilizing multimedia materials, utilizing real-world examples, or organizing chances for experiential learning.

**Theme 4:** Do you use any auditory tools during teaching?

- Subject 01: "Using speakers with the PC".
- Subject 02: "It is difficult to use them because they are large groups".
- Subject 03: "It depends on the course type"
- Subject 04: "Using videos and audio during listening and speaking class, and having conversations to discuss the contexts of them, but selecting an interesting topic will be very useful".
- Subject 05: "The speakers, headphones, videos, and audios".

The majority of teachers appeared to be familiar with auditory tools, indicating that they had some awareness of or experience using them in their instructional strategies. However, because of the size of their groups, one teacher decided against employing auditory tools, which could provide logistical challenges or provide restrictions on how well these tools can be used.

**Theme 05:** If yes, do you think that your students participated well, and enjoyed those techniques, and if no, do you think that your students will participate and enjoy them?

- Subject 01: "Yes, because the moment of using them, they seemed motivated because the students wanted to change the atmosphere".
- Subject 02: "I didn't have previous personal experiences, but I think they will be good and helpful".
- Subject 03: "Well, it depends on the topic: if it is new like fashion, they will interact, but if it is an ancient one like civilizations, it will be difficult for them to pay attention".
- Subject 04: "Yes, they have enjoyed and participated".
- Subject 05: "Yes, they enjoyed them".

Most of the participants had positive perceptions about the use of the auditory tools. Also, as we mentioned before, just one of them admitted that he hadn't used them before, but he claimed that they would be useful.

**Theme 06:** What tools do you consider beneficial for enhancing student's oral performance?

- Subject 01: "Movies, songs, and poetry".
- Subject 02: "Listening and speaking tasks, and homework".
- Subject 03: "Materials that belong to native speakers like songs, podcasts, and videos".
- Subject 04: "I think that authentic material, such as songs and videos, is very good"
- Subject 05: "The combination of all the tools is necessary"

Three participants agreed on the efficiency of the authentic materials like songs, and videos...etc., But one of them claimed that the traditional listening and speaking tasks and homework in oral class are beneficial without admitting his opinion about authentic songs because he didn't have a previous personal experience of using them, While the last teacher said that the combination of all tools is necessary to make them useful in teaching speaking abilities. Obviously from the answers, Authentic songs are effective.

**Theme 07:** Do you think that it is beneficial to develop a learner's oral performance?

- Subject 01: "It is an ultimate objective in teaching speaking".
- Subject 02: "Sure, because language development depends on communication".
- Subject 03: "It is very important for oral proficiency to know new words, and to acquire vocabulary".

- Subject 04: "Definitely it is, because of dealing with the cultural aspects, and with a good oral competence".
- Subject 05: "Yes, it is"

We can confirm from the answers that authentic songs are efficient in promoting students' pronunciation, and vocabulary, dealing with new cultural aspects, dealing with good oral competence, and many other things concerning speaking skills.

**Theme 08:** In what ways do you think incorporating authentic songs into classroom activities can contribute to improving student's oral performance abilities?

- Subject 01: "Yes, but not very frequently, the presence of melodies may influence learners to consider the language".
- Subject 02: "I have never used songs, but I think it should be selected on the student's preferences".
- Subject 03: "Yes, because most of the students admitted that they have a good vocabulary, because of listening to English songs".
- Subject 04: "Yes, because it gives them the ability to interact with the native language".
- Subject 05: "By listening to authentic language"

All of the participants agreed that authentic English songs are efficient in helping students who want to improve their speaking abilities especially when they select them depending on their preferences.

**Theme 09:** Do you find techniques such as using authentic songs beneficial, motivational, and engaging for students in improving their oral performance? If so, how?

- Subject 01: "Engaging yes, yes, to improve fluency yes, but for linguistic competence no".

- Subject 02: "It depends on the learner, it could be motivational for some of them, but it could not be for others. So, they are very good, but we should first know the learner's preferences".
- Subject 03: "Yes, because most of the students are interested in listening to English songs. So, it will make the learning enjoyable".
- Subject 04: "Yes, because it will make them more incorporated in the class dealing with more contexts to the language".
- Subject 05: "Native English is necessary to be exposed to".

All of the teachers agreed on the usefulness of the techniques depending on the learner's interests, But the first participant argued that they would not help develop linguistic competence.

**Theme 10:** Can you describe a specific instance where using a song helped to increase student's engagement in a lesson? What made that particular song effective?

- Subject 01: "In teaching vocabulary, because songs contain melody which we can easily absorb and memorize. If we incorporate authentic songs, learners will be more interested in vocab".
- Subject 02: "I have never used songs, So I cannot mention such an experience".
- Subject 03: "I think they could help very well, but as a personal experience, I have never used the song, because of some religious reasons".
- Subject 04: "Well, it depends on the song content and context".
- Subject 05: "All of them indeed learners like to listen to their preferred singer".

As a used tool to acquire speaking skills, their use in the teaching, and learning curriculum is a supportable idea by teachers, because it would be effective, Due to the advantages that learners can benefit from. The answers to this question gave a vital image of what teachers think about the efficiency of using songs. But a teacher claimed that some

of them, including him avoid the use according to our Islamic beliefs. This choice may reflect a careful consideration of curriculum design and instructional materials selection as well as a desire to respect the religious views or sensitivities of their students.

**Theme 11:** Have you encountered any challenges when using songs in the classroom?

- Subject 01: “Well, the first problem is institutional because they didn’t provide teachers with the media. Some songs could be inappropriate because of their content”.
- Subject 02: “I have never had such an experience, so I cannot tell you about this”.
- Subject 03: “Yes, it is challenging because of our religious rules”.
- Subject 04: “The language itself because it is a slang language, which the student is not familiar with. So, it is my duty to give them a background”.
- Subject 05: “I didn’t encounter any challenge”

The first teacher claimed that the institution didn’t provide them with the media, which means that it is familiar just with the old pedagogical programs, and some songs could be inappropriate, so we need to be selective. Then, the second didn’t mention anything because of his previous experience with them, While the other admitted that it would be challenging because of our Islamic religious rules. Finally, the fourth one argued that the challenge was the language itself because it was a slang language, while the last one didn’t face any challenges.

**Theme 12:** Would you recommend using authentic songs to other teachers?

- Subject 01: “To other teachers yes, in one case when they know the song, singer, and content”.

- Subject 02: “Yes, I think they will help because they are a kind of entertainment to keep the attention”.
- Subject 03: “Yes, but it could be not right for religious ones, so it is an alternative”.
- Subject 04: “Of course, I would”.
- Subject 05: “Yes, I would”.

All of the participating teachers agreed on recommending the integration because it is a kind of entertainment and engagement, advising the others to be selective. After all, some songs could be inappropriate, and to be alternative because we need to respect our religion.

**Theme 13:** As a teacher what do you suggest for our study?

- Subject 01: “To focus more on the learning activities, and student's attitudes”.
- Subject 02: “Try to use some interviews to have more data from the student's personal experience”.
- Subject 03: “A good topic but it is far from religion”.
- Subject 04: “It is a very good topic, so good luck”.
- Subject 05: “Good luck”.

Teachers' opinions are vividly depicted in the final answers to this question, and some helpful pieces of advice make it clear for the researchers to make a proper study. Some of them suggested focusing on the activities, and attitudes. Others added that it would be helpful to use some personal interviews with the learners; in addition, they wished the best of luck to us.

#### **4. The Interpretation of the Teacher's Interview**

From the answers that we extracted from the teachers, we believe that Authentic songs are an effective material to promote students' speaking proficiency. However, the majority of teachers in the English department did not use this material due to some reasons that they declared. Moreover, Authentic Songs are not always appropriate, so this

is a common problem that faces students who are interested in authentic songs. Finally, all of the teachers confirmed that authentic songs have a positive effect on students' oral performance; also, they are excellent motivational tools to enhance all speaking skills. Additionally, a participant mentioned that it is preferable to use songs implicitly to teach speaking because it would be more effective.

## **5. Discussion and Interpretation of The Obtained Results**

Based on our comprehensive research findings, it is evident that incorporating authentic songs into English language learning can significantly boost students' speaking proficiency. The questionnaire responses from students and insights gathered from teacher interviews highlight the positive impact of authentic songs on language acquisition. Students exhibit a keen interest in English songs, recognizing them as a valuable tool for improving pronunciation and expanding vocabulary through exposure to native speakers' language. Furthermore, teachers confirm the integration of authentic songs into the curriculum, leveraging their effectiveness in oral classes to enhance students' speaking skills successfully. Incorporating this innovative approach not only enriches the learning experience but also fosters tangible advancements in language proficiency.

Our research sheds light on the various challenges students face in developing their speaking skills, encompassing grammar, vocabulary, pronunciation, and comprehension. Each student demonstrates unique preferences in language acquisition and practice, utilizing diverse resources like podcasts, music, and books tailored to their abilities and learning needs. Our study validates that integrating songs as a pedagogical tool enhances EFL students' oral proficiency in language classes. The use of authentic songs not only elevates speaking levels but also fosters improved pronunciation, catalyzed by students' and teachers' positive engagement.

After interpreting the findings of our research study, the research question and hypothesis are proven, and they are restated as follows: "How does integrating authentic songs into speaking lessons impact the oral performance of EFL learners?"

Based on the teachers' perceptions and viewpoints we confirm that the majority of them agreed to use authentic songs to enhance their students' pronunciation during the oral class by exposing them to some English songs. In addition, they provide them with some songs accompanied by tasks to do in class. Furthermore, they consider them as the closest way to reach students' fluency and increase their engagement in English.

Moving to the research hypothesis: "The use of authentic songs in teaching speaking skills to EFL learners may lead to a significant improvement in speaking abilities". Our latest research findings highlight the significance of utilizing authentic songs as a valuable tool in enhancing English as a Foreign Language (EFL) students' speaking skills and level of participation in classroom discussions. Incorporating these songs not only elevates students' vocabulary retention but also relies on the intense response demonstrated by both teachers and learners. Thus, integrating authentic songs into the teaching curriculum emerges as a highly effective strategy for addressing challenges related to oral proficiency enhancement.

## **6. Conclusion**

The practical part of our research study is covered in this chapter. It indicates the information gathered from a questionnaire given to fifty-two students, and an interview with five English department teachers at Abbes Laghrour Khenchela University to find out about their opinions and perceptions of using genuine songs to enhance speaking proficiency. As a result, the majority of students exhibit a positive attitude toward utilizing actual songs to enhance their oral performance. As a consequence, they found efficient and

simpler methods to learn English. Therefore, the research questions posed by the researchers and the hypotheses indicating that authentic songs have a positive effect on EFL students' speaking skills are positively proven, based on the data analysis results and findings.

**General Conclusion,  
Limitations, and  
recommendations.**

Our research study aims to investigate the effectiveness of using authentic songs to enhance students' speaking skills in which we attempt to answer the research questions and validate the hypothesis stated previously in the introduction. In addition, we aimed to check students' and teachers' attitudes toward the use of authentic songs in enhancing oral skills, and also to certify if this material is used by them, accordingly, the investigation is accomplished with positive results. We conducted this research using Qualitative and Quantitative methods. We have chosen mixed-method research to describe and analyze the data gathered from students and teachers at the English department at Abbes Laghrour Khanchela University.

Hence, this research is divided into two chapters: the first chapter is the theoretical part, which contains previous and related studies about our topic, and what researchers said about the effect of authentic songs in enhancing speaking skills. The second chapter is the practical part of our research which involves administrating a questionnaire to first-year students and conducting an interview with teachers to explore their perceptions and insights regarding using authentic songs as a means to enhance students' speaking skills and oral performance. The results obtained were interpreted and discussed in this chapter. the findings of this research confirm that the use of authentic songs to improve speaking abilities is scientifically supported by the data acquired from teachers' interviews and students' questionnaires. The positive findings imply that genuine songs are useful teaching tools for language learning because they expose students to authentic language usage, cultural context, and pronunciation. Moreover, the degree to which the perspectives of students and teachers coincide highlights the validity and reliability of the results. Thereby, it is reasonable to conclude that including authentic music in language teaching approaches can greatly advance students' speaking ability and raise the general efficacy of language learning activities. The

previous conclusion highlights the significance of integrating authentic materials into language curricula to promote significant language learning and competency.

To conclude, the analysis of both Qualitative and Quantitative data gathered along the different phases of the research allowed us to validate, confirm, and assert our hypotheses that which first-year LMD students at the Department of English-Abbes Laghrou University, could develop their speaking abilities through the use of authentic songs. The research demonstrates that authentic songs have a positive impact on students' speaking abilities, and the students themselves acknowledge that genuine songs serve as motivational, engageable, and enjoyable tools to encourage and boost them to improve their speaking skills and oral performance. On the other hand, as mentioned in the literature review, scholars of previous studies such as Richards & Schmidt (2010), Nunan (2003), Bygate (2001), Richards & Rodgers (2014), Krashen (1982), and so many others stated that using genuine songs is an extremely useful and adaptable method for improving speaking abilities in language learning. Through the utilization of music, culture, and authentic language contexts, teachers might create captivating and comprehensive educational opportunities that enable learners to develop into confident and competent speakers.

### **1. Limitations**

A research study's limits, restrictions, or other elements that can affect the validity, reliability, or generalizability of its conclusions are referred to as its limitations. These limitations may result from a variety of variables, including researcher biases, sample characteristics, contextual issues, or methodological restrictions. Throughout the investigation of our research study, the researchers dealt with several limitations and obstacles. The response behavior of some students to the questionnaire appeared to indicate a lack of engagement and willingness to participate actively. Also Interviewing teachers faced difficulties, especially because the time coincided with a testing period and their

responsibilities to students during this crucial period; and the remaining ones refused due to the lack of time. Moreover, the researchers could not find oral teachers in the department so we were obliged to interview other modules' teachers who taught oral expression in the past years.

## **2. Recommendations**

Built on the results obtained in the study “The Use of Authentic Songs in Enhancing Speaking Skills”, some focal recommendations and suggestions are highly required concerning the research as they could be helpful for teachers, students, and researchers to raise their awareness about the effectiveness of incorporating authentic songs to develop their speaking and oral performance. When it comes to teaching language, using genuine songs as a teaching aid has a lot of potential to improve students' speaking abilities. Real-world language settings are introduced to students through genuine songs, providing a multimodal approach to improving oral proficiency. First and foremost, it is important to carefully choose songs based on the interests and skill levels of the students. With their use of vocabulary, syntax, and colloquial idioms relevant to the target language, these songs function as linguistic stimulants. By means of methodical lyric analysis, students analyze the subtle linguistic elements incorporated into the songs, promoting a more profound comprehension of vocabulary application and grammatical structures. Moreover, the integration of genuine songs goes beyond simple language learning and provides a path for cultural immersion. Students explore the sociocultural settings that the songs are based in, learning about cultural customs, values, and beliefs. Performance opportunities, such as talent shows or class presentations, give students a stage on which to demonstrate their abilities in speaking while acknowledging linguistic diversity. This mutually beneficial combination of language study and cultural awareness fosters compassion and comprehension beyond differences in culture in addition to improving speaking abilities.

Students should also listen to a wide variety of music that covers many genres, styles, and cultural backgrounds. Students extend their language skills and enhance their cultural awareness by experimenting with songs in different languages. A further significant strategy is personalization, which creates a stronger connection with the content and improves retention as well as engagement. Examples of this include connecting music lyrics to personal experiences, ideas, and feelings. Active participation, frequent practice, variety in song selection, personalization, resource utilization, peer collaboration, feedback-seeking, and creativity are crucial suggestions for students looking to optimize the advantages of using authentic songs to improve speaking abilities. Students can fully utilize authentic music as a stimulus for language competence, cultural awareness, and personal development by adopting these techniques.

To sum it up, the incorporation of authentic songs is a fun and effective way to help language learners improve their speaking abilities. By methodically interacting with music, students develop cultural awareness and appreciation in addition to improving their language skills. Even if there are many obstacles, carefully choosing which authentic songs to include can have a significant impact on developing competent and self-confident speakers who can successfully navigate a variety of linguistic environments.

For future researchers it is preferable to conduct this research using an experiment, it must be applied to students in the classroom using authentic songs or asking them to listen to songs at home, this will give more valid and reliable results. They must generate the idea of authentic songs that are very important in enhancing students' speaking abilities in the educational environment while doing the experiments. Moreover, regardless of the restrictions and the obstacles that may face the researcher, he/she must take all the time he/she needs to have and reach solid and valid research results.



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# Appendices

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## Students' Questionnaire

Dear respondents,

Your participation in this questionnaire is greatly appreciated. Your responses will be kept strictly confidential and only be used for our Master's dissertation about The Use of Authentic Songs in Enhancing Speaking Skills.

Thank you for your time and cooperation!

**\*Gender :**

Male

Female

### First Section: Students' Level

1- What is your current speaking skills level?

A- Very good

B- Good

C- Average

D- Poor

E- Very poor

2- How well do you understand spoken English?

A- Very well

B- Well

C- Average

D- Badly

E- Very badly

3- Is it easy for you to pronounce English words correctly?

A- Very Easy

B- Easy

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C- Average

D- Difficult

E- Very Difficult

4- How would you rate your vocabulary range in English?

A- Very good

B- Good

C- Average

D- Poor

E- Very poor

### **Second Section: English Songs Impact**

1- How often do you listen to English songs in your daily life?

A- Daily

B- Sometimes

C- Rarely

2- Is it easy for you to understand English songs?

A- Very Easy

B- Easy

C- Normal

D- Difficult

E- Very difficult

3- Do you find it easy to memorize words and phrases with their meanings when they are part of a song?

A- Very Easy

B- Easy

C- Normal

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D- Difficult

E- Very Difficult

4- Do you agree that listening to English songs improves your speaking, g abilities?

Justify your answer, please.

A- Strongly agree

B- Agree

C- Neutral

D- Disagree

E- Strongly disagree

Justification:.....  
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.....

### Third Section: Authentic Songs Integration

1- Do you agree that integrating authentic songs into oral class will make you more interested in learning the English language? Justify your answer, please.

A- Strongly agree

B- Agree

C- Neutral

D- Disagree

E- Strongly Disagree

Justification:.....  
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2- Do you feel more encouraged and motivated to engage in speaking activities when authentic songs are used in class? Justify your answer, please.

- A- Strongly agree
- B- Agree
- C- Neutral
- D- Disagree
- E- Strongly disagree

Justification:.....  
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3- Do you agree that the integration will enhance your oral performance? Justify, please.

- A- Strongly agree
- B- Agree
- C- Neutral
- D- Disagree
- E- Strongly Disagree

Justification:.....  
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4- Do you agree that the integration will make oral courses and activities more enjoyable? justify, please?

A- Strongly agree

B- Disagree

C- Neutral

D- Disagree

E- Strongly disagree

Justification:.....  
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- As an EFL learner, what do you suggest for our study about the use of authentic songs in enhancing speaking skills?

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## **Teachers' Interview**

“ The Use of Authentic Songs in Enhancing Speaking Skills ” is our research topic, which we are going to conduct this interview, according to.

### **Question 01:**

How do you evaluate your student's speaking skills?

### **Question 02:**

What are the main challenges that your students face in oral classes?

### **Question 03:**

What are the main strategies you are using in teaching speaking skills?

### **Question 04:**

Do you use any auditory tools during teaching?

### **Question 05:**

If yes, do you think that your students participated well, and enjoyed those techniques, and if no, do you think that your students will participate and enjoy them?

### **Question 06:**

What tools do you consider beneficial for enhancing student's oral performance?

### **Question 07:**

Do you think that it is beneficial to develop a learner's oral performance?

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### **Question 08:**

In what ways do you think incorporating authentic songs into classroom activities can contribute to improving student's oral performance abilities?

### **Question 09:**

Do you find techniques such as using authentic songs beneficial, motivational, and engaging for students in improving their oral performance? If so, how?

### **Question 10:**

Can you describe a specific instance where using a song helped to increase a student's engagement in a lesson? What made that particular song effective?

### **Question 11:**

Have you encountered any challenges when using songs in the classroom?

### **Question 12:**

Would you recommend using authentic songs to other teachers?

### **Question 13:**

As a teacher what do you suggest for our study?

## Résumé

Notre étude visait à investiguer l'utilisation de chansons authentiques pour améliorer les compétences en expression orale. Notre étude actuelle avait pour objectif de prouver l'efficacité de l'utilisation de chansons authentiques sur l'amélioration des performances orales des étudiants de première année du Département d'anglais de l'Université Abbes Laghrour. Cette recherche a été menée en utilisant des méthodes mixtes ; des conceptions qualitative et quantitative, ainsi qu'une conception descriptive simple. De plus, les données ont été collectées auprès de 52 étudiants de première année à l'aide de questionnaires, et auprès de cinq enseignants du département d'anglais à l'aide d'entretiens. Les résultats de la recherche ont montré que la plupart des participants sont intéressés par l'utilisation de chansons authentiques pour améliorer leurs compétences en expression orale. De plus, les résultats ont prouvé que les étudiants et les enseignants ont des perspectives positives sur l'utilisation de chansons authentiques en tant que matériel non pédagogique pour améliorer les performances orales, car cela est considéré comme un outil de motivation. De plus, étant donné que certains enseignants d'anglais utilisent des chansons authentiques et d'autres outils auditifs en classe, ils encouragent fortement à les inclure dans le programme d'enseignement-apprentissage. Ainsi, l'utilisation de chansons authentiques comme outil d'enseignement-apprentissage a un impact positif sur les compétences en expression orale des étudiants, par conséquent, les questions de recherche sont traitées et les hypothèses de recherche sont efficacement confirmées.

## الملخص

الهدف من دراستنا استكشاف استخدام الأغاني الأصلية في تعزيز مهارات التحدث. يستهدف بحثنا الحالي على إثبات فعالية استخدام الأغاني الأصلية في تحسين أداء الطلاب في السنة الأولى في قسم اللغة الإنجليزية في جامعة عباس لغرور. تم إجراء هذا البحث باستخدام أساليب مختلطة؛ تصميمات نوعية و كمية، بالإضافة إلى تصميم وصفي بسيط. علاوة على ذلك، تم جمع البيانات من 52 طالبًا في السنة الأولى باستخدام استبيانات، ومن خمسة أساتذة في قسم اللغة الإنجليزية باستخدام مقابلات. أظهرت نتائج البحث أن غالبية المشاركين مهتمون باستخدام الأغاني الأصلية كوسيلة لتعزيز قدراتهم في الكلام. بالإضافة إلى ذلك، أثبتت النتائج أن الطلاب والمدرسين لديهم آراء إيجابية تجاه استخدام الأغاني الأصلية كمواد غير بيداغوجية لتحسين الأداء الشفهي نظرًا لأنها تُعتبر أداة تحفيزية. علاوة على ذلك، نظرًا لأن بعض مدرسي اللغة الإنجليزية يستخدمون الأغاني الأصلية وأدوات سمعية أخرى في الفصل الدراسي، يشجعون بقوة على إدراجها في منهاج التعلم والتدريس. بالتالي، يحظى استخدام الأغاني الأصلية كأداة للتعلم بتأثير إيجابي على مهارات التحدث لدى الطلاب، وبالتالي تم الإجابة على أسئلة البحث وتأكيد فعالية فرضيات البحث.