Lyrics as Innovative Approach to Promote EFL Learners' Speaking Fluency and Motivation:
A Case Study of EFL Learners at Mascara University

الأغاني كمقاربة إبداعية لتعزيز الفصاحة والتحفيز لدى متعلمي اللغة الإنجليزية كلغة أجنبية:

متعلمو اللغة الإنجليزية كلغة أجنبية في جامعة معسكر انموذجا

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Abstract

Language teachers usually strive to boost up learning conditions through creating comfort, avoiding barriers, motivating learners, and thus making teaching more effective. Yet, learners are often unmotivated and fail to express themselves thoroughly. Music seems to envelop potential interpretations, owing to its prosperous assets that can straightforwardly be incorporated into EFL classrooms. In this respect, songs are a very supportive component to the process of teaching-learning English. Accordingly, the purpose of the present study is to investigate the effect of songs on EFL learners' speaking fluency and motivation level. The results of this study reveal that both teachers and learners hold positive perceptions towards the integration of songs. Lyrics are no doubt an added value to the teaching-learning process. They can be very effective in boosting learners' motivation and speaking fluency.

Key words: Music, Songs, English Learning, Teaching, Motivation, Speaking, Fluency

الملخص

يسعى مدرسو اللغة عادة إلى تعزيز ظروف التعلم من خلال خلق الراحة وتجنب الحواجز وتحفيز المتعلمين وبالتالي جعل التدريس أكثر فعالية. ومع ذلك، غالبًا ما يكون المتعلمون غير متحفزين ويفشلون في التعبير عن أنفسهم بدقة. و يبدو في هدا السياق أن الموسيقى قد تسهل المهمة و تقدم الحلول الممكنة نظرا لمواردها الغنية التي يمكن دمجها مباشرة في فصول تعلم اللغة الإنجليزية كلغة أجنبية.حيث تعد الأغاني عنصرًا داعمًا للغاية عند مزجها بعملية تدريس اللغة الإنجليزية. وبناءً على ذلك ، فإن الغرض من هذه الدراسة هو التحقيق في مدى تأثير الأغاني على طلاقة التحدث ومستوى الدافعية لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تكشف نتائج هذه الدراسة أن كلاً من المعلمين والمتعلمين لديهم تصورات إيجابية تجاه دمج الأغاني في النشاطات التدريسية داخل القسم. كلمات الأغاني هي بلا شك قيمة مضافة لعملية التعلم والتعليم يمكن أن تكون فعالة للغاية في تعزيز دافعية المتعلمين وطلاقة التحدث.

الكلمات المفتاحية: الموسيقى ، الأغاني ، تعلم اللغة الإنجليزية ، التدريس ، الدافعية ، التحدث ، الطلاقة

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1. Introduction

The origin of human language has always been a mystery. Our ancestors used to communicate through different mediums and with divergent instruments. Human beings relied on smoke signals, talking drums, whistlers and flying messages in order to communicate and express themselves thoroughly before they turned to the use of poems, chants and songs. As universally conceived, language is the exclusive human faculty. Language remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings, attitudes and culture. Today, English has become the most useful and practical language for the global contact. English has acquired the status of a universal language dominating numerous fields. Therefore, attaining English proficiency has become the ultimate objective of millions of language learners. Yet, learning English is not always an unproblematic mission. To master a language usually means to master its four skills namely speaking, listening, reading and writing. However, and because of the so-called globalisation, speaking seems to be the most significant skill EFL learners are struggling to acquire. Therefore, and in order to engage learners in more interesting subjects, teachers try to integrate new techniques and underline divergent methods to boost the learning situation. In this respect, music and English songs are adopted to provide learners with a pleasurable and motivational atmosphere inside the classroom, due to their flexibility and adaptability within various activities. The present research paper is an attempt to spotlight the impacts songs may have on EFL learners' speaking fluency and motivation. Indeed, the aim of this work is to explore the position of both learners and teachers regarding the use of songs as an educational tool.

2. Research Problematic

In traditional language learning, teachers would focus highly on reading and writing while neglecting speaking and listening. However, after the emergence of the Communicative Approach the focus of educators changed and speaking became a priority. Despite the numerous challenges they face while tutoring; teachers usually try to escape the routine and integrate innovative techniques to boost the learning situation. Integrating songs to help learners enhance their fluency in speaking and increase their motivation has always been a preferred way for both teachers and learners. In fact, in the Department of English at the University of Mascara EFL learners attend two oral sessions a week because speaking is a significant productive language learning skill. Yet, learners are often unmotivated and fail to express themselves thoroughly. Accordingly, the present research is an attempt to decipher the impact of songs on EFL learners' oral proficiency. In particular, the study tries to determine the extent to which learners' fluency and motivation are impacted whenever songs are integrated to the teaching process. As a matter of fact, the oral expression teacher is always looking to achieve two challenging purposes: the first one is to have inside his class willingly motivated learners, and second is to be able to boost his learners' speaking fluency. Accordingly and in order to set up the research, three questions are raised:

- What impacts may songs have on the motivational level of EFL learners?
- Would learners' speaking fluency improve through the use of songs?
- How can listening to English songs motivate learners to speak fluently?

And, it is hypothesized that:

- Integrating songs within the lesson may create an amusing atmosphere that can lead to a positive effect on learners' motivation and an enhancement in their speaking fluency.
- Using songs in EFL settings can boost learners' motivation
- The use of songs in EFL classroom may foster learners' speaking fluency.

As far as the research population is concerned, choosing a sample for a study is the most difficult task. Because, a researcher is going to choose what category of people will be appropriate for this type of research so that he will obtain more reliable results and reach a maximum level of validity. Consequently, 53 second year EFL LMD learners, and two EFL oral expression teachers from the previously mentioned department are involved in the present study. The participants belong to the same linguistic and cultural backgrounds with Arabic as a common mother tongue, French as their second language, and English as a their foreign language. Besides, they have been taught oral expression for two years. They are supposed to have two oral expression sessions under two different teachers. On the other hand, and to get more insight into the problem, two teachers are selected among the English Teachers as being the oral expression teachers. Also, the teachers share sufficient amounts of experience.

3. Research Methodology

To set up the present study, the mixed-method approach is adopted. It involves the collection or the analysis of both the qualitative and quantitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process (Dornyei, 2007:163). The objectives of using such an approach are to have better understanding of the issue under investigation, visualizing it through different views and to examine different findings through different methods. As a data collection strategy, mixed-method design relies on both methodologies' strengths to overcome any weakness and avoid any personal bias. All in all, two different research tools are explored. A questionnaire is administered to Second Year EFL learners, and an interview is conducted with their Oral Expression teachers.

4. Literature Review

Due of the specificity of the matter under investigation, it is advisable to shed light on three different components namely intelligence, speaking as skill, and music as a pedagogical tool.

4.1. Intelligence

Before going any further, it is worth to highlight the term 'Intelligence'. Since a very long time ago, theorists have been striving to identify the accurate definition of intelligence. The attempts to define intelligence dated back to the days of Greek civilization when the classical Athenian philosopher Socrates said, "I know that I am intelligent, because I know that I know nothing. (Sundarvalli, Prakash, & Dhivyadeepa, 2016:28). Centuries later, the German mathematician and physicist Albert Einstein said, "The true sign of intelligence is not knowledge but imagination.". More recently, Gardner (1999:33) defines intelligence as "the ability to solve problems or to create products that are valued within one or more cultural settings. Finally, and as established by the American Psychological Association (2019), intelligence refers to 'Intellectual functioning'. In many cases, different definitions suitably interpreted, actually say the same thing but in different words (Legg & Hutter: 2006). Within

the strong similarities different definitions have, one can say that intelligence is the ability to learn, understand, acquire and apply knowledge, and engage in various situations.

However, many theories about intelligence were put forward. The theories are classified under four main headings: Biological, Psychometric, Cognitive, and Cognitive-Contextual theories. To start with, Biological theories tackle the types of link between the brain functions and intelligence. Many types of links have been deciphered, yet no link has been totally significant. Second, Psychometric theories examine people differences in cognitive tests performance. The theories try to find answers to different inquiries concerning the configuration of human intelligence. Third, Cognitive theories scrutinise the mechanisms involved in intelligent performance, as an example the storage and processing components of the human working memory. Finally, Cognitive-contextual theories underline procedure that displays intelligence within a definite context. Main examples include Gardner's theory of multiple intelligences and Piaget's theory of development. However, the focus will be put on Cognitive-contextual theories and precisely on Gardner's theory of multiple intelligences since it consist of eight types of intelligence including musical intelligence which is the essence of the issue under investigation.

4.2. Multiple Intelligences Theory

Within the late 1970's and early 1980's, the American psychologist Howard Gardner developed a theory, which he labeled Multiple Intelligences. This theory hypothesizes that individuals possess a set of intelligences they use to engage in their societies and with their peers. Multiple Intelligences or 'MI' refers to a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. Individuals differ from one another, each possessing a different type of intelligence. Gardner (1999) identified at least eight discrete entry points, which can be roughly aligned with specific intelligences namely Interpersonal, Intrapersonal, Naturalistic, Linguistic-Verbal, Logical-Mathematical, Bodily-Kinesthetic, Visual-Spatial and Musical.

However, the focus of present study will be on 'Musical Intelligence' because music is an important component of the question under examination namely the impact of music on learning the speaking skills. In the language learning process, learners learn better with what attracts their attention and motivate them. According to Mashayekh & Hashemi (2011), music helps pupils calm their minds and enable them to be free from any pressure and stress.

4.3. Musical Intelligence

Originally Musical Intelligence Theory was called Musical-Rhythmic Intelligence. According to Howard Gardner it as the ability to understand, read and compose musical pitches, tones, and rhythms. However, it is not limited to music and rhythm, for it deals with the whole realm of sound, tones, beats, and vibration patterns as well as music. People owning this feature can recognize different musical instruments through their excellent listening skill. Armstrong (2017:9) provides an example saying that we can see Music Smart at work by studying Beethoven's Eroica Symphony, Nature Smart through Darwin's theory of evolution, or Picture Smart via Michelangelo's Sistine Chapel paintings. Howard Gardner's theory of Multiple Intelligences (MI) has tried to adopt and provide multiple ways on how to integrate the theory into the wide spectrum of the classrooms. However, it came across a lot of critics. Waterhouse (2006) asserts that the theory has little to no published studies that offer evidence

of the validity. Soon after, Gardner & Connell (2000:292) acknowledged that there was little hard evidence for Multiple Intelligence Theory (as cited in Waterhouse, 2006). But, Chen (2004:22) argues that a theory is not necessarily valuable because it is supported by the results of empirical tests, and that intelligence is not a tangible object that can be measured. Claiming that, Multiple Intelligence Theory has already been validated in its classroom application, and that empirical evidence is not as necessary. Multiple Intelligence, general intelligence, memory and even attention are defined constructs and not tangible objects. However, defined constructs can be measured if they have clearly specified testable components (Allix, 2000; Ceci, 1996; Johnson & Bouchard, 2005, as cited in Waterhouse, 2006).

4.4. Speaking as a Skill

Learning the speaking skills is probably one of the major dares compared to the other three language skills because attention should be paid to different speaking components mainly: **fluency, pronunciation, vocabulary, accuracy, interaction and communication. Defining Speaking may seem very simple. One would say that speaking is the ability to** deliver language through the use of the tongue. Or, it is the process of making sounds through the use of many body organs such as lungs, vocal cords, tongue, teeth and lips. Yet, theorists have attempted different definitions. According to Kayi (2006), speaking refers to the gap between linguistic expertise and teaching methodology. It needs habit formation because it is a real communication and needs practicing as often as possible (ZYOUD, 2016:2). Moreover, Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts (Chaney, 1998:13). Besides, Brown (1994) and Burns and Joyce (1997) point out that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Finally, Bygate (1997) considers speaking to be an underrated skill, possibly, because almost everyone in the wide world can speak either in different or same languages.

As a language skill, many theories argue that speaking skill can be improved by games, role plays, and songs. According to Derakhshan, Khalili & Beheshti, one of the most important goals of teachers is to enable learners to use English for communication (2016:178). In order to improve their speaking skill, students should practice regularly, and teachers should provide a solid ground for students to use in their learning process. As far as the learning context is concerned, teachers must provide and create opportunities to develop the learners' fluency. Baily (2003:55) argues that learners cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Similarly, teachers and students alike need to realize that making mistakes is a natural process for learning a new language. More significantly, Skehan (1996) warns that it is not easy to concentrate on everything simultaneously. Putting too much emphasis on accuracy may cause the lack of fluency, and too much stress on fluency may lead to the lack of accuracy.

4.5. Songs as a Pedagogical Means

From their emotional settings to their educational offerings, songs bring learners to speak more fluently and freely. Moreover, according to Ritter & Ferguson (2017), music can be easily integrated into daily life and may provide an innovative means to facilitate creative cognition in an inexpensive and efficient way in various scientific, educational and organizational settings when creative thinking is needed. Bokiev, Aralas, Ismail, & Othman (2018:317) assert that songs can be easily integrated into classroom activities and thus function as a teaching tool in a way similar to audiovisual material or computer software that are employed in language education. To put it another way, classroom activities involving songs are of a great use in improving the learner's musical intelligence. Generally, music and language share some basic features, such as; volume, pitch, tone, stress and rhythm (Mora, 2000:147). Mora continues by adding another shared feature which is learning by exposure no language can be acquired without oral or written input and in a similar fashion we acquire our notions of music from what we hear around us.

Moreover, instructors should design their courses to empower students. (Jones, 2009:273).When teachers give learners some control over the choice of activities and the development of a lesson plan; the learner's creativity is sparked and they start to add up to their knowledge and the important point they lack in (Jones, 2009:274). Songs contain language patterns, but also develop listening skills, pronunciation and rhythm, and provide a fun atmosphere (Džanić & Pejić, 2016:40). Besides, they contend that the main goal of English language learning is the development of communication skills, as well as maintaining interest and motivation for learning English .To attain these goals effectively, the content should be closely related with what the learners are studying, and they should touch real life's aspects accordingly. To wrap it up, the teaching methods are becoming more learner centered, therefore the use of songs in the EFL classrooms boosts learners' speaking skills and fluency, provides opportunities for participation and inspires creativity (Sevik, 2011:1028-1029).

4.6.Songs as Motivational Means

Language teacher cannot successfully teach a language if he does not consider motivation and its impact on language learning. Motivation is that learners' enthusiasm to achieve their objectives and their wishes. Learners necessitate eminent tuition not only to achieve improvement, but also to keep inspiration and motivation for language learning. However, it is difficult to maintain students' motivation at an elevated point all the time. Motivation drives the human-being in general and learners in particular to dig deep in what surrounds them. For Rakes, & Dunn (2010), motivation is described as a process through which individuals instigate and sustain goal-directed activity. Besides, Dornyei (1997:261) sees that motivation provides the primary impetus to initiate the learning behaviour and later the driving force to sustain the long and often tedious learning process.

Moreover, in L2 acquisition, researchers divide motivation into types (Tuan, 2012:431) instrumental and integrative for cognitive psychologists, intrinsic and extrinsic motivation for social psychologists. Instrumental motivation refers to the force that drives human beings in general and learners in particular to reach their goals and objectives (Lockhart, 2017:3). "It refers to a desire to learn a language because it would fulfil certain utilitarian goals, such as getting a job, passing an examination, etc." (Rifai, 2010:5217). While, integrative motivation refers to learning a language for the sole reason of communicating with the target language

group (Rifai, 2010:5217). On the other hand, Tuan (2012:431) sees that extrinsic motivation comes from an external source encouraging or fostering an individual to succeed. It is a behavior driven by external influences such as a reward. Schmidt (1993:427) adds extrinsic motivation is characterized by the fact that subject matter is studied, not as a goal in itself, but to achieve other objectives, such as passing an examination, obtaining a degree certificate, increasing self-confidence, or having a well-paid job. This concept applies whenever an activity is performed in order to gain the desired outcomes (Ryan & Deci, 2000:60). Similarly, intrinsic motivation is generally considered a kind of curiosity that drives the subject into knowing more about a topic (Schmidt, 1993:427). To Schmidt (1993:427) it is sometimes known as epistemic curiosity or intrinsic interest. In other words, epistemic curiosity is the eagerness to gain a piece of information, which is likely to instigate cognitive interest or get rid of circumstances of knowledge deficiency. Intrinsic motivation exists in the relation between individuals and activities (Ryan & Deci, 2000:56). When a learner indulges himself in an activity that suits his level of intelligence, interest, and the satisfaction it brings; the goals will be easier to achieve.

Undoubtedly, learners have natural motivation, but it differs in terms of level and source. Some may have strong motivation, while others a very low motivation to learn a language or do an activity (Daskalovska, Gudeva & Ivanovska, 2012:4). Ur (2008:280) points out that it is in the arousing of interest, perhaps, that teachers invest most effort, and get most immediate and noticeable pay-off in terms of learner motivation. She lists several ways on how to arouse learner's interests, such as; setting clear goals, the variation of topics and tasks, using visuals, incorporating challenging games, using role play, gap filling activities, and activities with open ended cues- this will for sure stimulate learner's creativity in choosing different answers.

5. Research Results

The research interview is meant to figure out teachers' attitudes, willingness, and eagerness towards using songs as a teaching tool. Moreover, the interview aims at determining the teachers' views about the positive effects music and songs may have on both EFL learners' oral fluency and their learning motivation during a speaking class. The interview reveals significant truths about the use of music as a pedagogical technique. Teachers' answers are treated automatically with the NVivo software and coded manually. Categories are developed by grouping similar codes that reflect the main themes. The categories are; *Speaking*, *Songs* and *Motivation.* In theory, songs help learners calm their minds and learn better, since it motivates them while linking patterns, rhythms and sounds with their excellent listening competence and producing a refined speaking skill. However in practice, the researcher starts by underlying relevant context to the categories. He carries the classification process by using a sheet with columns identified as; *Theme*, *Code,* Frequency, and *Category*.

Table1: EFL Learners' Speaking Skills

Theme	Code	Frequency	Category	Question	Answer	Respondent
		1 1 2	-Fluency -Accuracy -Pronunciation	1-How do you assess your learners' speaking level of	-Evaluating their pronunciation accuracy and fluency	1

Theme	Code	Frequency	Category	Question	Answer	Respondent
Speaking	S	1 1	-Accuracy -Fluency	proficiency?	-Evaluating their fluency and accuracy	2
		1	-Fluency	2-Out of your experience as an oral expression teacher, what factors do you need to focus on while teaching this module?	-Considering their ability to save themselves when they run out of ideas	1
		1	-Fluency		-Speaking without paying attention to mistakes	2
Speaking	S	2	-Listening	3-What kind of techniques do you use when teaching speaking?	-Listening to native speakers	1
		0				2

As indicated in the table above, the category *Fluency* occurred 4 times in the theme **Speaking**; because it is "an interactive process of constructing meaning" (Brown, 1994:127) . Also, De Jong, Steinel, Florijn, Schoonen, and Hulstijn (2012:1) state the fact that people differ with respect to how fluently they speak, fluency as a part of the speaking skill is linked to simple transmission of oral language, as learners speak freely by "*paying less attention to mistakes*" (Respondent 2) or how they save themselves when they run out of words while interacting inside the classroom (Respondent 1). Unlike the category *Accuracy* which occurred only twice in the same theme **Speaking** because teachers use it as an evaluation base without any excessive focus. Apparently, pronunciation is considered to be an important element to the teachers (Respondent1) as it occurs twice in his response. As far as teaching speaking techniques are concerned the first respondent emphasizes the importance of listening to native speakers.

Table 2: Integrating Songs to Teaching Speaking

Theme	Code	Frequency	Category	Question	Answer	Respondent
Songs	S	1 1	-Music -Learning aspects of language	4-According to you, is there a relationship between music and language? And are there any concrete similarities?	Yes, if music is used properly it will help in a great deal to learn aspect of any language.	1
		1	-Music		Of course there are: to understand / learn a language through music will surely enhance motivation and engagement	2
Songs	S	0		5-Have you ever used songs as a teaching technique in your English language classroom?	Yes, I always do.	1
		0			Yes, very often	2
Songs	S	1 1	-Clear lyrics -Relevance	6-What kind of factors do you depend on when	Songs that don't include heavy and hard beats clear lyrics respecting of course our culture	1

		1	-Subject of the day	choosing the appropriate song?	Novelty, subject of the day, something that is occurring currently	2
Songs	S	3 1	-Effectiveness -Interest	7-What do you think about songs as a means to enhance speaking fluency?	Effective if used properly. They will yield to interesting outcomes.	1
		1 1 1	-Entertainment -Education -Imitation		It is both entertaining and educational They learn vocabulary and start imitating , they finish by speaking better	2
Songs	S	1 2	-Songs -Relevance	8-What procedure would you recommend for learning through songs?	Songs should not be used randomly They should be linked to a specific purpose.	1
		1 2	-Songs -Relevance		Should choose songs which go hand in hand with the lesson.	2

Songs and *Music* alike are mentioned more than four times in the main theme. Respondents tend to choose songs "*that don't include heavy and hard beats, clear lyrics*" (Respondent1), since music listening can be easily integrated into daily life (Ritter & Ferguson, 2017:1). However, they stress on the fact that songs should be relevant to the subject tackled in class, and linked to a specific purpose to keep learners focused. Due to its infinite importance, *relevance* is mentioned 5 times. Songs are to be integrated for their incontestable *effectiveness* in guiding learners towards learning aspects of language (Respondent1). Accordingly, the content should be closely related with what the learners are studying (Džanić & Pejić, 2016:41).

Table 3: The Impact of Songs on Learners' Motivation

Theme	Code	Frequency	Category	Question	Answer	Respondent
Motivation	**MO**	1	-Engagement	9-On which circumstances are your learners more motivated?	Whenever all of them are engaged, they get motivated. Mainly when there is a sort of competition.	1
		1	-Free		When they feel they are free, not judged or be mocked at	2
Motivation	**MO**	0		10-Does your learners' motivation increase or decrease when using songs?	It increases.	1
		0			It surely increases	2
Motivation	**MO**	1 1	-Encouragement -Involvement	11-What type of warm up do you provide your learners with?	Try to make sure that the warming up will encourage students and get them involved.	1
		0 0			Motivational: it can be a joke, anecdote, proverb, idiom, short story	2

Teachers usually consider *engagement, encouragement,* and *involvement* as part of their daily teaching courses. In order to motivate their learners, educators "*try to make sure that the warming up will encourage students and get them involved*" (Respondent1), because warming up activities can foster motivation and this is, in turn, an essential component when planning warming up activities (Velandia, 2008:11). Teachers generate positive attitudes from their learners to make them speak and interact freely and at ease, thus eliminating any kind of barriers that may impede the process of learning. Finally, it is so obvious that teachers use songs frequently, and they also implement them for purposes that may benefit the learners. They also opt for a free, more encouraging and motivational atmosphere with the integration of relevant clear and effective lyrics. Furthermore, teachers stress the role of listening to native speakers and the importance of making learning a pleasure.

To sum up, teachers have a positive attitude towards novices' reaction when using songs either as an activity within a lesson, or as a lesson itself. Moreover, they focus primarily on motivating learners to obtain perfect results; they agree that learners end up speaking in a clear and understandable manner when they start imitating the sounds and focus more on how to pronounce words correctly. In addition, songs may provide a wide range of information, spark motivation and urge learners to speak confidently. The interviewed teachers agree that they use songs that match learners' interests may activate participation in learning. In the same respect, Sevik (2011:1028)) notes that it is important for language learners to feel motivated and the success they experience in participating in the activities contributes to the development of positive attitudes which help them avoid tedious classes, sameness and routine. For a fact, Musical Intelligence Theory provides a template educators could fill in according to their learners' needs and interests. It also provides a context that helps answer important questions and creates multiple sources for a variety of language items addressed to learners' intellectual capacities. Conforming to Musical Intelligence, Musical learners learn best through the new information is presented in the context of a chant or song. They prefer learning through verbal lectures, discussions, listening to tone of voice. (Boonma & Phaiboonnugulkij, 2014:163). As novices tend to connect what they heard to situations or concrete objects; in this situation they connect new information to voices and rhythms. They might as well start tapping their fingers along the desk, thus incorporating Bodily Kinaesthetic Intelligence.

6. Learners' Questionnaire

The questionnaire is designed to investigate participants' awareness and perceptions towards the integration of songs within their oral sessions throughout the year. It is divided into (2) two sections; each section targeting a specific variable. The results obtained from the analysis of each item indicated that when learners are exposed to English songs their speaking fluency is enhanced and their motivation is raised. 66% of the questioned students agreed with the idea of integrating songs into their daily learning activities since "it develops" and creates a "voluntary learning" (Chen, Y & Chen, P, 2009:14-15). The participants' stressed on their ability to speak more confidently with the integration of songs than with the usual day to day activities, and the use of ordinary traditional materials. The majority appreciated the utility of the lyrics owing to the fact that the context of the songs and meaning were easier to reach.

Besides, 45% of the participants advocated the importance of the relevance of classroom activities to their real world. Songs may be used as a presentation or a practice phase. Learners may be able to practice their speaking skills more often and train their listening skills. They could also use songs as a presentation aid to facilitate the transition between their ideas and the main concept they were dealing with. Finally and although there is no direct link between music genres and the improvement of speaking fluency, informants gave full credits to the genres they always listened to. 36% preferred listening to classic songs probably for their clean words and straightforwardness in expressing ideas, or for the use of idiomatic expressions. Comparatively, 34% selected other genres of songs for contradicting reasons. For example, Kpop is a widely known non-English genre of music, and House which is mainly a repetitive rhythmical beat sometimes played without lyrics.

Drawing on the theory of Multiple Intelligences, it seems rational to assume that Music Intelligence is closely related to language teaching. Music is often used in foreign language classrooms; however, it is usually assigned as an entertaining and/or recreational activity for it can be an excellent pedagogical tool that aids learners in their cognitive learning process. Also, it is worth noting that songs constitute a highly beneficial component of FL learning – they demonstrate another culture and bring authentic voices from it thus familiarizing learners with foreign culture (Zybert & Stępień, 2009:100). Respondents affirmed with their responses that listening to English songs strengthened their speaking skills and gave them a strong feeling of motivation, which allowed them to transform their thoughts into oral outputs. Participants are engaged more when songs were played, as their attention is often set on the different words, rhythms and intonations.

7. Research Findings

Traditional methods are undeniably important as they provide learners with plenty of examples to learn with; however, the use of songs has proven its powerful structure in providing musical patterns that help learners format their listening skills and linguistic abilities. It is so evident that songs portray a bridge between learners and their interests. They develop their communication skills and promote interaction. Džanić and Pejić (2016) and Sevik (2011) acknowledge the contribution of songs in inspiring creativity and providing an enjoyable atmosphere.

Using songs in the EFL classroom would be seen as an effective educational tool that may have academic, entertaining and motivational impacts. They can be organised and integrated within different activities chosen delicately by the teacher according to the interests of the learners, appropriateness of the activity, availability of the content and relevance to the outer world. Bokiev, Aralas, Ismail, & Othman (2018:317) assert that songs can be easily integrated into classroom activities and thus function as a teaching tool in a way similar to audiovisual material or computer software that are employed in language education. In another manner, songs can facilitate the interchangeability of the linguistic signals between learners and their educator, and between learners in general. The results also reveal that songs help learners cultivate their senses and ameliorate their skills as also put forward by Derakhshan, Khalili and Beheshti (2016), Ritter & Ferguson (2017), Mora (2000).

Furthermore, songs can be a mirror to reflect learners' intentions and objectives; songs create a calming, engaging, and a reflective classroom environment in which learners can be

in touch with the real world. Using songs helped them develop automaticity in language development process (Chen, 2007:17). The cogent use of English songs has the capability to increase learners' intrinsic motivation, reduce anxiety and "establish an affectively conducive learning environment" (Bokiev, Bokiev, Aralas, Ismail, & Othman, 2018:315). Moreover, songs may provide a relief from the conventional methods in English Language Teaching (ELT). With the unification of tones and rhythms learners are able to escape the dull routine of presentations and the excessive teacher- lecturing time. The enthusiasm produced by songs ensure that learners will not only remember the meaning and purpose behind the creation of the song, but also will be able to pronounce words, instruct meaningful sentences and focus centrally on the positive attitudes that lead to a correct, insightful and fluent speech. It may take a lot of effort and time to encourage learners to speak, present a language point or interact inside the class. Yet, songs can be a short cut to ease the course.

Briefly, songs are no doubt an added value to the teaching-learning process. They can be very effective in boosting learners' motivation and speaking fluency. Multiple Intelligences Theory offers a plethora of advantages that equip learners with a balanced way of thinking; and allowing educators to improve lessons that embrace different learning styles.

8. Conclusion

Today, the language teachers' challenge is to make learning a pleasure. Accordingly, a lot of them usually try to incorporate enthusiastic and exciting activities to enhance the teaching-learning process and keep learners motivated. Songs are often integrated to the speaking class for their impact on learners' motivation and fluency. The present research paper s attempted to investigate the kind of effect songs may have on EFL learners' speaking fluency and motivation. To set up the study three questions were raised and three hypotheses were suggested. To achieve the purpose mentioned above a mixed method approach was employed to collect data through the utilisation of a teachers' interview and a students' questionnaire. The results revealed that there is a strong tie between acquiring the speaking skills and the integration of music. It was so evident that songs provided excellent contextualized models for learners to imitate fluent speech and recognize meanings. Moreover, EFL learners are motivated more when the instructional approaches are flexible enough to allow them to be creative and share their ideas with their classmates and teachers. Results showed that learners' motivation increased seemingly with the integration of songs, and songs-related activities. The use of songs in language classrooms provides authentic contexts students can rely on and benefit from.

However, and in order to improve learners' performances, teachers may identify their learners' different types of intelligences through quizzes and tests, to support and create equal opportunities for all learners. Moreover, it is advisable to integrate English songs that are relevant to learners' social lives, personal interests and lessons' themes. It is also very significant to involve the learners in the choice or the proposal of topics to work on and discuss. All in all, the teacher can make his lessons alive by establishing an enjoyable atmosphere, as it would help generate creative ideas.

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