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THE USE OF SONGS TO FOSTER SPEAKING IN EFL BEGINNERS: THE CASE STUDY OF LYCEE BEHANZIN

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DEDICATION

To the Almighty God, the Creator of everything, I dedicate this research work.

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List of Acronyms

- CBA : Competency-Based Approach.
- BAPES : Brevet d'Aptitude au Professorat de l'Enseignement Secondaire.
- CAPES : Certificat d'Aptitude au Professorat de l'Enseignement du Second degré.
- EFL : English as a Foreign Language.
- TEFL : Teaching English as a Foreign Language.

General Introduction

English is a beautiful language that people love very much and which has spread widely all over the world. It has an international high standing and has succeeded to impose itself as the world standard language and then has made the world a planetary village allowing countries to easily cooperate. Some years ago, Melvia A. Hasman (2000: 34) said that: ‘’*English may become one tool that opens windows to the world, unlocks doors to opportunities and expands our minds to new ideas*’’ and today, nobody can deny that English is the key that opens doors to opportunities.

English is the language of sciences and today almost all domains of activity require the use of English. Then, it becomes clear that English should not be neglected at all. The importance of English is especially much more remarkable in French speaking countries and mainly in schools English teaching and learning become compulsory. However, learners in those countries find English learning difficult and cannot speak it. In fact, they join in some extent this Jonathan Ames’s quotation which said: ‘’*Oh, God, I don’t know what’s more difficult, life or the English language?*’’. Apparently, students’ disgust to speak English generally starts from beginners’ classes. And this problem started attracting some researchers’ attention.

When the researchers had investigated they found that both English language and songs are strongly related and that English is a ‘’stress-timed’’ language which uses rhythms whereas songs are made up of rhythms and people can easily memorize songs because of the rhythms that they contain. So, it means that songs can be easily used as an EFL teaching and learning method. Personally, I really agree and I think that using songs during lessons will be very interesting and profitable for EFL learners, especially for EFL beginners, so that they can effectively be involved in the learning of language and be motivated to speak the language. That is especially the reason why I chose the topic. Songs deal with

many things and one may obtain profits through them. President Bill Clinton joyfully said that ‘’*Music is about communication, creativity and cooperation.*’’ EFL teachers have the mission to make students love English. They can encourage them to speak it through the use of songs.

My survey is organized into five main chapters. The first chapter is the Introduction to the Study. It includes the statement of the problem, the purpose of the study, the research questions, the significance of the study, and the scope of the study. Chapter Two refers to the Literature Review. It aims at reviewing books and documents related to the topic. The focus of Chapter Three is on the methodology I have used to collect data for my study. Chapter Four is about the presentation and discussion of the results. Chapter Five contains suggestions and recommendations. The last part refers to the general conclusion.

Chapter One: Introduction to the Study

1.1 Statement of the Problem

‘’*No matter what culture we’re from, everyone loves music.*’’ Billy Joel. (1995: 17)

‘’*Music is everywhere and all students have musical tastes.’’* Murphey (1992: 12).

> *The use of music and song in the classroom can stimulate very positive associations to the study of a language, which otherwise may be seen as a difficult and frustrating task. It is very common to forget almost everything from the foreign language lessons except the few songs that had been learned.* Abott (2002: 9).

In the past, songs had an important place in people’s civilization and still today songs are part of people’s everyday lives. The experts of music found that there are many kinds of songs and today everybody is connected with music anyhow. Especially, in Africa where songs have a special meaning and a great influence it is observable that people are becoming more and more seduced by music. Even kids cannot resist to songs and what is especially remarkable is that the language in which the song is performed does not matter. The song has just to be good. In fact, ‘’Music produces a kind of pleasure which human nature cannot do without‘’ said Confucius.

Now, taking into account this observation and the difficulties that EFL learners especially the beginners find while communicating in English, I have come to ask myself this question: ‘’Why not incorporate songs into the educational system to teach English to EFL students and encourage them to speak it starting chiefly from beginners classes?’’. Moreover, I have made some researches on my own and I have found that some schools in the world arrived to incorporate songs into their educational system for allowing their EFL learners especially the EFL beginners to cultivate their speaking skills and it was

successful. Unfortunately, I have noticed that in the majority of African countries and notably in Benin, songs are not so much used in schools to reach the same objective.

The goal of my study is to show how much the use of songs can be strongly useful to foster speaking in EFL beginners. The teacher has to carefully choose good and appropriate songs for his/her learners and make sure that the songs he/she chose fit to their age language level. I really find this study important because I have noticed that today's students are seriously fed up with intensive academic studies and after English lessons it seems that most of them have memorized nothing and are unable to speak English. So, with songs at schools their interest can be kept and surely they will memorize something from the lesson and speak English.

1.2 Purpose of the Study

There is a wonderful thing related to songs. That is, when we really love a song we are innocently and unconsciously pushed to sing it. And this fact easily put us in contact with words within the song throughout the lyrics even if the song is performed in a foreign language. By this way, if we focus on the words meaning we get a lot of chance to enrich our vocabulary items and what is really interesting is that when the song is performed into a foreign language words come easily while we want to communicate in this language.

As I live in an EFL country where people love music but find that speak English is so difficult I have decided to focus my work especially on beginners because it is essentially at this level that things should be reviewed. Throughout my work, I will thus show how much the use of songs can be of a great relevance to foster speaking in EFL Beginners. In fact, as I said early, songs have the

advantage of being memorized, so students will not forget the song. Then, it is up to the teachers to select good and appropriate songs for their students.

1.3 Research Questions

The main research question directing this research work is: “how to use songs to foster speaking in EFL Beginners?”

This question addresses some aspects which are worth mentioning:

-Do EFL teachers usually teach through songs?

- How EFL teachers make the use of songs to encourage their learners to speak English?

-What are the advantages of teaching through songs?

1.4 Significance of the Study

In Benin it is evident that songs are not so much used as method to teach English to students and make them speak the language. In fact, some teachers fear their own singing ability to sing while some others just do not see the importance in teaching songs except possibly to very young children. Nevertheless and unlike those teachers, there are some teachers who are very aware of the power of songs in making students speak English. So, when they use songs in their classes they are proud because they feel that their students are very involved in the lesson and that they are truly motivated to speak English. This considerably matches with E. Stevick’s quotation (1976: 159-160) which stated that the vow of every teacher is: ‘’To find the students comfortable and relaxed even in the midst of intense intellectual activity and vigorous arguments, to find that the students are listening to one another.’’

Unfortunately, this is not always what happens in our secondary schools. I mean in the classes students are not relaxed at all and have no motivation to speak

English. They do not participate to the lesson and in the worst case they see English as bizarre. Considering this bad aspect, it is necessary that EFL teachers find an interesting way to teach English to their EFL learners especially the beginners and make them speak the language. As one effective approach to reach this goal I propose the use of songs.

1.5 Scope of the Study

Before being finally recognized as efficient, the approach of songs using for learning a new language had been for a long while the focus of many studies. Researchers proved its efficiency especially when one wants to learn a foreign language and be able to communicate in this language. They added that singing the songs of foreign people means the embracement of their thoughts, their culture and their thinking.

I really wished not only to travel to other EFL countries especially the ones in Africa but also to visit many other schools within my country for interacting with some EFL teachers and students but unfortunately I did not because of lack of money. Anyway, I have interacted with some students and teachers in Porto-Novo, especially the ones of Lycée Béhanzin. According to the teachers I have talked to, my research work is both interesting and pertinent. In fact, they think that this work may be very helpful for the educational system in general and for EFL teachers and learners in particular.

The presentation of the research work will continue with the literature review in the next chapter.

Chapter Two: Literature Review

In this chapter I have given some important definitions related to my topic and I have also made the collection of some useful and interesting opinions, information and quotations drawn from books, issues, and other records.

This second chapter gives more consolidation to the topic by exhibiting what some authors and experts of education said and wrote about songs and the benefits songs can bring to EFL Beginners to foster their speaking.

2.1 Clarification of Concepts

2.1.1 Song: According to electronic dictionary a song is ‘’a musical composition with lyrics for voice or voices, performed by singing’’. According to Hornby (1990: 11) a ‘’*Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson. They can also form the basis for many lessons.* ‘’ (Futonge, 2005).

2.1.2 Music: According to Oxford Advanced Learner’s Dictionary (8th edition) a music is a set of ‘’*sounds that are arranged in a way that is pleasant or exciting to listen to.*’’

2.1.3 Foster: According to Microsoft Encarta 2015 it is the fact ‘’*to encourage the development of something*.’’

2.1.4 Speaking: According to electronic dictionary speaking is ‘’*one’s ability to communicate vocally in a given language*.’’

2.1.5 Beginners: According to Microsoft Encarta 2015 a beginner is ‘’*somebody who has just started to learn or do something*.’’

2.1.6 Education: According to Oxford Advanced Learner's Dictionary (8th edition) education is *''a process of teaching and learning, especially in schools or colleges, to improve knowledge and develop skills.''*

2.1.7 Teach: it is fact to give lessons in a school, college or university to help someone learn about something by giving them information.

2.1.8 Students: According to Microsoft Encarta 2015 a student is *''somebody who studies at school, college, or university.''*

2.2 Power of Songs

Don MacMannis, an expert on children's music, shares some of his ideas about the appeal of music and its unique potential for teaching young children skills. He said:

> *Music has positive effects on people's emotions and creativity. When we sing together, we synchronize our breathing and feel more connected. Music is also an effective, almost magical medium for learning and retaining information,'' he adds. ''It activates three different centers of the brain at the same time: language, hearing, and rhythmic motor control. By inducing emotions, it also creates a heightened condition of awareness and mental acuity. Words paired with music are far easier to retain. As an example, most of us can remember the words and meanings of songs we haven't heard for years. Isn't it interesting how you still remember your ABCs?*

Thus, songs provide messages and skill development that students can then recall and focus support a positive classroom climate.

The latest work by Oliver Sacks, a world-renowned neuroscientist, supports Don's views. In Sacks' book (2007: 21), *Musicophilia*, he writes:

> *The perception of music and the emotions it can stir is not solely dependent on memory, and music does not have to be familiar to exert its emotional power. I have seen deeply demented patients weep or shiver as they listen to music they have never heard before, and I think that they can experience the entire range of feelings the rest of us can, and that dementia, at least at these times, is no bar to emotional depth. Once one has seen such responses, one knows that there is still a self to be called upon, even if music, and only music, can do the calling.*

2.3 Positive Impact of Songs in regard to EFL Beginners

Many observers do agree that the majority of EFL students start becoming interested by a foreign language through its songs. One important observation related to this fact is by Gilberto Dias (2003: 36) who said: ‘’*I truly believe that pop songs have been a great motivation factor for many of those who have engaged in EFL studies. I started to love English through pop songs.*’’ Not only him but also Ignatius N. Sibarah (1999: 15) has developed the same point of view when he said: ‘’*In my experience, the classroom should be a place where gaiety abounds, not a prison where learners sit passively subjected to an overbearing, domineering, all knowing and pedantic teacher. Thus to woo students to English language classes, I began to use songs as a magic tonic. This relaxed the classroom atmosphere sufficiently for learning to take place.*’’

Alike T. Murphey (1992: 15) who says that “*music has the potential to change the atmosphere*”, Ignatius N. Sibarah (1999: 16) also recommends songs as a new method to have students learn, practice and love English in an acceptable atmosphere. He joyfully said ‘’*Nowaday*s, *I do not need the tolling bell to announce the beginning of the English period. As soon as the mathematics teacher who precedes me finishes and I step into the classroom, my students start singing the latest songs. After allowing them to sing, I ask them questions about*

grammatical and lexical items in the song. If I am delayed in the staff room, a crowd of protesting students immediately comes to inform me that the time is passing, so no pupil wants to miss 90 minutes with the English teacher, alias choirmaster.''

Songs are also a way which get students very excited. Blair who had experienced this with his fellows (1982: 21) avowed: ''*my university colleagues and I have been amazed by the reactions of our students after they listened to music.''*

Songs are also recognized to make introverted people speak. Teachers recognized its positive effects on their shy students. Blair had the same view when he stated that ''*Nothin*g *brings more joy than having shy and apathetic students participate in music activities. Using music gives students opportunities to become active creators of their own learning process.''* Then it appears clear that songs constitutes a good tool for making any kind of students speak: outgoing ones as well as shy ones.

Philippe Touzard (1988: 22) has also underlined the importance of songs in education. He reveals how much songs can effectively help kids express themselves. Early before him McDonald and Ramser (1982: 187) defended the same idea. They recommended that "Music *should be included daily in curriculum for infants as well as older children. The presence of music whether through records or from the teacher's singings, can awaken many responses''*. Sharing the same opinion Warner (1982: 134) indicates that "*Music in early childhood classes is a must. It is a teaching tool and has aesthetic qualities.*"

2.4 Reasons for using Songs in EFL Classrooms

Songs have always been part of the human experience. Since the teaching methods have changed over the past decades in favor of the communicative and

learner-centered approach, it is natural to encounter them in English classrooms as well. Using songs can be motivating to students who enjoy music, which most of them really do. Schoepp (2001: 53) claims that songs have become an integral part of our language experience and that they can be of great value if used in coordination with a language lesson. They can be incorporated into a variety of activities fostering all language skills (listening, reading, writing and speaking), as well as language systems such as pronunciation, grammar and vocabulary. Furthermore, using songs can create a relaxing and pleasurable classroom atmosphere and significantly enhance pupils' intrinsic motivation to learn English.

A large amount of literature which discusses the value of using songs in EFL classroom is not based on research, but mostly upon teacher experience. However, the affective, cognitive and linguistic reasons for using songs which follow are all grounded in learning theory (Rahman ; Schoepp, 2001):

2.4.1 Affective Reasons: The Affective Filter Hypothesis is one of five proposed hypotheses developed by Stephen Krashen. This hypothesis is related to language acquisition and appeals to teachers because it provides a description of affective factors and an explanation of why some learners learn and others do not. According to Krashen, high "integrative" motivation, self-confidence and low anxiety relate to success in learning a language. Krashen (1983: 44) explains that for optimal learning to occur the affective filter must be weak, which means that a positive attitude towards learning is present. The practical application of the Affective Filter Hypothesis is that teachers should provide a positive classroom atmosphere so that effective language learning can take place (Schoepp, 2001). Songs are one method for achieving a weak affective filter and promoting language learning. Many researchers believe that songs provide enjoyment and develop language skills and language systems.

2.4.2 Cognitive Reasons: Songs also offer opportunities for developing automaticity, which is the main cognitive reason for using songs in the classroom (Rahman). He refers to a definition of automaticity by Gatbonton and Segalwitz (1988: 72), who describe automaticity as *"a component of language fluency which involves both knowing what to say and producing language rapidly without pauses."* Using songs definitely helps, thanks to their repetitive and rhythmical character and their ability to help students remember words, phrases or even whole sentences and so enhance the process of automaticity in language learning. Moreover, Rahman2 points out that studies have shown that brain function is increased when listening to music and this promotes more complex thinking.

2.4.3 Linguistic Reasons: Of course, there are also linguistic reasons for using songs in the classroom. Songs provide many examples of colloquial English, different accents, grammar structures and topics for discussions. Cross draws attention to the fact that songs are known to be a negative source of grammar input, therefore, they must be well chosen. On the other hand, through songs learners can be exposed to authentic language, which is an important factor in promoting language learning.

For these reasons, songs can be seen as a device having highly instructional, not only entertaining, value. Although only a few studies have been conducted in the field of using music and songs in the language classroom, the findings are cohesive and convincing.

2.5 Different Categories of Songs that can be used to foster Speaking in EFL Beginners

Different kinds of songs can be used in language classrooms. As Murphey (1990: 35) points out, it is very difficult to decide which kind of songs are best for using in the EFL classroom because any song will usually be welcome and will

work to some extent. However, some kinds of songs work better with a particular age group.

Here are three major categories of songs based on Murphey's (1990: 35) research:

2.5.1 Made-for-EFL Songs: Made-for-EFL songs are artificial songs created for the purposes of teaching English so that they best suit grammatical structures, sounds, vocabulary or topics being discussed in classes. Made-for-EFL songs can be found especially in older textbooks.

2.5.2 Traditional / Folk Songs: Traditional / folk songs originated in the native environment and contain the vital concerns and characteristics of people of a certain nation and supply many notes and historical background of the songs (Murphey, 1990).

2.5.3 Contemporary Songs: Contemporary songs are popular songs which can be heard in the out-of-school environment of students. They can be of any music genre - pop, rock, hard rock, rock n'roll, R&B (Rhythm and Blues), rap, heavy metal, punk, reggae or others.

According to other experiences there are some other categories of songs that can be used in language classrooms to foster speaking in EFL beginners. They are:

2.5.4 Jazz Chants (made popular by Carolyn Graham)**:** Jazz chants are easier for children than actual songs. They consist of time-stressed phrases of certain lengths that can be sung, read aloud or tapped out with foot, hand or pencil.

2.5.5 Action / TPR Songs (Total Physical Response was introduced in the 1960´s by James Asher)**:** In action songs, the music ties words and motion together, which increases memorability. The idea is that students sing, move and do what is sung or said.

2.5.6 Classical Songs: Classical songs are pieces of classical music, mostly without words. Cranmer and Laroy (1992) have found out that classical music is very effective for the purpose of stimulating images in the inner eye. Classical music may be used as background music for other activities.

2.6 Criteria for a Song Selection

Teachers when selecting a song for their EFL learners should take into consideration several factors. Griffee (1992: 6-8) categorizes the criteria into four groups: the class, the teacher, classroom opportunities and music.

Firstly, the teachers should take account of students' age. Young learners may not be able to understand songs which contain deep ideas like envy, suffering or forgiveness. Besides, each age group has its own musical favorites and disfavored ones. Also, the time of the day is important. Some learners are tired in the evening and music might energize them, while other classes may need to have their energy disciplined a bit more (Griffee 1992: 6-7).

Next, the author writes that it is unwise to use both music that the teacher does not like and music that the learners do not like. It may be a good idea to let the students bring the lyrics of songs they like and then choose appropriate ones. It is worth remembering that "*you can use songs and music when the curriculum has been predetermined, but there it time remaining in the class period*" (Griffee 1992: 7). The teachers claim that usually they use songs for special holiday's lessons like Christmas or Easter lessons. The crucial thing is also the language teaching purpose. The song should have instructional value, it should not be just for fun. The situation is satisfactory when the selected song is a direct component to the lesson, thus contains for example, a practiced grammatical structure or a discussion theme that can be used in a lesson. Finally, music may disturb other classes, so it should not be played loudly. There are some rooms which are large and seem to eat up sound, thus choosing an appropriate classroom should be taken into consideration (Griffee 1992: 7-8).

2.7 Use of Songs as Practice Material to foster Speaking in EFL Beginners

Songs can be used in a lot of various ways. All the skills such as listening, reading, writing and speaking can be practiced, and songs can especially help EFL beginners develop their speaking ability.

2.7.1 Help of Songs when learning Pronunciation

Songs can be very helpful as far as learning pronunciation is concerned. They provide the authentic language with all its ‘’traps’’ (such as connected speech, different pronunciation of the same sound, or difficult pronunciation of some words) laid for learners, who should be exposed to it as much as possible to strengthen their ability to understand it. In the following subsections we will concentrate on three areas of difficulties in pronunciation (sounds, words, connected speech), and on explaining why songs can be useful when the learners are caught into these “traps of language”.

2.7.2 Help of Songs focused on Sounds

Sounds are the smallest unit from which words are formed and can be categorized as vowels and consonants. For the learners of English some sounds may be difficult to pick out because they do not exist in their mother tongue, and they have to learn to physically produce certain sounds previously unknown to them. Even though it may be a difficult task for some learners, it is quite important because it can sometimes happen that incorrectly pronounced sounds strain communication, and it can also change a phrase’s meaning. Songs can help learners because the rhymes in songs provide listeners with repetition of similar sounds, and when the students choose to listen to songs time and again, they are indirectly exposing them to these sounds, repeating them, getting better at recognizing them, and finally producing them.

2.7.3 Help of Songs focused on Words

Words are combinations of sounds which form together to give meaning. A word is uttered in syllables, usually one emphasized syllable (the stress) and the rest weak (unstressed). There are several difficulties that may be encountered by a learner.

Firstly, each English word has its own stress pattern, with very complex 'rules' to guide learners." Secondly, "even when the same words exist in both languages, the number of syllables is not always identical." And lastly "weak syllables are central to English.

There are both several difficulties and several ways songs can support practicing these problems. Words in songs fit the music, helping learners associate the number of syllables / stress in these words, with memorable rhythms. Songs contain endless examples of weak syllables, helping to convince learners of the way English is pronounced.

2.7.4 Help of Songs focused on Connected Speech

Connected speech is the natural way we speak, linking together and emphasizing certain words, rather than each word standing alone. Connected speech plays a very important role in English as it is the way English is usually spoken, but unfortunately not always in English lessons. Many learners are accustomed to hearing a very careful, clear pronunciation of words, such as native speakers might use when talking very emphatically or saying words in isolation. However, native speakers usually connect the words. And when the words are used in a connected natural utterance, some of their sounds are different to those used in very careful speech, and they may become harder for learners to recognize. The problem is that the learners normally learn words individually and, especially at lower levels, tend to pronounce each word separately. Concerning this problem Shelagh Rixon claims that words pronounced in isolation often sound very different from the same words said in connected speech, so there is little point in

concentrating too much on single words said out of context. Another problem is that learners “frequently misconceive contraction as being ‘incorrect’, only used in ‘slang’ ”. But as said a while ago, a native speaker says the words separately either on purpose or when talking emphatically, which means that connected speech is natural, normal and widely used.

Songs help learners practice the described subject matters because they provide real and ‘catchy’ examples of how whole phrases are pronounced often to the extent that students find it difficult to pick out individual words. The music further emphasizes the ‘flow’ of the words. Moreover, songs, like other spoken texts, are full of contractions.

2.8 Summary

This chapter has started with some important definitions of concepts so it can help have a general idea of what the topic can stand for.

Afterward, comes next what some authors has said about the topic. In fact, Don MacMannis supported that music activates three different centers of the brain at the same time (language, hearing, and rhythmic motor control), and is good for people’s emotion and creativity. He adds that music creates a heightened condition of awareness and mental acuity because he remarked that words paired with music are far easier to retain. And the neuroscientist Oliver Sack, by supporting Don’s view writes in his book that music has effectively an emotional power. Thus, music with such a power can easily attract students’ attention to English language classes as Gilberto Dias, Ignatius N. Sibarah, T. Murphey and Blair stated. Music is all about communication and as McDonald, Ramser and Philippe Touzard declared, students have the possibility to develop their communication skills through songs as easier as possible. Songs are then very motivating for students are very useful and helpful to EFL students when the objective is essentially focused on the development of the speaking skills. EFL

teachers when using songs in their English teaching process teachers must know that they are using songs because of three important reasons which are the affective, cognitive and linguistic reasons. They also have the duty to know the different kinds of songs that exist and the criteria for a song selection so as to fit them with their students' interest and age level. Songs are very essential for the language acquisition and constitute a very practice material to foster speaking in EFL learners. They help a lot when learning pronunciation, sounds and words. They are also very useful to develop one's connected speech. They are very important to foster speaking in EFL students especially the beginners.

The next chapter will be about the methodology of the research.

Chapter Three: Methodology of the Study

In this section of my research report I have dealt with the methodology I have used to collect data for my study. The instruments I used for my research work are questionnaire and classroom observation.

3.1 Design of the Study

The method I have used during my research work consisted in a description of the survey and its interpretation. I have used some closed and opened questions for having some useful and helpful answers for my research work; and I have opted both for the qualitative and quantitative approaches. Thus, it implies that I will express the expected answers in form of percentage.

The qualitative research method will help me work on the observation data in order to study the EFL beginners' encouragement to speak English through songs. Concerning the quantitative research method, it will help me deal with statistics and numbers.

In this research, I am exploring how much the use of songs can encourage EFL beginners to speak English. The site I have chosen to lead my research work is Lycée Béhanzin.

3.2 Setting of the Study

I have carried out this research work according to my topic and the survey has been carried out in Lycée Béhanzin. In fact, Lycée Béhanzin was where I attended my practical training. It is located in the town of Porto-Novo, precisely between the district of ''CATCHI'' and the one of ''OUENLINDA''. I can say that it is a very large school with mixed students (boys and girls). It has many classrooms and a spacious school field. There are many teachers with different status who teach there and there is also an administrative board. Among these teachers, there

are teachers' advisers, qualified teachers, part time teachers and even untrained teachers.

3.3 Questionnaire

The questionnaire is one of the means that I have used to collect information for the survey. It contains a set of written questions that are given to the respondent. It can be very useful while carrying out a research work and probably it is the method commonly used for gathering information. I chose the questionnaire because I think that it is the easier way through which people can freely say their mind without the influence of the investigator which will affect the sincerity and the originality of the research.

Before elaborating my questionnaire I had taken into account the objective of my investigation. So, for my research work I have designed my questionnaire in such a way that the data obtained are quantitative. The forms of questions I chose are the ''yes'' or ''no'' questions and the closed forms of questions which provide to the researcher a suitable list of responses. They are quick to complete, and they provide answers that are easy analyzable. This generally produces quantitative data.

3.4 Collection of Songs used in TEFL (Teaching English as a Foreign Language)

Here I have collected the lyrics of some songs that were used when I was dealing with the classroom observation and that beginners found interesting.

3.5 Classroom Observation

Classroom observation occupies an important place within the framework of my study. It essentially aims to evaluate the EFL beginners' motivation to speak

English when the teacher uses songs in his teaching process. Then, I especially want to see how much the use of songs can encourage them to speak the language. Classroom observation helped me a lot while gathering information.

3.6 Data Collection Procedure

I remind that the two techniques that I have used to collect information were questionnaire and classroom observation. In fact, I have come to observe some EFL classes during the meantime I was dealing with my practical training. I had the timetable of the teachers I was going to observe and I followed them every time they had to give a lesson. I used to sit at the bottom of the class and I observed with attention. I did my observation in three EFL beginners' classes. It took me about one month.

Concerning the questionnaires, they also helped me a lot obtain important data from EFL teachers and students. In fact, I have distributed in total one hundred and eighty-four (184) copies of the questionnaires: eighty-three (83) copies to EFL teachers of Lycée Béhanzin and of some other schools in Porto-Novo; and one hundred and one (101) copies to EFL students. I have explained to them that their identity would be kept secret and confidential and only the answers they would provide will be used as illustration in my research work. Through the questionnaires, I intended to discover not only what could be the EFL teachers' opinions related to the use of songs in the beginners' classes but also the beginners' feelings or encouragement to speak English when the course is mixed with the use of songs. The questions are so clear and I think that both the teachers and the students found no difficulty in filling the questionnaire. I did not succeed to take back all the questionnaires I have distributed. I fail taking back three (03) copies from the teachers and eight (08) from the learners. The returning rate is then ninety-six percent (96%) from the teachers and ninety-two percent (92%) from

the students; so in total ninety-four percent (94%). It has taken me about three weeks to get through with it. The data I obtained from the questionnaires and the class observation have helped me to be aware of how very easy it is for the EFL beginners to assimilate and speak the English language when it is taught through songs. The results of my questionnaire and the class observation will be shown in the chapter four of this research work.

NB: A sample of the questionnaires can be found in the appendix.

3.7 The Research Participants

This research work has taken into account two kinds of target: the first one is a group of EFL beginners and the second one is composed of EFL teachers. Such choice has been made because this study has to deal with the use of songs to foster speaking in EFL beginners' classes, which involves teachers as well as learners. The first target as mentioned is a group of forty-nine (49) EFL learners in 6ème M1, and fifty-two (52) EFL learners of 6ème M3 which put together gives a total of one hundred and one (101) EFL learners. When I asked for their age I have seen that they are between 9 to 13 years-old maximum. The second target is a group of eighty-three (83) EFL teachers. The target is made up of novice and experienced teachers. Their age is between 25 to 47 years-old and the majority of them has teaching experience in English in Secondary school up to 12 years apart from the novices who just have 2 to 3 years of experience under their belt.

The next chapter will deal with the presentation and discussion of the results.

Chapter Four: Presentation and Discussion of the results

In this chapter I will provide data through the questionnaire and classroom observation and their analysis. In fact, I will give comments about my questionnaires and give tangible details that will all be put in different tables in terms of figures and percentages.

4.1 Presentation of data

4.1.1 Feedback of the Questionnaires addressed to Students

When I had distributed the 101 handouts to the students I succeeded in taking back 93 copies. So, I have collected the data that have all been analyzed and put in different tables as follow:

Table n°1: Learners' Experience in learning Songs in Class

Question: Have you ever learnt songs in class?	Frequency	Percentage %
Yes	93	100
No	00	0
Total	93	100

Analysis of table n°1: The analysis of this first table shows that all the EFL students have been at least once in contact with the song in class. One may wonder what if they had never been taught songs before. The truth is that learners already find interest in songs especially when they are nice. They can't help singing the song they have been taught from time to time and, as a result, they boost their performance not only in writing but in speaking English as well.

Table n°2: Students' Appreciation of Songs

Question: How do you appreciate the songs you learn in class?	Frequency	Percentage %
They are interesting	23	25
They are boring	00	0
They are very interesting	65	70
They are so-so	05	5
Total	93	100

Analysis of table n°2: As students answered this n°2 question by this way, it can be taken for granted that students find songs interesting or very interesting and they help them a lot in their studies. In fact, 95% of EFL students are siding with the fact that songs are of a great importance in their learning and they really appreciate. However, it is important to underline that if students have to say that they find songs that they learn in class interesting or very interesting, it all depends on the care the teachers have in the selection of the songs that best meet their students' interest. However, only 5% of students find that songs are so-so. It is surely because their teachers do not really know how to read their needs.

Table n°3: Frequency of learning Songs in Class

Question: How often do you learn songs in class?	Frequency	Percentage %
Rarely	13	14
Sometimes	55	59
Always	25	27
Total	93	100

Analysis of table n°3: The analysis of this chart join in some manners the one of table n°1 when dealing with teachers. It shows that a non-negligible number of students are not usually taught songs in class. Out of 93 EFL students there are 13 who say that they are rarely taught songs in class and 55 say that they are often taught songs in class. Only 25 EFL students declare that they are always taught songs in class. As most EFL students find songs interesting or very interesting and learn through songs we can simply conclude that EFL students will not really develop their English if they are rarely or sometimes taught songs in class. There is also the risk that they lost their passion for the language.

Table n°4: Students' Possibility of learning new Words and Expressions

Question: When you sing songs in class, do you learn new words and Expressions?	Frequency	Percentage %
Yes	90	97
No	03	3
Total	93	100

Analysis of table n°4: Through this chart, EFL students attest that songs provide them with new words and expressions. 90 students out of 93 reveal that they learn words and expressions very easily through songs. They make 97% in terms of percentage. The great majority of the students think that because firstly, songs are nice to hear due to the melody linked to them and that runs through veins and secondly because the language used in them is authentic and pure. Only 3% of students do not learn easily through songs. It is surely because the songs they are used to are not melodious or the language used in them is not authentic.

Table n°5: Students' speaking motivation through Songs

Question: Do songs encourage you to speak English in and/or out of the class?	Frequency	Percentage %
Yes	88	95
No	05	5
Total	93	100

Analysis of table n°5: As it can be remarked through the analysis of this chart, students get speaking profits from songs that have been taught in class. In fact, 95% of the students find themselves able to perform the language even after the class. It is certainly because of the new words and expressions they learn through songs. It is then clear that songs make students really learn and memorize easily the notions. Only 05 students out of 93 assert not to practice English out of the class. It is surely due to a lack of attention or to the teacher's process to teach them songs.

Table n°6: Frequency of Students' Willingness to be taught Songs

Question: How often do you want your teacher to use songs in his/her lesson?	Frequency	Percentage %
Never	00	0
Often	00	0
Always	93	100
Total	93	100

Analysis of table n°6: Songs are so welcomed by students that, as in the chart, 100% of students want their English teachers to always use songs in their lesson. It is a positive aspect which attest that students really enjoy English through songs. So, songs can be used to woo students and make them learn and use the language.

Table n°7: **Students' Opinion about Songs Learning**

Question: Is learning English through songs too difficult?	Frequency	Percentage %
Yes	02	2
No	91	98
Total	93	100

Analysis of table n°7: Despite the power of songs to make students easily learn English, some students state that they often encounter difficulties to learn through songs. Anyway, their rate is not too large and most of the times songs work pretty much well and there is no real impediment preventing them from understanding. So, as it can be seen in the table 98% of EFL students say that they do not find any difficulties in learning through songs. Consequently, it can be concluded that songs help a lot students in general and beginners in particular because they are attracted by the melody that the songs contain and that ease their stress and therefore make it easy for them to acquire the language and perform it.

4.1.2 Feedback of the Questionnaire addressed to Teachers

When I had distributed the 83 handouts to teachers I succeeded in taking back 80 copies. So, I have collected the data that have all been analyzed and put in different tables as follow:

Table n°1: Frequency of teaching Songs in Class

Question: How often do you teach songs to your students in class?	Frequency	Percentage %
Rarely	14	18
Often	41	51
Always	25	31
Total	80	100

Analysis of table n°1: Considering the results of the first question it is observable that a non-negligible number of EFL teachers rarely use songs in their classes. In fact, with a total of 80 EFL teachers they are 14 who avow to rarely

use songs in the process of their English teaching to beginners and in term of percentage they make 18%. The rate of those who say that they often make use of songs in their teachings is 51% and only 31% declare that they always make use them in their teaching process. So, in conclusion contrarily to some EFL teachers who know the importance of songs and always make use them in their English teaching, there still exist many other EFL teachers who do not even know the importance of songs in the English language acquisition of their learners and this makes them often or rarely use songs in their teaching process.

Table n°2: Objectives of teaching Songs to Students

Question: What do you aim when teaching songs to your students?	Frequency	Percentage %
Nothing	02	3
Grammar	26	33
Vocabulary	45	56
Fun	07	8
Total	80	100

Analysis of table n°2: Here, it is clear that the opinions are not the same. Most of the teachers concentrate on vocabulary when teaching songs to their students in their classrooms. Out of 80 EFL teachers, 45 teachers use songs to introduce new words and expressions to their learners through songs for them to be fluent and accurate in real life situations. In term of percentage they are 56% out of 100% to use this procedure. On the other side, 33% of the teachers teach grammatical

structures to their students through songs and then make the learning easy for their students. They are 26 teachers out of 80 to use this procedure. Only 02 teachers use songs in their classroom for no purpose and only 07 just for distraction.

Table n°3: Impacts of Songs on EFL Learners

Question: What impact do songs have on your learners?	Frequency	Percentage %
Negative impacts	00	0
Participation to the lesson	41	51
Motivation to speak English	39	49
Total	80	100

Analysis of table n°3: Findings in table n°3 clearly show that students appreciate the use of songs in the process of learning English language. In fact, 51% of the EFL teachers has testified that songs provoke in their learners a joy to participate to the lesson and 49% teachers find that songs bring speaking motivation to their students. There is no negative impact provided by the use of songs in class. So, the total number of the teachers whose students are positively impacted by songs are 80 and equals to 100% out of 100%. So, it is all clear that EFL teachers who make use of songs in their teaching process favor their students' love of English and encourage them to communicate in English.

Table n°4: Songs' Note taking by EFL Learners

Question: Do your students take care of copying the songs they have been taught in their copy books?	Frequency	Percentage %
Yes	75	94
No	05	6
Total	80	100

Analysis of table n°4: Through the results in table n°4 it is evident that the majority of EFL teachers remarked that their students usually copy the songs they have been taught. In fact, there are 75 teachers out of 80 who asserted that. This students' positive attitude remarked by teachers can encourage teachers more make use songs in their teaching process and this can help students easily learn and speak English. Only 06% teachers remarked the opposite in regard to their learners.

Table n°5: Introduction of Songs in the Teaching Process

Question: When do you introduce songs in your lessons	Frequency	Percentage %
At the beginning of the lesson	60	75
During the lesson	05	6
After the lesson	05	6
At any moment	10	13
Total	80	100

Analysis of table n°5: The conclusion here is that the majority of teachers use songs at the beginning of the class to make the students be in the mood of what is going to happen, and also break their ices because this aspect is very important for a classroom to be well animated and vivid. 75% of teachers begin their classes with songs because they know that this can fire up the students and get their attention. During class 6% of teachers make use of songs certainly to keep students motivation up and their attention high. Only 05 out of 49 teachers use songs after their classes and 08 teachers out of 49 do not have a specific moment to make use of songs in their class.

Table n°6: Type of grouping when using Songs in the teaching Activities

Question: Which type of grouping do you often use for your songs teaching activities?	Frequency	Percentage %
Individual work	09	11
Pair work	10	13
Group work	61	76
Total	80	100

Analysis of table n°6: The results of this table show that nowadays group works are more used to encourage the participation of all students. The percentage of EFL teachers that use group works in their classroom is higher than the percentage of the other options. Clearly, 76% of EFL teachers use group works. Right after that is the range of the teachers who mostly use pair works. Only 13% of the teachers use pair works in the classroom and only 11% of the teachers use individual works. As a result, the EFL students cannot learn English better individually in as much as they need to communicate with one another in the real life.

Table n°7: Difficulties of EFL Teachers in implementing Songs Activities in Class

Question: What difficulties do you often meet when carrying out songs activities in class?	Frequency	Percentage %
Students' control	61	76
Timing	10	13
Other difficulties	09	11
Total	80	100

Analysis of table n°7: The conclusion that can be drawn from this analysis is that the major problem that EFL teachers encounter while conducting songs activities is related to students' control. It concerns the behavior of the students. In fact, during songs activities the majority of students are found to be so excited and motivated that they tend to disturb the rest of the class. Unfortunately, many teachers still don't really know how to proceed to manage these kinds of situation. However, 76% of the teachers face that problem. They think that students are out of control during these activities and even though the classroom is quite well, they still face hard times with students' discipline. Apart from this, teachers also face some other problems when carrying out these songs activities. They are: the problem of timing, the lack of good materials, the problem of good songs selection, the problem of vocalization, and so on.

4.2 Feedback of the Classroom Observation

When I was dealing with the classroom observation I had observed three EFL classes. In fact, I have remarked that each EFL teacher has his own methods to teach English as a Foreign Language and when I consider what I have been taught in my school I can assert that some English teachers in Lycée Béhanzin do not respect the different stages of a good lesson plan. Those who respect it when they enter the classroom, make sure that each student is in the mood to acquire the knowledge. They try to relax the classroom atmosphere by telling a brief funny story or by making the students laugh at some jokes or whatever. After that, they ask one student to start a song that all the class takes in choir. As an observer I really appreciate that because when the teachers introduce the lesson by this way, the students are very happy and they participate.

I have noted that most of the songs activities that have been carried out are sometimes performed individually, in pairs, or in groups. Most of them follow three different phases which are:

A) Pre-Speaking Activities.

B) Speaking Activities.

C) Post-Speaking Activities.

A) Pre-Speaking Activities

In this first stage the teacher makes the beginners be focused on the activity carefully so that they can manage with the language (students get familiarized with some concrete vocabulary and with specific language structures) and with the theme, that is, the situation of the song in the context.

Some activities we might consider are:

1- Can you guess?

If the song has a message or tells a story, the teacher writes the key words on the board and asks them to guess the context.

2- Can you ask Questions?

Here the teacher gets students to invent questions about a theme related to the song or the genre of music of the songs.

B) Speaking Activities

These activities focus obviously on training learners' speaking skills. Some activities to be considered are:

3- Discrimination

The teacher asks learners to choose the right word from two alternatives. There are obviously various sets of alternatives within the song.

The aim here is that students have to choose the correct word from each pair. This activity might also be called a multiple choice activity, in that learners have to choose the right word from two. This type of task might be considered for lexical purposes or grammatical purposes, depending on what the teacher wants his/her learners to focus on.

Note: Once students have chosen the right word, another task to be considered might be that the teacher asks learners to remember some words because he/she is going to omit some of them and ask learners to say them aloud. This activity is just memoristic.

4- Order the Lines

The teacher here photocopies the lyrics in the wrong order and gets students to reorder them.

C) Post-Speaking Activities

5- What comes next?

The teacher sings the song and stops singing from time to time. And then he asks students what comes next.

6- Disappearing Song

The teacher writes the song lyrics on the board and gradually rubs them out. Students are challenged to remember them.

All in all I feel students very excited and motivated during these songs activities and they did not hesitate to speak.

4.3 Discussion of the results

Through the analysis of the data it can be understood that EFL teachers in Benin, especially the ones of Lycée Béhanzin use songs in their classes. But the rate of those who use songs in their process of teaching English is very low. Anyway, when they use songs in their classes, each teacher target a definite purpose: That is, some teachers use songs for grammatical purpose; others for vocabulary purpose and some others just for fun. It still remains that teachers perform them to achieve their goals. At the moment teachers are worrying about reaching their goal when using songs in their class, students draw lots of information on them and since they find songs very interesting and motivating they are motivated to speak even out of the classes. Even teachers can attest it. They say that songs help students master the language in a very quick way. Today, it is observable that songs are performed through pair work or group work in order to increase participation of students and prevent at the same time inhibition. When making a cross analysis of results it can be drawn that teachers and students have nearly the same opinion as far as the questions they are asked are concerned. They all acknowledge that songs are really important and vital to English Language Teaching and specifically very helpful to foster speaking in EFL beginners.

During classroom observation, it can be observable that some teachers respect the good teaching learning process. However, contrarily to those kinds of teachers, the majority of the English teachers starts their classes directly on what they have to teach without warming-up their learners in order to arise their motivation. They do not mind any motivation to reinforce their learners' understanding of the lesson and make them participate the lesson. The worst they do is that they start their lessons without any revision of the previous lesson to check out what their learners have retained during the last session. This is not encouraging especially for the students because they do not feel good with these kinds of teachers.

Only a few teachers use quite often songs to teach their students and when they do that it becomes clear that students are very motivated and show great interests when it comes to songs activities.

4.4 Summary

To summarize our findings we can say that the use of songs in EFL sessions is very helpful because it helps to maintain a good atmosphere in the classroom. But the problem is that most of the EFL teachers do not pay attention to the use of songs in their teaching. Some confess that they rarely use it.

Using songs has many advantages. We can firstly, acknowledge that it helps gain learners attention and enables them to be in a good learning mood. Secondly, the use of songs makes students easily memorize things, and besides it contains linguistic information including vocabulary and grammar that can enrich their vocabulary and grammar items and help them speak the language. Thirdly, songs reduces learners' intensity of the language learning and invokes their curiosity, concentration, imagination and critical thinking.

The next chapter will deal suggestions and recommendations.

Chapter Five: Suggestions and Recommendations

In this chapter I have proposed some suggestions and recommendations to EFL teachers and students, to educational authorities and to parents:

5.1 To Teachers

Teachers are the main actors who have the duty to make students enjoy the learning of English and find it easy to speak. They must work for personal and academic development and they must use internet as a real research tool just to reinforce their professional capacities. They must collect documents and compact disks enabling them to vary their class activities and consider songs as a working tool exactly as other didactic tool. It is very important for teachers to make use of songs in their classes if they really want to foster speaking in their EFL students, especially the beginner ones. We must specify that when songs are used in classes, students develop their sense of self confidence and it is only by being self-confident that they can be able to express themselves freely and without any constraint. Teachers have to be aware that songs are a real opportunity to promote communicative skills in EFL students. Indeed, it is true that accuracy is good in a language but fluency is better. And fluency can be developed in EFL beginners if teachers use songs regularly in classes.

5.2 To Students especially EFL Beginners

Students should understand that English language is very important nowadays so should not be neglected at all. If students really wish to acquire the language they must totally be involved and carefully follow the teacher's lessons. As it was demonstrated in the data, many teachers use songs not only to motivate their students, but to teach grammar, vocabulary and so on. So, students must be very attentive in class. They should make their brain available to learn. Songs are very helpful for them to develop their capacities and their communicative skill too.

5.3 To Educational Authorities

It is unfortunately remarkable that the majority of our secondary schools in Benin do not have the needed infrastructures and materials that can help promote an efficient teaching. It must be clear for the educational authorities that without adequate materials there is nothing that teachers can do, especially English teachers. They have the duty to provide books, tapes, and computers so that people in schools better rejoice new technologies. The worst case happens in rural areas where we have the impression that even the elementary equipment do not exist at all and this is a disgusting situation. In the case of learning English as a foreign language, schools are needed to be more equipped in terms of tapes, computers, TV sets and so on. The government needs to come up with good ideas aiming at the improvement of the teachers living conditions to motivate them in order to get satisfactory results because the teachers can only give the best of themselves when their monthly income matches their efforts. But as I know that the government cannot solve all the problems alone I have also thought of giving some recommendations to parents too.

5.4 To Parents

Parents should know that songs are parts of the students' live and then can be positively used for their learning. As it is proved songs are valuable and efficient in the way students learn. Today parents are becoming more and more conscious that students need to work in a relaxed environment and considering the importance that English have today the majority of them want to see their children speak English fairly. In this respect, it will be very helpful if they can afford good and adequate materials to the students so that they can easily learn the language instead of waiting for the schools or for the government. Moreover, they should cooperate with their children teachers to achieve their aims by knowing that songs

are no harm to their children, it is just that the teacher of English wants to make the student communicatively competent. Parents should also encourage their children be part of some English learning associations. All these aspects can help learners very easily learn the language and develop their speaking skills.

General Conclusion

Songs have always played an important role in society because it has been present with people during important events and in many different places. Songs also play a big role in English classrooms because they are perceived as motivating sources, thus beneficial in language learning. In fact, one of the greater benefits that songs may bring when teaching and learning a foreign language is the development of speaking. EFL teachers play a meaningful role while teaching songs to their students. They help their students expand and improve, and build a new stock of words. Songs allow for interesting changes in the classroom, thus energizes learning activities. Since people find songs as a good technique for learning a foreign language, thus in order to know what a song is about, they read and translate lyrics on their own. Subsequently, they learn new words subconsciously. Additionally, many words in songs are repetitive and this makes them stay in mind. Tunes and lyrics infiltrates people's thoughts and they may stay in the memory for a long time. Hence, learning through songs may be a good method of vocabulary memorization because lyrics are sung repeatedly and catchy tunes help to remember them.

In Benin, even though most EFL teachers do not use songs in their teaching process it is clear that the promotion of English language can be improved especially where in most secondary schools there are English clubs in which songs are performed. Such activities provide meaningful and enjoyable language practice and encourage students to explore the wonderful world of English language through songs. Besides, songs give students a lot of positive emotions and this is also a basic tool in studies. According to researchers, students in the 4th form get anxious when learning a foreign language. A song can help them forget they are learning and enjoy the experience while enhancing in a quickly and efficient way their knowledge and competences. The next step in the procedure is to successfully integrate the songs into a language lesson. Because

of the Internet, access to music, lyrics, and activities has been simplified which makes it easy for the teacher to effectively use songs in the classroom situations when teaching.

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Appendix:

Questionnaire addressed to Students

Hello dear,

I am a student-teacher at the Training school of Porto-Novo and I am conducting a research project about: **The use of Songs to foster Speaking in EFL Beginners**. So, there are seven questions that are listed below and I would like you to give your opinion by selecting your answers.

Thank you in advance for your collaboration and frankness.

1) Have you ever learnt songs in class?

Yes ☐ No ☐

2) How do you appreciate the songs you learn in class?

They are interesting ☐ They are boring ☐

They are very interesting ☐ They are so-so ☐

3) How often do you learn songs in class?

Rarely ☐ Sometimes ☐ Always ☐

4) When you sing songs in class, do you learn new words and expressions?

Yes ☐ No ☐

5) Do songs encourage you to speak English in and/or out of the class?

Yes ☐ No ☐

6) How often do you want your teacher uses songs in his/her lesson?

Never ☐ Often ☐ Always ☐

7) Is learning English through songs too difficult?

Yes ☐ No ☐

Questionnaire addressed to Teachers

Dear teacher,

As a student-teacher and at the meantime trainee at ENS Porto-Novo, I am conducting a research work entitled: **The use of Songs to foster Speaking in EFL Beginners**. I would be grateful if you could answer the following questions as truthful as possible. All answers will be kept secret and confidential. Thank you in advance.

Please choose your answer for each question:

1) How often do you teach songs to your students in your class?

Rarely ☐ Often ☐ Always ☐

2) What do you aim when teaching songs to your students?

Nothing ☐ Grammar ☐ Vocabulary ☐ Fun ☐

3) What impact do songs have on your learners?

Negative impacts ☐

Motivation to speak English ☐

Participation to the lesson ☐

4) Do your students take care of copying the songs they have been taught in their copy books?

Yes ☐ No ☐

5) When do you introduce songs in your lesson?

At the beginning of the lesson ☐ During the lesson ☐

At the end of the lesson ☐ At any moment ☐

6) Which type of grouping do you often use for your songs teaching activities?

Individual work ☐ Group work ☐ Pair work ☐

7) What difficulties do you often meet when you carry out songs activities in your class?

Student's control ☐ Timing ☐ Other difficulties ☐

- Here are some of the songs used by EFL teachers when I was dealing with my class observation. Beginners really enjoyed them and the activities carried around these songs really made them speak English:

Song 1:

January, February, March, (Bis)

April, May, June, (Bis)

July, August, September, (Bis)

October, November, December. (Bis)

Song 2:

In a country

In a village

In a lovely countryside

Lives a man whose name is freedom

And his friend is happiness.

Song 3:

We are the world

We are the children

We are the ones who make a better place

So let’s start giving

There’s a choice we’re making

We’re saving our own lives

It’s true we make a better place just you and me.