Using Songs to Enhance EFL Students’ Comprehension of Idiomatic Expressions

The Case of Second Year Students at Larbi Ben M’Hidi University-Oum El Bouaghi

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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DEDICATION

In the name of ALLAH, the most Merciful, the most Compassionate

I thank ALLAH, the Almighty for having given me strength and patience to complete this work. All praise for him.

This work is dedicated to:

My beloved father Abelkader, who has been my model for hard work, persistence and patience

The light of my life, my mother Djamila, who always encourages me and never forget me in her prayer.

All words are insufficient to reciprocate what you have done for me to make me the person who I am.

My lovely sisters: Darine, Khalida, Hanene, Shahrazed, Amel, Ibtissem and Hasna. Thank you for your help and support

My little angel, my nephew Seif Eddine who enlightens our family

My closest cousin Souad

Special thanks to my friend Abdelhak who encouraged me to fulfill this work

To my bests Hadil, Fatine and Sara. Thank you for being with me in my joy and sorrow

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ABSTRACT

The present dissertation investigates the influence of English songs on EFL students’ comprehension of idiomatic expressions. The participants were second year LMD students at the department of English at Larbi Ben M’hidi University, Oum El Bouaghi for the academic year 2016-2017. To fulfill the purpose of this research, an experimental method with a quasi-experimental design was followed. The total number of our participants was forty (40) and they were divided into two groups, the experimental group and the control group. The participants of both groups were pre-tested before conducting the treatment period which lasted four weeks. The experimental group received the treatment through the use of English songs that contain idiomatic expressions, unlike the control group who received idiomatic expressions in a traditional method. After the treatment, the post-test was administrated to both groups. It was the same as the pre-test in terms of the format and the time. The results of our research indicate that there was an improvement for the experimental group that showed a significant progress compared to the control group. Moreover, the majority of the participants were interested in learning idioms through songs besides they were highly motivated. Therefore, it is suggested to include songs in EFL classrooms as an effective tool in enhancing students’ comprehension of idiomatic expressions.

Key words: English songs, EFL students, the comprehension of idiomatic expressions.
LIST OF ABBREVIATIONS

- **DF**: Degree of Freedom
- **DV**: Dependent Variable
- **EFL**: English as a Foreign Language
- **ELT**: English Language Teaching
- **ESL**: English as a Second Language
- **FL**: Foreign Language
- **FLL**: Foreign Language Learning
- **H₀**: The Null Hypothesis
- **H₁**: The Alternative Hypothesis
- **IV**: Independent Variable
- **LT**: Language Teaching
- **MI**: Musical Intelligence
- **MCQ**: Multiple Choice Questions
- **Std. deviation**: Standard Deviation
- **TL**: Target Language
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الملخص
General Introduction

1. Statement of the Problem

Motivation has become a major problem for most EFL teachers and maintaining learners’ interest has become the common issue since it effects negatively on teaching learning process. Understanding the source of motivation is required for educational and pedagogical purposes. Nowadays, motivation is the most challenging issue that all teachers face and therefore every teacher should find different strategies and be creative in the techniques he uses in order to make the learning process less complicated and more enjoyable at the same time.

Since we are surrounded by music everywhere, this makes music such an effective tool in teaching language and one of the best motivating resources in classes. Schoepp (2001) 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. Hence, teaching English through using songs is a very practical way to make teaching learning process successful and offer a change from the classroom routine activities. Since songs contain an authentic language, teachers can use it to teach vocabulary, grammar rules, metaphors and different cultural aspects.

Idiomatic expressions, on the one hand, have an extent use in everyday language. However, most EFL students face difficulties in understanding their meaning. According to Utami and Munir (2014), the meaning of idiomatic expressions cannot be inferred from the meaning of individual words composing them. In other words, idioms are difficult to be understood from the meaning of its separate words. This is considered as an obstacle for mastering both speaking and written skills. On the other hand, songs are an exposure for different aspects of language including idiomatic expressions which make them as a sort of
solution. Nonetheless, in Algerian classrooms, there is a lack of incorporating songs in teaching language. In the frame work of the study, the focus is on whether the use of songs can enhance EFL students’ comprehension of idiomatic expressions.

2. Purpose of the Study

The aim of this research is to examine the effect of using songs as an effective tool to raise the awareness of using songs as a part of the curriculum used in teaching English and to enhance students’ comprehension of idiomatic expressions as well.

3. Research Question and Hypotheses

The present study aims to answer the following question:

• Does using songs have any significant effect on EFL students’ comprehension of idioms?

Accordingly, we hypothesize that:

H₁: Using songs in EFL classes enhances the comprehension of idiomatic expressions.

H₀: Using songs in EFL classes does not enhance the comprehension of idiomatic expressions.

4. Methodology

To fulfill the aim of the present study, an experiment is followed. The participants are second year LMD students at the department of English at the University of Oum El Bouaghi during the academic year 2016-2017. There are two groups; the experimental and the control group.

5. Structure of the Study

The present research is divided into two main chapters: the first chapter represents the theoretical part whereas the second chapter is devoted to the practical part. The first chapter which is the theoretical one will be made up of two sections:
• Section one will deal with the incorporation of songs in EFL classes.

• Section two will deal with idiomatic expressions

The second chapter deals with the field work where the collected data will be presented, analyzed and interpreted.
CHAPTER ONE: THEORETICAL BACKGROUND

Section One: Incorporating Songs in EFL Classes

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Introduction

The academic success is significantly increased when students are well-motivated to learn. Hence, the teacher is obliged to adopt an effective method that suits the learners’ needs. Effective teaching depends on bringing the best to the students with taking into consideration the different ways they use to learn. Since we are surrounded by music everywhere, and the fact that most students do prefer listening to songs in their free time, it is logical to utilize songs as a teaching approach as stated by Batista “continuous and efficient use of music and song inside the classroom as well” (2008, p. 156). Throughout this section, the definition of songs will be provided along with the classification and the effectiveness of using them in teaching learning process.

1.1.1 Definition of Songs

According to Oxford Living Dictionary, the word song comes from the old English “sang” of Germanic origin related to Dutch “zang”. A song is “a short poem or other set of words set to music or meant to be sung”

According to Longman Dictionary of contemporary English (2010), a song is “a short piece of music with words for singing”. Songs have their personal quality that make listeners react as if they are addressed to them. This is due to the fact that songs have linguistic sense and melody that can be listened to (Griffie, 1992).

The majority has confused between the term song and the term music since they are used in parallel. Griffie (1995) argued that:

The word song refers to pieces of music that have words, especially popular songs such as those one hears on the radio. By music is meant instrumental music, for example, symphonic, chamber, easy listening, or solo instruments such as the organs, flute or guitar. (p.3)
In one word, a song is a musical composition made up of lyrics and music, while music is the instrumental sound.

1.1.2 Classification of Songs

Murphy (1990) has provided a classification of the main types of songs that are most useful for the purpose of teaching EFL classes. They are classified as follow: (1) made-for- EFL songs, (2) traditional / folk songs, (3) contemporary songs.

1.1.2.1 Made-for- EFL Songs

As stated by Murphy (1990), Made-for-EFL songs are invented for the aim of teaching English so that they best fit the grammatical rules, vocabulary, sounds or topics being discussed in classes. That is to say, the best point about songs that are used in EFL classes is that they have particular teaching aspects in terms of vocabulary, grammatical structures and so on. Made-for- EFL songs can be found especially in older textbooks.

1.1.2.2 Traditional/ Folk Songs

The second classification of songs stated by Murphy (1990) is about folk songs and other traditional ones. Traditional/ folk songs were initiated in the native region comprising the very important interests and indicatives of people in a particular environment (Murphy, 1990). This type of songs offers some good teaching points in terms of historical and cultural matters besides the tunes and rhythms which are often attractive and easy to learn.

1.1.2.3 Contemporary Songs

This category refers to the common songs which can be listened to out the school environment since it encompasses several genres of songs like pop, rock and hard rock. The melodies and lyrics are often well-known to students of all ages because many songs are broadcast on the TV, radio and wherever they go. So, such type of songs is available for students all the time, not only at school but also outside the school environment.
Moreover, contemporary songs can be used as a starting point for many activities such as writing letters.

1.1.3 Musical Intelligence

According to Gardner (1993) and his theory of multiple intelligences, people have a number of different types of intelligences and musical intelligence is one of them. MI is well-explained by Smith (2002, 2008) as it “involves skill in performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms... [and it] runs in an almost structural parallel to linguistic intelligence” (Para. 15). In other words, the term of MI is the ability to detect pitch, rhythm, timbre and tone. So, we can say that people with such kind of intelligence love music. They appreciate rhythm and composition. They are talented with the capacity to compose, sing and play instruments. Besides, they are able to recognize sounds, tones and rhythm. Moreover, they learn best through lectures and often use rhythm and music as a way to memorize things.

● Musical Intelligence and Foreign Language Learning

In fact, music and language are tied in Gardner’s (1993) theory of multiple intelligences. The relationship between them has become a topic of discussion among teachers and linguists for the last years. It has become the topic of interest to the EFL teachers in terms that music could support the goals being achieved in classrooms. For that reason, EFL teachers may use students MI and their musical interests to accomplish the mastery of the different aspects of a foreign language. Vaselà (2009) declared that MI can be promoted in EFL classes by practices dealing with music, rhythm and rhyme, for instance listening to songs and playing background music during tasks. For more elaboration, a study was conducted in Iran to test the correlation between MI and success in foreign language learning. The results show that learners with high MI are those who
have a “high level of sensitivity sounds or phonology which is a crucial element in learning a foreign language” (Shabani, 2014, p. 30). Generally, the incorporation of music in FLL classes is beneficial for the learners at the level of increasing their motivation, raising their creativity, helping them to concentrate and enhancing the four skills which are writing, reading, listening and speaking. Furthermore, many other studies have indicated that students with high MI perform better than those who have lower level of MI in various domains such as vocabulary, verbal memory and so on. All in all, MI should be seen as an important factor in LT since it has an influence on FLL.

1.1.4 Criteria of Songs Selection

Songs deserve to take part in the language teaching because of their abundance of culture, idiomatic expressions, metaphors and many other aspects that make them as an excellent tool for language teaching. However, before applying songs in language teaching, the teacher should take into consideration some criteria since it is obvious that not all songs are suitable for teaching in classroom. First of all, it is important that the teacher selects songs that suit the learners’ level. In other words, learners with lower levels like pupils should be provided with songs where there are morphology, syntax and lexis simplified and easy to understand. Whereas dealing with higher (intermediate or advanced learners) level learners, more complex songs are to be used where idiomatic and metaphoric expressions are available to be discussed. Additionally, songs used in EFL classroom should contain simple language, not too much easy and not too much difficult. For instance, rap songs should be avoided because they comprise unknown words in their lyrics. In one word, songs’ lyrics should be easy to understand, the vocabulary should be suitable for the students’ level and they should contain explicit language as stated by Lems (1996, cited in Salcedo, 2002). Moreover, if songs are selected carefully, they can complete the target grammar, vocabulary and even culture even though they may set-off
difficulties to the learners in terms of misunderstanding of the intended meaning. The challenge for teachers is “finding and selecting songs that are suitable both in terms of vocabulary and topic” (Millington, 2011, p. 136). To sum up, a good song to use within EFL classroom is the one that students like, teachers like and the one that fits the content of a lesson (Griffee, 1992).

**1.1.5 Transforming Songs into Learning Task**

If teachers want their learners to improve their language skills through songs, they shall classify many activities that suit learners’ needs. Songs can be used as practice for listening, the form of language (grammar, vocabulary and pronunciation) and they also can give topics for discussion.

**1.1.5.1 Listening**

Sometimes, students feel bored by the frequent listening to narrative stories or dialogue and hence lose interest. Contrastingly, listening to songs can help to enhance the listening skill since the songs provide students with variety of tasks in listening. So, according to Hancock (1998), listening tasks can take the form of warm-up in which students predict before listening, then they may listen for gist or listen for detail.

**1.1.5.1.1 Prediction**

Students predict what the song is about based on different tasks:

- **Picture Discussion:** In this task, pictures are handed to students and they are supposed to describe songs and foretell what they are about according to them.

- **Keyword Discussion:** Students are provided with some words elicited from the song lyrics. Again, they predict what the song is about.

- **Snippets:** Students have the chance to listen to the first few minutes to part of a song and they are supposed to predict from the mood of music what the song is about.
• **Video Clip:** Here, students are supposed to watch a part from the video clip without sound and they may predict what the song is about.

1.1.5.1.2 Listening for Gist

• **Picture Selection:** The teacher gives his students a number of pictures, and they select the one that fits the content of the song.

• **Note Taking:** Students take notes of the main characters, events or the keywords.

• **Discourse Type Recognition:** Students are asked to listen to the song to identify the kind of discourse in the song whether it is a dialogue, narrative or address the listener.

• **Discourse-function Recognition:** students listen to the song to identify the function of the discourse whether the singer is complaining, promising, daydreaming, telling a story or warning.

1.1.5.1.3 Listening for Details

• **Gap Filling:** The teacher gives the students a copy of the song lyrics with missing words and they are asked to fill in the gaps.

• **Word Spotting:** The teacher gives the students some keywords from the song lyrics and some words that are not mentioned in the song and they are asked to circle the words they hear.

• **Error Finding:** The teacher gives his students a copy of a song lyrics containing errors and students are supposed to correct them based on listening to the song.

• **Sequencing:** The teacher gives students lines of lyrics in wrong order and they are asked to put them in the correct order.

• **Picture Sequencing:** Students are asked to put a given number of pictures that illustrate a song in the right order.

• **Dictation:** Asking students to write words or a section from a song of course after playing the song several times.
• **Questions:** Students are provided with comprehension questions and they are asked to listen and answer.

• **True and False:** Students are asked to decide whether given statements from a song lyrics are true or false.

• **Word Bingo:** According to Oxford dictionary, Bingo is a game of chance in which each player has a card with numbers on grid and he has to mark off numbers. The person in charge of the game calls numbers out and the winner is the first player to have all the numbers on their card called out. In teaching, the teacher puts words from a song lyric in bingo grids, students mark off the words as they hear them in a given song and the first person who checks all words is the winner.

1.1.5.2 Language

Songs can be used in EFL classes to analyze linguistic features in song lyrics. In other words, the focus is on language form including grammar, vocabulary and pronunciation (Hanckok, 1998).

1.1.5.2.1 Grammar

• **Tense-selection:** the teacher omits the verbs, put them in the infinitive form and ask students to put them in the suitable tense.

• **Error Identifying:** Students listen to check the grammatical errors in a copy of lyrics and they correct them.

• **Transformation:** It is about asking students to transform the whole song form from direct to indirect reported speech, from active to passive, from first person to third person, from affirmative to negative, from present to past tense and so on, or the teacher may transform the song himself and ask his learners to put it back into the original version.

• **Word-ordering:** The teacher gives the students a copy of song lyrics with mixed words order and they are supposed to put them in the correct order and they listen and check.
1.1.5.2.2 Vocabulary

- **Text Reconstruction**: The teacher erases some words from the song lyrics and numbers each gap, then he plays the song and students listen and they attempt to reconstruct the text mentioning the number that fits the gap.

- **Lexical Transformation**: A copy of lyrics with antonyms is provided for students and they are asked to convert the text to the opposites.

- **Search**: Students are asked to look for lexically-related words like synonyms, antonyms, and hyponyms, idiomatic expressions or unknown words.

- **Lexical Gaps**: The teacher gives students a copy of lyrics with gaps and asks them to fill the gaps by guessing. After finishing the task, they listen to check.

Vaselà (2009) adds **translation** where students are asked to translate the song lyrics from L2 into L1.

1.1.5.2.3 Pronunciation

- **Sound Search**: Students are asked to search for examples of a given sound in the musical text.

- **Stress Search**: Students are asked to search for words with the given stress pattern.

- **Script Transformation**: Students are provided with words in phonetic script and they are asked to convert them.

- **Drilling**: Students focus on some features like intonation, liaison, and/ or difficult sound through repeating a part of a song lyric for the sake of practicing pronunciation.

- **Singing**: students are asked to sing along to the song.

1.1.5.3 Topic

According to Hancock (1998), many topics can be discussed under the light of a song through using a song character in role play, writing letters and so on. The content of a
song can be used as fundamental to tell a story. Besides, the interpretation of poetry in a song into a prose can be applied as well.

1.1.5.3.1 Character

- **Letters**: Students are asked to write letters to/from characters for instance giving advice.
- **Role Play**: Students are asked to role play the characters of a song.

1.1.5.3.2 Plot

- **Summarizing**: Students are asked to summarize the events of a song lyric or musical text.
- **Continuing**: The teacher asks students to imagine the events followed the song.
- **Prior Events**: Students are asked to imagine the events preceded the song.
- **Reporting**: Students rewrite the song lyrics as newspaper article.
- **Story Telling**: The student is asked to tell the story of a song as a personal anecdote or a personal story to a classmate. The latter is supposed to respond to the story teller with suitable emotion for example interest.

1.1.5.3.3 Lyric Poetry

- **Genre Transformation**: Students rewrite the song lyric into different genres like dialogue, a speech, a formal/informal passage, report…, etc.
- **Ambiguity**: The teacher asks students to discuss several interpretations of vague passages found in a song lyric.

1.1.5.3.4 Musical Styles

- **Classification**: Students are asked to classify the music genre whether it is pop, rock, rap, jazz, folk or others. They are also supposed to discuss their preferred genre.
- **Culture Reflection**: Students are asked to discuss how a given song reflects the culture, for instance, could the song events happen to you? Or could it happen in your country? Can we reverse the character songs from the male to female and vice versa?
1.1.6 Music and Aspects of Language Acquisition

Many researchers have supported the inclusion of music and songs in EFL classroom for their effect on several aspects of language acquisition:

1.1.6.1 Music and First or Second Language Acquisition

Many researchers have agreed that there seems to be some kind of mutualistic relationship between the underlying principles and the mental processing of language and music. That is to say, there is a close connection between them. There is no language that can be acquired without oral/aural input. Jackndoff (1994, cited in Salcedo, 2002) asserted that infants learn their native language principles that make sense of aural information; thus, it seems logical to approach SLA in a same way. Musical activities can be used as an aid in first or second language acquisition because even music is acquired through the aural sense. In one word, music influences the acquisition of first language acquisition or SLA from auditory perception to speech production.

1.1.6.2 Music and Pronunciation

It is important for the teacher to focus on pronunciation and make students aware of its different features because it is the pillar to enhance the learners’ production of spoken language. When studying EFL or ESL, it is essential to have a good pronunciation for a clear communication since it plays a vital role in language learning because even when grammar and vocabulary are used accurately, the intended message cannot be delivered comprehensibly if vowel and consonant sounds and aspects such as intonation, rhythm and stress are not used correctly. This leads to misunderstanding and hence failing to communicate.

Songs lyrics are different from other kinds of texts because they are closely linked with rhythm. This makes them useful for teaching different pronunciation aspects naturally. All the features of connected speech including reductions can be identified easily.
and practiced using songs. Leith (1979, cited in Salcedo, 2002) stated that “there is probably not better nor quicker way to teach phonetics than with songs” (p. 540). Furthermore, García-Sáez (1984, cited Salcedo, 2002) believed that “the use of song is an excellent way to practice Spanish phonetics and it is not at all difficult to find examples of songs that contain sounds the majority of students have trouble producing” (p. 4).

According to Techmeier (1969, cited in Salcedo, 2002), pronunciation is the most difficult skill in the learning process. Moreover, the problem of pronunciation that a child may face is caused by the fact that he does not perceive the word correctly, so singing is considered as a best solution to develop better listening skill and reinforce good articulation of words.

1.1.6.3 Songs and Motivation

The integration of songs into ELT classes plays a huge role on the part of the learners because they may be seen as a way to motivate them to learn the target language, may provide a relaxed and enjoyable atmosphere and may add interest to the classroom routine. Nambiar (1993, cited by Salcedo, 2002) suggests the use of pop songs to improve motivation in younger generation. He stated that “songs deal with the whole realm of human emotions and students are often willing to sing a song in foreign language even if they do not fully understand the meaning of words” (p. 336). Songs also are useful for shy and introvert students to hide behind the music. Jolly (1975) asked students in two Japanese conversation courses to evaluate songs’ usefulness. He found that “80% and 91% of students evaluated songs as being very useful” (p. 13). Students commented that songs created a relaxed and enjoyable atmosphere and that they felt more receptive to the lesson. Furthermore, when students deal with song activities, they have something to do with language at the level of communication as stated by Murphy “students are doing something with language: they are participating actively in the game called communication” (p. 8).
1.1.6.4 Songs and Grammar and Vocabulary

Songs can be used to teach and learn language for many reasons and for many purposes. They are worthy enough with the features of language like rhythm, pitches, melodies and expressions that help the learner to remember vocabulary and grammatical structures. On the one hand, songs can provide learners with a chance to practice vocabulary, for instance the song of the *Old Macdonald had a farm* which is sung by Elvis Presley can be used to teach beginners the animals or *I can sing a Rainbow* by Cilla Black may be useful to *teach* them color names. On the other hand, songs help learners to learn the several grammar aspects like verb tenses, sentence structure, phrasal verbs and so on. Millington (2011) exemplified that the songs of “*Where is Thumb kin? Hello, what's your name? And who is wearing red?*” may be useful for practicing “wh” question forms. Besides, Bartle (1962, cited in Salcedo, 2002) believes that “some songs lend themselves to the incidental revision of grammatical points or of verb tenses. Songs are a definite advantage in memorization of phrase constructions. They are more easily learned and tend to “stick” longer than straight-out grammatical examples” (p. 11).

1.1.6.5 Songs and Cultural Awareness

The use of songs in EFL classroom offers an effective strategy to enhance students’ awareness of another culture. Music and songs can be seen as a mirror that reflects the literature, history, customs, stereotype… They also provide learners with the opportunity to understand the target language culture since knowledge about another country culture makes students live within the culture not just hear about their language. So, teaching with songs means teaching culture and consequently, many researchers have agreed that the integration of songs into the classroom and as a part of the curriculum is beneficial for teaching the language and even culture as declared by Jolly (1975) that the use of songs provide a greater comprehension of the target language culture. Besides, when Edwards
(1997) asked teachers to rank the personal reason for using music as a pedagogical tool, the highest value was placed on vocabulary, then cultural awareness and appreciation. Falinoni (1993) asserted that “by using certain songs (e.g., some traditional folk music) we may confirm student’s stereotype or imply an outdated presentation of a culture’s music” (p.104). Briefly, the terms of language, culture and songs are tied. In other words, teaching through songs means teaching both language and culture. Shen (2009, cited in Millington, 2011) that “language and music are interwoven in songs to communicate cultural reality in very unique way” (p. 88).

1.1.7 Suggestopedia

For a successful teaching process, the teacher should be creative as much as he can in using several methods to transfer the knowledge to the learners. There are many factors that oblige the teacher to be creative. Students may lose the self-confidence to speak the target language; they may face difficulties while memorizing vocabularies or lessons. Therefore, the teacher should choose an appropriate method that raises students’ motivation and to make the learning process more enjoyable. Suggestopedia is a method used by the teacher to teach foreign languages. It was developed by the Bulgarian Psychiatrist educator Georgi Lazanov in the 1970s. It is a language teaching method that has the major goal of developing the learners’ speaking skill through getting them involved into dialogues, describing images, listening to music and singing songs. According to Xue (2005), suggestopedia emphasizes on dealing with the connection between the mental competence and learning capacity particularly using it to teach speaking skill. Lazanov claimed that by using suggestopedia, one can teach language about three to five times quickly as a conventional method. Generally speaking, suggestopedia incorporates elements like the use of music for learning. It serves at motivating students’ mental proficiency to learn and for an effective learning. It is believed that this method has many
advantages, above all relaxation and creation of positive learning environment. That is to say, suggestopedia is used to create a healthy atmosphere where students feel comfortable and confident. Using music for learners invents a relaxed learning environment and music itself stimulates the inner eye even for the learners with no imagination (Lazanov, 1978).

The main procedures followed in suggestopedia are the use of exercises that aim at removing anxieties and troubles on the part of the learner as illustrated by McCarthy (1990) “learners sit in comfortable chairs with soft music playing in background while the words are read aloud” (p. 116). Free errors are allowed i.e. there is no attention for the errors that are committed at the level of grammar, pronunciation and so on.

All in all, since learners learn better when they participate in interesting activities, our aim as future teachers is to provide them with tasks that make the learning process more enjoyable as stated by Ara (2009, cited in Diakou, 2013) “Learning is enjoyable environment without making them feel the pressure of learning a foreign language” (p. 168).

1.1.8 The Effectiveness of Using Songs in Teaching Language

Songs are considered as an important pedagogical tool that can be included in the classroom curriculum and should take place in education especially in EFL classes. Generally, songs contain authentic language which is easily obtainable and provide much about vocabulary, grammar and cultural aspects without forgetting that bringing songs to the classroom may help to decrease stress, anxiety and the lack of self-confidence because songs take place in human mind and human life. Moreover, they are easy to store in mind; that is to say, many vocabularies are kept in mind for a very long period or for the whole life. Meanwhile, they activate and strengthen the memory. Besides, songs create a good atmosphere for learning to take place. As a support, “songs have a place in the classroom
for helping create that friendly and co-operative atmosphere so important for language learning, but they can offer much more” (Griffie, 1992, p. 4).

Songs can be seen as the best example of authentic materials that can be used to teach about culture because they reflect the culture of any race. Again, Griffie (1992) believed that “bring a song into the classroom entails bringing the culture of the song in with it” (p. 5).

Moreover, songs can be used as an effective and practical material to teach about the phonological. Furthermore, music and songs can be seen as powerful stimuli that engage the learners into activities; thereby, it is directed to their brains. Also, a piece of music can change the mood in the classroom since it is considered as an entertaining task that amuses the learners. Besides, a lot of distinct patterns of songs from a variety of culture have become popular all over the world as a result of the services that satellite television and the world of internet offer. Thus, the teacher can make his learner listen to film music that describes people and ask them to explain what sort of the film or of people they think they are. Such type of tasks give students an opportunity to write stories based on the mood of music they listen to, or discuss with each other the given task (Harmer. 1988).

To sum up, teaching through using songs in EFL classes can be seen as a vital tool for teaching learning process by which the teacher may increase students’ motivation, interest and confidence to acquire language accurately and easily.

**Conclusion**

The aim of this section is to draw attention to the different features of songs as well as to shed light on their importance in language teaching. Many studies show that songs play a significant role in EFL classrooms at the level of motivation which is the essential of
learning process, creating a positive and relaxed atmosphere and learning about the distinct language aspects along with the target language culture.
Section Two: Idiomatic Expressions

Introduction

1.2.1 Definition of Idiomatic Expressions

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1.2.9 Association between Idioms and Culture
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Conclusion
Introduction

Idiomatic expressions are one aspect of language. They are used in various forms of discourse: in movies, lectures, TV show, songs, radio broadcast and so on. Idioms are extremely used in English language and are considered to be very difficult for EFL learners. Therefore, teaching English idioms for EFL learners is significant since they are an essential aspect of language and every EFL learner should prepare himself to meet these challenges.

In this section, more details about idiomatic expressions are presented. It encompasses several definitions of idioms according to some scholars, the classifications as well as the various characteristics and features. In addition, notions like metaphors, proverbs and fixed expressions are also discussed and compared to idioms for the sake of providing a clear image about idioms.

1.2.1 Definition of Idiomatic Expressions

Different definitions have been coined by different scholars; however, most of them share the same perspective. According to the Reference Guide to American English Idioms (2010), an idiomatic expression is a group of words that means something different from the individual words it contains. Moreover, according to the Longman Dictionary (2009), an idiom is “a group of words that has a special meaning that is different from the ordinary meaning of each separate word” (p. 870). Furthermore, Glucksberg (2001) stated that “what sets idioms apart from most other fixed expressions is their ‘non-logical’ nature, that is the absence of any discernable relation between their linguistic meanings and their idiomatic meanings” (p. 68). Similarly, Joelen and Maureen (2003) and Marlies (1995) agree that idioms are expressions whose figurative interpretations cannot be derived from the meaning of its literal meanings or its parts.
All in all, the shared definition of idioms is that they are expressions that cannot be understood literally. Even when the learner knows the meaning of each individual word, the whole meaning of those expressions may be ambiguous. For instance, an idiomatic expression like *let the cat out of the bag* is composed of several words (let/ the/ cat/ out/ of/ the/ bag), the meaning of each word does not seem to contribute to the meaning of the idiom as a whole which is *reveal a secret*. In one word, an idiomatic expression refers to any group of words which its meaning cannot be deduced from the meaning of the individual words as it is demonstrated by Weinreich (1969, cited in Bobrow and Bell, 1973) who defines an idiom as “a complex expression whose meaning cannot be derived from the meaning of its elements”.

1.2.2 Classification of Idioms

Glucksberg (2001) refers to two main classifications based on the level of transparency (transparency is a measure of the relatedness between the non-literal and the literal meanings of an idiom). According to him, idioms can be classified in harmony to the extent to which the meaning of an idiom can be derived from the meaning of its particular constituents:

1.2.2.1 Transparent Idioms

This category refers to where there are one-to-one semantic relations between the idiom’s constituents and components of idiom’s meaning. In other words, transparent idioms have a close meaning to that of the literal one. Cain et al. (2005) declare that “transparency refers to the degree of agreement between the literal and figurative meaning of an idiom” (p. 67).

E.g. *to see the light* means *to understand*
1.2.2.2 Semi-Transparent Idioms

According to Mezmas (2010), semi-transparent idioms are those idioms that the meaning of their constituent parts has a little role to play in the comprehension of the whole meaning, for example; *to add fuel to the fire* means to make a bad situation worse.

In one word, semi-transparent idioms carry a metaphorical sense that could not be known only through common sense.

1.2.2.3 Semi-Opaque Idioms

According to Mezmas (2010), semi-opaque idioms are those idioms where the figurative meaning cannot be deduced from the constituent parts of an idiomatic expression. The expression is divided into two parts; a part of the phrase has a literal meaning, while the other part has a figurative sense. For instance, *to know the rope* means to know how a particular job should be done.

1.2.2.4 Opaque Idioms

In this category, the relation between an idiom’s constituents and its meaning is opaque in the sense that the meaning of individual words of an idiomatic expression can constrain the interpretation and the use of the needed expressions as stated by Cain et al. (2005): “the sense of opaque idioms, such as to wet behind the ears cannot be inferred from the individual words in the phrases or actions they describe” (p. 67).

Opaque classification is considered as the most difficult type of idioms because they require the knowledge about their cultural and historical references. For example, *kick the bucket* which means *to die*, is difficult to guess its meaning because there is no existing relationship between the individual words and the meaning.
1.2.3 Characteristics of Idiomatic Expressions

Idioms represent an important part of English language as well as their influence and the contribution to the cultural heritage. There are many characteristics that make these expressions to play a significant role in language:

• The meaning of an idiom is a metaphorical rather than literal.

• According to Berman (2000), unlike the non-idiomatic expressions, the set of words that constitute an idiomatic expression are unchangeable along with their order and the grammatical form.

• The grammatical form of an idiom is fixed (as stated by Berman, 2000). In other words, the process of substitution is not allowed and the passive constructions cannot be formed. For example, *have other fish to fry* means to have something to do that is more important and profitable. However, we cannot say *have other salmon to fry* or the *other fish is to be fried*.

• An idiom is a set of words which put together to form a meaning which is completely different from the meaning of the individual words. This set of words is often put in an odd way, illogical or even grammatically incorrect.

• Idioms take different forms or structures. They can be very short or rather long. Many idioms consist of the combination of noun and adjective, like *the cold war*. Some idioms are much longer like *to fish in trouble waters*.

1.2.4 Specific Features of Idioms

Idioms, as multi-word expressions, consist of elements that are syntactically and lexically bound can have a number of distinctive features. Fernando (1996) presents three
most frequently mentioned features of idioms which are: compositeness, institutionalization and semantic opacity.

• The feature of compositeness designates the multi-word character of an idiomatic expression. In other words, an idiom is made up of more than one word.

• The feature of institutionalization connected with the conventionalized nature of lexical items and the familiarity of these expressions by language users. That is to say, accepting the expression by the users of language with the fixed structure and meaning.

• The feature of semantic opacity reflects the non-literalness or the figurative meaning of an idiom. It means that the meaning of idiomatic expressions cannot be deduced from the constituent words.

Bell (1974) goes further to distinguish other features that assist in idioms’ recognition:

• **Grammatical Usage:** Idiomatic expressions cannot agree with the normal grammatical usage. For instance, *it's high time you cleaned the room*; i.e., past for future meaning, you should clean the room as soon as you can.

• **Deviation from Grammar Rules:** Idioms may break the grammar rules but they are well established by native speakers of language; for example, *it is ages since we met* (singular with plural form).

• **Conventional Phrases:** They are ready-made expressions such as *how are you doing?* It is used to ask someone about his health.

• **Allusive Expressions:** idioms are considered as to have a very difficult meaning to guess such as *it’s raining cats and dogs* which means *it is raining heavily.*
• **Phrasal Verbs**: they are the most common type of idioms because the majority of them carry an idiomatic meaning such as *put up off* which means *to tolerate*.

### 1.2.5 Idioms and Notions of Figurative Language

It seems difficult to distinguish idioms from metaphors, proverbs, fixed expressions, and clichés since all of them belong to the non-literal or figurative language. However, there are similarities as well as differences among all of them which make the recognition of an idiom quite easy.

#### 1.2.5.1 Idioms and Metaphors

According to the Cambridge Dictionary, an idiom is a group of words whose meaning being considered as a unit is different from the meaning of each word being considered separately, whereas the metaphor is an expression that describes a person or object by referring to something that is considered to possess similar characteristics. Maalej (2005) believes that both idioms and metaphors have in common the fact that they cannot be understood if taken literally. He identifies idioms and metaphors as specific aspects of culture of a particular language. King (2000, as cited in Mezmas, 2010) defines metaphors as “describing something by using an analogy with something quite different” (p. 216).

#### 1.2.5.2 Idioms and Proverbs

Ghazala (1995, as cited in Mezmas, 2010) refers to proverbs as “special, fixed, unchanged phrases which have special, fixed, unchanged meanings” (p. 142). The difference between them is that proverbs display shared cultural wisdom like *birds of a feather flock together*. Thus, English proverbs are easily understandable.
1.2.5.3 Idioms and Fixed Expressions

Leah (n.d) stated that there are fixed expressions like *having said that, ladies and gentlemen, all the best* allow a little or no variation in form, just as idioms do. However, fixed expressions can be distinguished from idioms since they have almost transparent meanings. Thus, the meaning of as a matter of fact for instance, can easily be inferred from the meaning of its constituents, in contrast to idioms like *pull a fast one or fill the bill* where the meaning of the whole expression is different from the meaning of its parts.

1.2.5.4 Idioms and Clichés

Mezmas (2010) believes that idioms as one feature of the prefabricated speech that has an extent use in the performed language, however; they are not the only kind of the prefabricated speech. There are many other kinds of formulaic fixed phrases like clichés. Nattinger and De Carrico (1992, cited in Mezmas, 2010) define idioms as “complex bits of frozen syntax, whose meaning are more than simply the sum of their individual parts” (p. 32). Similarly, clichés include patterns which are relatively frozen, but they differ from idioms in the sense that these patterns are usually made up of extended stretches of language. The distinction between idioms and clichés is obvious. Clichés like there is no doubt about it and a nice day, are easily comprehensible from the meaning of their individual constituents. In contrast, idioms are often learnt as a single unit without taking into consideration the meaning of their parts.

1.2.6 The Use of Idioms

Idioms are the colorful side of all language. They are specific symbols used while communicating our thoughts and to enrich language. However, learning idioms is not a piece of cake since the learner knows that it is not easy to deliver a message using
figurative language and to have an effect on the target listener/reader. This is mainly because unawareness of the connotations of a given expression or phrase may cause difficulties for those people being addressed. This is illustrated by Nippold and Martin (1989) “failure to grasp the meaning of idioms can impinge upon on individual’s understanding of language in social, academic and vocational settings” (p. 59). Moreover, idioms differ and each one has a specific context to be used; for example, standard idioms are suitable for formal situations while slang and informal ones are used in informal settings. For the native speakers of language, it is easy to know the different uses of idioms within the appropriate context. However, in the case of non-native speakers (foreign speakers), it will be better for them to learn idioms of English language the way they learn its vocabulary and try to master their appropriate contextual uses.

In written or spoken discourse, idioms’ uses are extremely related to the functions they fulfill. Therefore, Fernando (1996) provides three functional uses of idioms. According to him, an idiom can be ideational, interpersonal or relational.

1) Ideational idioms carry specific experiential representation; for example, *bread and butter*. This expression may describe events, actions, situations, emotions, attributes or people and thing.

2) Interpersonal idioms represent an exchange between a speaker and a listener in a particular discourse as when expressing conviviality in *bless you* and disagreement in *go to hell*. According to Fernando (1996), interpersonal idioms keep up an interaction between people and maintain politeness. They include: greeting and farewells, directive speech, agreement and rejections.

3) Relational idioms (also called textual idioms) aim at connecting the different parts of discourse to establish cohesion and coherence; for example, in sum, on the other hand, in addition to and so on.
1.2.7 Difficulties in Learning and Teaching Idioms

Idioms have a great extent in everyday language. They are used in wide variety of situations. Irujo (1986) has listed three difficulties that learners may face during the learning process. According to him, the non-literalness of idioms is complicated since most idioms have literal equivalents. It is demanding for EFL learners to find which meaning is meant (literal/figurative). Students may frequently fall into this case when idioms are not familiar to them. Cooper (1999) asserts that the study of idiomatic expressions understanding causes language problems for language learners since the figurative meaning is unpredictable. In other words, students face obstacles in recognizing the expression whether it is idiomatic or not. Again, Irujo (1986) shows that native speakers use simplified language and they avoid idioms when interacting with language learners. She indicates that learners get in touch with idioms in situation when they cannot interact to check the real meaning like in television. In such case, learners may face problems since they do not have the possibility to get any feedback on their own usage. Finally, Irujo (1986) adds the lack of sufficient teaching materials because idioms in language teaching materials are often neglected. She claims that language teachers should provide the learners with exercises on idioms since materials are poorly deal with the teaching of them.

It is extremely obvious that teaching idioms to language learners is problematic. In this sense, Sornig (1988) states that “whilst anything can be learned, not everything can be taught” (p. 285). He adds that teaching idioms should start from the perspective of native speakers and the way they learn to understand them.

Irujo (1986) goes further to list in an article the factors that should be considered when choosing which idioms to teach: frequency of use, transparency, appropriateness, simplicity of form as well as vocabulary and similarity to first language idioms. All in all,
teachers should not neglect the teaching of idiomatic expressions even at the beginning levels. It is a matter of dealing with the appropriate way that best fits the learners’ current stage of learning.

To sum up, language teachers should find strategies to help their learners to deal with the comprehension and the production of idioms because mastering these expressions and the ability to use them whether in written or spoken discourse is considered as a sign towards proficiency and to add color to the language.

1.2.8 The Role of Context in Idioms’ Comprehension

Cain et al (2005) demonstrated that there are three factors affecting an idiom’s comprehension: familiarity, transparency and context. According to them, idioms that are presented in texts are easier to be understood than those are presented in isolation. Cain et al. (2005) state that the “context might facilitate the interpretation of figurative language by providing the necessary semantic information from which reader (listener) can extract or infer the appropriate sense of expression” (p. 67). Furthermore, they add that contexts are significant and have crucial value for less common idioms whose meaning are unknown especially for unfamiliar opaque idioms whose meanings are cannot be derived by means of semantic analysis of phrases.

1.2.9 The Association between Idioms and Culture

As everyone knows, language and culture are much related. Culture is transmitted via language as well as it is the content of language because cultural features can be expressed only through language. In one word, language shape culture and culture shape language.
Idiomatic expressions as an aspect of language exist in both language and culture because of information they carry like geography, religion, customs, thoughts, and norms. Consequently, EFL learners can learn a lot about culture through studying idioms and in turn they can get better understanding of idioms by learning the cultural background behind them.

Understanding idiomatic expressions is essential for exchanging meaning and for understanding the target culture. According to Yağız (2013), students will improve their communicative ability via idiomatic expressions and will result in understanding cultural norms. Furthermore, Nebrija (2013) asserted that knowing about culture, literature and traditions of different nations will help language learners to interact with native speakers. In this way, idioms are the key that enables learners to open the gate of the target culture. Additionally, idioms as one of the important language use reflect culture in the sense that they enable learners to understand thoughts, traditions, values and so on. That is to say, the knowledge about idioms does not only make the foreign language learners productive and creative but also they help them to detect culture. For example, the expression *feather in one’s cap* reflects a particular behavior in particular society which means an honor or success of which one can be proud. According to Nebrija (2013), a large number of idioms are folk origin; however, there are huge numbers of biblical, mythological and author-specific idioms.

To conclude, idioms and culture are interrelated because a difficulty in comprehending English idioms may lead to communication breakdown for people from different language communities.
1.2.10 The Importance of Learning Idioms

Teaching idioms for EFL students is considered as a main part of their mastery of English language because using them has a great impact on the teaching/learning process of a foreign language. According to Roberto (2009), English in particular is a language rich in idioms. Without idioms, English would lose much of its humor and diversity both in speech and writing. She adds that during learning idioms,

Learners can get involved into the real world. Everybody is able to speak natural English and it is the idioms in the language that give it a natural, conversational, and creative feel. So, if people want to speak English fluently, it is necessary to learn idioms in order to improve their communication skill. (p. 134)

In other words, idioms tend to be very important in learning a foreign language in the sense that the learner would be able to communicate better. Lennon (1998) stated that while we are communicating our thoughts and feelings, idioms are one of the symbols that we use. Accordingly, idiomatic expressions are used to provide life and richness to the language through taking the existing words, combining them in a new sense, and creating new meanings just like a “word of art”. Moreover, idioms are used in formal and informal speech, writing and conversation, education and media. For that reason, EFL learners are supposed to understand as much as they can the idiomatic expressions because they are effective particularly for those who plan to work in the world where English is considered as the language of communication and business.

Burke (1998) claims that there is “absolutely no way a non-native speaker of English could fully understand an American movie, TV show, news broadcast, or even typical conversation without help because our language is loaded with nonstandard
English, i.e., slang and idioms” (p. 1). In other words, if the foreign speakers do not comprehend idioms, they will never be able to integrate and they will always be outsiders.

It is obvious that idiomatic expressions are difficult to be learnt and to be understood. For that reason, teachers need to teach and clarify them to students as declared by Bromley (1984) that idioms provide difficulty and misunderstanding of language learning. Besides, Lundblom and Woods (2012) explain that idioms “occur frequently in classroom language. Students with literacy or language weaknesses are often challenged by idioms; therefore, the failure to comprehend idioms can impact academic performance” (p. 202).

To sum up, it is important for both the teacher and the student to deal with idioms in EFL classes because the lack of idioms’ knowledge effects academically the learners’ performance. Hence, EFL teachers should be aware towards the importance and the effectiveness of using these expressions and raise the awareness to integrate them to develop their four skills and to be close to the culture and the tradition of a foreign country.

**Conclusion**

Idiomatic expressions, as specific aspects, may add ambiguity for language. They always cause problems for EFL learners because of the figurative meaning sense they carry since the accurate meaning cannot be inferred from the literal meaning of its words. Besides, the interference of culture plays a huge role in idioms’ comprehension. Therefore, EFL teachers should find different strategies to teach these expressions effectively that reflect both idioms and culture.
CHAPTER TWO: PRACTICAL FRAMEWORK

The Influence of Using Songs on EFL Students’ Comprehension of Idiomatic Expressions

Data Collection, analysis and discussion and interpretation

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2.2 Choice of the Method

2.3 Procedures

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2.7 Limitations of the Study

2.8 Pedagogical Implication

Conclusion
Introduction

The present study aims at investigating the use of songs to enhance EFL students’ comprehension of idiomatic expressions by second year LMD students of the Department of English at Larbi Ben M’hidi University.

This chapter includes a detailed description of the experiment we undertook in the framework of this study; description of participants, the method used, the procedures of data collection, the scoring and a detailed description of the pre-test and post-test. In addition, the chapter presents the analysis of the results, ending up with some pedagogical implication and the limitations of our study.

2.1 Choice of the Method

In the field of education, selecting a method of investigation depends on the nature of the subject under investigation. Therefore, the choice of the method plays a significant effect on the work. Hence, to examine the validity of our hypotheses and to collect valid data and obtain reliable results, the nature of our subject leads us to opt for an experimental method with quasi-experimental design. This type of the research design is effective when detecting a cause-effect relationship between the two variables, that is to say the effect of the independent variable on the dependent variable.

Our study raises the following question:

• Does using songs have any significant effect on EFL students’ comprehension of idiomatic expressions?

In other words, during our research, we wonder whether there is any statistical difference at the level of idioms’ comprehension between the group of students who were
exposed to English songs containing idiomatic expressions and those who were exposed to learn idioms traditionally.

Accordingly, we hypothesize that:

H₁: Using songs has an effect on EFL students’ comprehension of idiomatic expressions

H₀: Using songs does not have an effect on EFL students’ comprehension of idiomatic expressions.

The study consists of two variables: the independent variable which is the use of songs and the dependent variable which is the comprehension of idiomatic expressions.

2.2 Population and Sample

The sample of our study is to be from second year LMD students of the department of English at the University of Oum El bouaghi. What makes these students the suitable participants for our study is the premise that idiomatic expressions are included in the curriculum, in addition to the fact that idioms meaning cannot be deduced from the literal meaning; so, it is quite impossible for first year LMD students to detect the right meaning.

Our sample consists of forty (40) students and they were chosen randomly. This sample is out of 280 students; the whole population and it is divided into two groups: 20 students for the experimental group and 20 students for the control group.

2.3 The Procedures

In order to measure the effectiveness of songs on EFL students’ comprehension of idiomatic expressions, a quasi-experiment study was followed in which we test the participants of both groups to check their levels. Then, four sessions are given for each
group for the treatment. Finally, we end up with the post-test to check whether there is any progress or changes concerning their marks.

2.3.1 The Pre-test Phase

The pre-test is in the form of three activities that contain idiomatic expressions only those that are extracted from songs. The first activity is about multiple choice questions on the meaning of idioms. It contains ten statements with underlined idiomatic expressions and students are asked to choose the accurate answer. The second activity is a fill in the gaps where five statements are given. Finally, in the third activity, students are asked to match each idiomatic expression with its meaning.

The participants were informed that their scores of the test will not affect their own marks or related to any of their assessment and evaluation. The aim here is to make students work individually without cheating and to avoid any pressure that may influence our results.

2.3.2 The Treatment Phase

After finishing the pre-test, the experimental group received the treatment which lasted four weeks, forty-five (45) minutes for each. Participants of the experimental group were taught using authentic English songs, whereas those of the control group did not receive any particular training but continued with their English regular classes.

2.3.2.1 The Experimental Group Instruction

During the treatment, the experimental group was exposed to English songs. To take into consideration the visual learners, we added the songs’ lyrics. In the first session, a video of three minutes was displayed. It was an overview about the idiomatic expressions along with some examples. To engage all students into the classroom activities, the data
show was used. In the same session, we started our activities which lasted four weeks. We began playing songs, then we asked students to explain some expressions and to predict what the song is about. Then, we asked the participants to extract all the idiomatic expressions from the songs used and to predict their meaning from the context of the songs. Because of time constraints, we did not give extensive exercises.

2.3.2.2 The Control Group Instruction

The control group was exposed to remedial period using the traditional way of teaching. In other words, they proceeded dealing with idiomatic expressions in the common way of regular English classes without the integration of songs.

2.3.3 The Post-test Phase

The post-test was administrated under the same conditions of the pre-test. In other words, we used the same format, the same activities and in thirty (30) minutes. It was conducted in order to measure whether the participants’ comprehension of idiomatic expressions have been effected through the use of songs. That is to say, the purpose behind managing the post-test was to measure the progress in students’ comprehension of idioms via using songs.

2.4 Scoring

Both tests (the pre-test and the post-test) have the score of twenty (20) points. Concerning the first task, it consists of ten (10) statements about the meaning of idiomatic expressions introduced in sentences. It is scored on one (1) point for each correct answer. The second task includes five (5) statements that contain five gaps. Each statement is scored on one (1) point. Finally, the third task also is scored on one (1) point for each correct answer where students are asked to match each idiomatic expression with its
meaning. All in all, the first activity is scored out of ten (10) points; the second activity is scored on five (5) points and the third activity is scored on five (5) points. Totally, the test is scored twenty (20) points.

2.5. Statistical Analysis

In order to test the hypotheses and to see whether there is any effect of the independent variable (IV) which is the use of English songs, on the dependent variable (DV) which is the comprehension of idiomatic expressions, two parametric tests were used. The first test was the independent sample T-test which is used to compare the scores obtained from the pre-tests/post-tests of the two groups (the experimental group and the control group); that is to say, it is used to see the significant difference that exist after having received the treatment. The second one is the paired sample T-test. The aim behind it is to find out whether the treatment has any effect on improving students’ comprehension of idioms in the post-tests in comparison to that of those pre-tests.
2.5.1 Control and Experimental Groups Results in Pre-test and Post-test

Table 01

The Frequency of the Experimental Group and Control Group Scores

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th></th>
<th>Experimental Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>Scores</td>
<td>Frequency</td>
<td>Frequency</td>
<td>Frequency</td>
<td>Frequency</td>
</tr>
<tr>
<td>01</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>02</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>03</td>
<td>01</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>04</td>
<td>—</td>
<td>—</td>
<td>01</td>
<td>—</td>
</tr>
<tr>
<td>05</td>
<td>02</td>
<td>01</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>06</td>
<td>01</td>
<td>01</td>
<td>02</td>
<td>—</td>
</tr>
<tr>
<td>07</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>—</td>
</tr>
<tr>
<td>08</td>
<td>01</td>
<td>03</td>
<td>03</td>
<td>—</td>
</tr>
<tr>
<td>09</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td>10</td>
<td>02</td>
<td>01</td>
<td>03</td>
<td>01</td>
</tr>
<tr>
<td>11</td>
<td>02</td>
<td>02</td>
<td>01</td>
<td>01</td>
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<tr>
<td>12</td>
<td>—</td>
<td>02</td>
<td>01</td>
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<tr>
<td>13</td>
<td>02</td>
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<td>01</td>
<td>01</td>
<td>01</td>
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<tr>
<td>18</td>
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<td>—</td>
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</tr>
<tr>
<td>19</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>01</td>
</tr>
<tr>
<td>20</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>01</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 01 shows the scores of the participants of both groups (i.e., experimental and control groups) in the tests they received before and after the treatment period (i.e., pre-test and post-test).

It is observed that the participants of the control group have scored marks varying from three (03) the lowest mark to seventeen (17) the highest mark in the pre-test. The frequent mark is seven (07) occurring three times. Participants of the experimental group have scored marks between four (04) to eighteen (18) with three frequent marks which are eight (08), nine (09) and ten (10), each mark occurred three times in the same test.
On the other hand, the table shows that the control group has scored marks from five (05) to eighteen (18) with the frequent mark eight (08) occurring three times in the post-test, whereas the experimental group have scored marks varying between nine (09) to twenty (20). The frequent mark recorded by this group in the post-test is thirteen (13) occurring four times.

For the total 20 scores and participants, we have the following percentages:

*Table 02*

*The Students’ Percentages with Accordance to the Average*

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-test</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09&lt;10 → 45%</td>
<td></td>
<td>10&lt;10 → 50%</td>
</tr>
<tr>
<td>11 ≥ 10 → 55%</td>
<td></td>
<td>10 ≥ 10 → 50%</td>
</tr>
<tr>
<td><strong>Post-test</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8&lt;10 → 40%</td>
<td></td>
<td>2&lt;10 → 10%</td>
</tr>
<tr>
<td>12 ≥ 10 → 60%</td>
<td></td>
<td>18 ≥ 10 → 90%</td>
</tr>
</tbody>
</table>
2.5.2 Results of Pre-tests

Table 03

The Control Group versus the Experimental Group’s Results in the Pre-test

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>03</td>
<td>04</td>
</tr>
<tr>
<td>2</td>
<td>07</td>
<td>06</td>
</tr>
<tr>
<td>3</td>
<td>07</td>
<td>06</td>
</tr>
<tr>
<td>4</td>
<td>07</td>
<td>07</td>
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<tr>
<td>5</td>
<td>05</td>
<td>08</td>
</tr>
<tr>
<td>6</td>
<td>06</td>
<td>08</td>
</tr>
<tr>
<td>7</td>
<td>09</td>
<td>09</td>
</tr>
<tr>
<td>8</td>
<td>08</td>
<td>09</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>08</td>
</tr>
<tr>
<td>11</td>
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<td>12</td>
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<tr>
<td>17</td>
<td>15</td>
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<td>15</td>
<td>16</td>
</tr>
<tr>
<td>19</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>20</td>
<td>14</td>
<td>18</td>
</tr>
</tbody>
</table>
Figure 01. Control Group VS Experimental Group’s Scores in the Pre-test

Table 03 represents the scores of both groups (experimental group and control group) in the pre-tests. It shows their performance level before conducting the treatment. The aim was to check whether our participants in both groups were approximately under the same level regarding to idiomatic expressions’ knowledge.

Table 04
The Results of the Pre-test

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREDATA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRE-TEST of</td>
<td>20</td>
<td>10.10</td>
<td>4.08978</td>
<td>.91450</td>
</tr>
<tr>
<td>control group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRE-TEST of</td>
<td>20</td>
<td>10.30</td>
<td>3.82650</td>
<td>.85563</td>
</tr>
<tr>
<td>experimental</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We have used the SPSS to calculate the means of both groups in the pre-test as presented in table 04 (SPSS is an acronym stands for Statistical Package of Social
Sciences). We observed that the control group scored the mean $X^{\text{co}} = 10.10$ while the experimental group scored the mean $X^{\text{ex}} = 10.30$. We observed that the experimental group and the control group are approximately under the same level of idiomatic expressions’ knowledge.

### 2.5.2.1 The Independent Sample T-Test of Pre-tests

The independent sample t-test is used to compare the means of the two groups (experimental group and control group).

In the table below, i.e. the independent sample t-test table, we observe the *p. value* (*sig.*) in the column of Levene’s test for equality of variances is greater than alpha 0.550 > 0.05. So, we read from the top row.

*Table 05
Independent Sample T-test Results of Pre-tests*

<table>
<thead>
<tr>
<th></th>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of means</th>
<th>95% Confidence Interval of the Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>PRED Equal</td>
<td>.363</td>
<td>.550</td>
<td>-</td>
</tr>
<tr>
<td>ATA variances</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assumed</td>
<td>.160</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances</td>
<td>-</td>
<td>37.8</td>
<td>.874</td>
</tr>
<tr>
<td>not assumed</td>
<td>.160</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

Scientifically speaking, when *p. value* (*Sig. 2tailed*) is greater than alpha (0.05), it means that the variability between the two groups is not significantly different.
Table 05 demonstrates that our \( p \text{-value} \) is higher than \( \alpha \); in other words, \( 0.874 > 0.05 \). Hence, we can say that our two groups (experimental group and control group) are homogeneous. There is no significant difference between them.

### 2.5.3 Results of Post-tests

**Table 06**

*The Control Group versus Experimental Group results in the Post-tests*

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
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</tr>
<tr>
<td>7</td>
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<tr>
<td>9</td>
<td>12</td>
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</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>8</td>
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<tr>
<td>12</td>
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<tr>
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<tr>
<td>14</td>
<td>15</td>
<td>14</td>
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<td>15</td>
<td>18</td>
<td>16</td>
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<td>16</td>
<td>13</td>
<td>15</td>
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<td>17</td>
<td>16</td>
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<td>18</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>19</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>20</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>
**Figure 02.** Control Group VS Experimental Group’s Scores in the Post-tests

**Table 07**

_The Results of Post-tests_

<table>
<thead>
<tr>
<th>POSTDATA</th>
<th>POST-TEST of control group</th>
<th>N</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Standard Error of mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTDATA</td>
<td>POST-TEST of experimental group</td>
<td>20</td>
<td>11.300</td>
<td>3.94835</td>
<td>0.88288</td>
</tr>
<tr>
<td>POSTDATA</td>
<td>POST-TEST of experimental group</td>
<td>20</td>
<td>13.900</td>
<td>2.93616</td>
<td>0.65655</td>
</tr>
</tbody>
</table>

The table shows the results of both groups the post-tests. It was designed to check whether students’ performance was changed after the treatment period or not. While the control group scored the mean $\bar{X}_{co} = 11.30$, $SD = 3.948$ and $SE = 0.882$, the experimental group scored $\bar{X}_{ex} = 13.90$, $SD = 2.936$ and $SE = 0.656$, respectively.
2.5.3.1 The Independent Sample T-test of Post-tests

The t-test for equality of means indicates that there is a significant difference between the experimental group and the control group after the treatment by recording 0.023 which is less than 0.05 (0.023 < 0.05). Therefore, the alternative hypothesis (H₁) is confirmed while the null hypothesis (H₀) is rejected.

Table 08

Independent Sample T-test Results of Post-tests

<table>
<thead>
<tr>
<th></th>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for equality of means</th>
<th>95% Confidence Interval of the Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>T</td>
</tr>
<tr>
<td>POSTD ATA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>2.573</td>
<td>,117</td>
<td>-</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>-</td>
<td>35,0 ,024</td>
<td>-2,36</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.5.4 Control Group Results in the Pre-test and the Post-test

Table 09

Control Group Difference Scores between the Pre-test and the Post-test

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>5</td>
<td>+2</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>9</td>
<td>+2</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>8</td>
<td>+1</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>6</td>
<td>+1</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>8</td>
<td>+2</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>10</td>
<td>+1</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>12</td>
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<td>10</td>
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<tr>
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<tr>
<td>19</td>
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</tr>
<tr>
<td>20</td>
<td>14</td>
<td>18</td>
<td>+4</td>
</tr>
<tr>
<td><strong>Means</strong></td>
<td>$\bar{X}_{pre} = 10.10$</td>
<td>$\bar{X}_{post} = 11.30$</td>
<td>$\bar{d} = 1.20$</td>
</tr>
</tbody>
</table>

Table 09 represents the scores of each participant in the control group in the pre-test and the post-test. The mean difference between the pre-test and post-test scores is $\bar{d} = 1.20$ which means that there is an improvement in the students’ performance concerning idioms’ comprehension.
2.5.4.1 The Paired Sample T-test of Control Group

Table 10

The Results of the Pre-test and the Post-test of the Control Group

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Pre-test</td>
<td>10.1000</td>
<td>20</td>
<td>4.08978</td>
<td>.91450</td>
</tr>
<tr>
<td>Post-test</td>
<td>11.3000</td>
<td>20</td>
<td>3.94835</td>
<td>.88288</td>
</tr>
</tbody>
</table>

According to Paired samples t-test results, the difference between the pre-test ($X_{pr} = 10.10$, $SD = 4.089$) and post-test results ($X_{po} = 11.30$, $SD = 3.948$) of the control group is statistically significant at $p = 0.005 < 0.05$. 

Figure 03. Scores Differences in the Pre and Post-test for each Participant in the Control Group
As these results demonstrate, although the control group did not receive any particular training, but continued with their regular English classes, this group still showed a statistically significant development. This result may be expected since the students in the control group were learning English in the regular English program. While this group scored a $\text{dco} = 1.20$ point increase after the four-week period, the experimental group made a $\text{dex} = 3.60$ point increase.

*Table 11*

*The Paired Sample Test of the Control Group*

<table>
<thead>
<tr>
<th>Pair</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean</th>
<th>95% Confidence Interval of the Differences</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>Post-test</td>
<td>-1.20000</td>
<td>1.70448</td>
<td>.38113</td>
<td>-1.99772 - .40228</td>
<td>19</td>
</tr>
</tbody>
</table>
2.5.5 Experimental Group Results in the Pre-test and the Post-test

Table 12

Experimental Group Difference Scores between the Pre-test and Post-test

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>11</td>
<td>+7</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>9</td>
<td>+3</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>15</td>
<td>+9</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>13</td>
<td>+6</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>14</td>
<td>+6</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>14</td>
<td>+6</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>15</td>
<td>+6</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>+1</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>13</td>
<td>+3</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>12</td>
<td>+4</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
<td>13</td>
<td>+3</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>9</td>
<td>-1</td>
</tr>
<tr>
<td>13</td>
<td>11</td>
<td>13</td>
<td>+2</td>
</tr>
<tr>
<td>14</td>
<td>9</td>
<td>14</td>
<td>+5</td>
</tr>
<tr>
<td>15</td>
<td>12</td>
<td>16</td>
<td>+4</td>
</tr>
<tr>
<td>16</td>
<td>13</td>
<td>15</td>
<td>+2</td>
</tr>
<tr>
<td>17</td>
<td>15</td>
<td>16</td>
<td>+1</td>
</tr>
<tr>
<td>18</td>
<td>16</td>
<td>19</td>
<td>+3</td>
</tr>
<tr>
<td>19</td>
<td>17</td>
<td>17</td>
<td>00</td>
</tr>
<tr>
<td>20</td>
<td>18</td>
<td>20</td>
<td>+2</td>
</tr>
<tr>
<td>Means</td>
<td>X_{pr} = 10.3</td>
<td>X_{po} = 13.9</td>
<td>d = 3.6</td>
</tr>
</tbody>
</table>
Table 12 and the figure above show the different scores obtained by each individual student in the pre-test and the post-test. As we notice, the post-test mean $X_{pr} = 10.3$ is less than the pre-test mean $X_{po} = 13.9$ with a difference mean $d = 3.6$. It means that there is a considerable progress after the treatment period which lasted four weeks. In other words, exposing EFL students to English songs had an effective role in students’ comprehension of idiomatic expressions.

Figure 04. Scores Differences in the Pre-test and the Post-test for each Participant in the Experimental Group
2.5.5.1 The Paired Sample T-test of the Experimental Group

In order to check whether the improvement was resulting from the effect of the independent variable or just a matter of chance, a paired sample t-test was conducted (by using SPSS). The results are demonstrated as follow:

Table 13

The Results of the Experimental Group Pre-test and Post-test

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>Pre-test</td>
<td>10,3000</td>
<td>20</td>
<td>3,82650</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>13,9000</td>
<td>20</td>
<td>2,93616</td>
</tr>
</tbody>
</table>

Table 14

The Paired Sample Test Results of the Experimental Group

<table>
<thead>
<tr>
<th></th>
<th>Std. Deviation Mean</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Differences</th>
<th>Lower</th>
<th>Upper</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>Pre-test post-test</td>
<td>-3,6000</td>
<td>2,54227</td>
<td>.56847</td>
<td>-4,78982</td>
<td>-2,41018</td>
<td>-6,333</td>
<td>19</td>
</tr>
</tbody>
</table>

From the table above, we have the significance level is *alpha*= 0.05 (when the confidence interval is 95%) and *sig (2 tailed) p. value* is 0.00. If we compare the sig 2 tailed to the alpha level, we find 0.00 < 0.05 (less than the level of significance) The p. value is less than the significance level (alpha=0.05), it means that a very small probability of this result occurred by chance while the majority scored the improvement because of the manipulation of the independent variable (the use of songs). The alternative hypothesis of this study is accepted and the null hypothesis is rejected because p<0.05. This indicates that the treatment which was via the use of songs had a significant effect on improving the
experimental group participants’ comprehension of idiomatic expressions. This shows that there is an evidence ($p = 0.00$) that using English songs improve students’ comprehension of idioms from time 1 (M= 10.30 and SD= 3.82) to time 2 (M= 13.90 and SD= 2.936), $p<0.05$ (two tailed). The mean increased in experimental group scores was -3.90 with a 95% confidence interval ranging from -4.789 to -2.410. It suggests that we can be 95% confident that the difference between the means of the pre-test and post-test in the experimental group is not due to chance but rather the manipulation of the independent variable.

### 2.6 Summary of the Results

The present research was designed to investigate whether the use of songs in EFL classrooms has an effect on students’ level of idiomatic expressions comprehension. For that reason, the following research question was raised:

- Does using songs in EFL classes have any significant effect on students’ comprehension of idiomatic expressions?

Accordingly, we hypothesized that:

H₁: Using songs in EFL classes enhances EFL students’ comprehension of idiomatic expressions.

H₀: Using songs in EFL classes does not enhance students’ comprehension of idiomatic expressions.

When comparing the two groups’ results, the experimental group fulfilled a significant progress in the post-test compared to the pre-test where it scored an average of 10.30. In other words, there is a statistical significant difference amounts 3.60. Conversely, although the control group recorded a small progress in the post-test compared to the pre-test, where the average was 10.10, the difference means was 1.20 which is insignificant compared to the experimental group difference mean.
Furthermore, the t-tests results in the post-tests show that the experimental group achieved a significant progress compared to the control group. This improvement was due to the manipulation of the independent variable (teaching through songs) during the four weeks of treatment.

We can conclude that the alternative hypothesis ($H_1$) which proposed that the use of English songs in EFL classes has a significant effect on EFL students’ comprehension at the level of idiomatic expressions is confirmed via the experiment.

2.7 Limitations of the Study

When conducting our research, we faced certain constrains. First of all, this study was done only in six weeks (including the pre-test and the post-test) while it requires more than four weeks because some students need to listen many times to the song before starting to answer the given questions. In addition, there were no laboratories where the experiment should take place; thus, there was a lack of the needed materials like the head speakers and the data show. The latter was used only one session while in the three last sessions, we used our personal computers, the speaker and written handouts as well.

2.8 Pedagogical Implications

The study is an attempt to shed some light on the impact of using songs as a powerful tool to raise Algerian EFL students’ comprehension of idiomatic expressions. In fact, most EFL learners face obstacles when they try to understand the intended meaning of an idiomatic expression; therefore, teachers should select an effective strategy for an effective teaching. The research led us to conclude that using songs is really very effective and valuable pedagogical tool for EFL classes on the basis that they increase students’ motivation and interest on the one hand, and provide an enjoyable atmosphere for learning a foreign or second language on the other hand. Furthermore, teaching a foreign language should be focused more on language authenticity. With authentic materials, students can
establish the competence of mastering the target language and its various aspects in an authentic way. Thus, it is recommended for EFL teachers to adopt English songs to introduce the target language depending on the learners’ needs and learners’ level as well as to draw attention on idioms as a vital aspect of language that cannot be neglected.

**Conclusion**

This chapter is the practical part of the research. It was designed to investigate whether the use of songs in EFL classes has a significant role on students’ comprehension of idiomatic expressions. Therefore, the data were gathered, analyzed and interpreted through conducting a quazi-experiment. The results obtained show that EFL learners who were taught idioms via songs displayed a significant progress compared to those who were taught idioms traditionally. The research came out with the conclusion that we reject the null hypothesis and confirm the alternative hypothesis that songs have a positive effect on the comprehension of idioms among second year EFL learners.
General Conclusion

The accomplishment of a high competence of a FL is not an easy task for the majority of students. They face difficulties especially when it comes to getting the intended meaning. Therefore, the study was conducted to investigate the effectiveness of English songs on second year EFL students’ level of idiomatic expressions. The current dissertation is divided into two chapters: the first chapter covers the theoretical part of our work and it is made up of two sections. The first section is about the integration of songs in EFL classes, while the second section is devoted to idiomatic expressions. The second chapter is the fieldwork of the research. It was designed to test the hypotheses using a quazi-experiment. Moreover, it covers a detailed description about the sample, the main procedures and the analysis of the findings. At the end, we deduced that songs have a positive effect on EFL learners when it comes to comprehend idioms. Consequently, the null hypothesis was rejected while the alternative hypothesis was confirmed. Finally, we stated the obstacles that we have faced during the treatment and we suggested some pedagogical implications and recommendations for EFL teachers.
References


APPENDICES

Appendix One: The test used in the Pre-test and the Post-test

Appendix Two: Treatment One of the Experimental Group

Appendix three: Treatment Two of the Experimental Group

Appendix Four: Treatment Three of the Experimental Group

Appendix Five: Treatment Four of the Experimental Group
Appendix one

The Test used in the Pre-test and the Post-test

Part one

Identify the meanings of the underlined idioms according to the context:

1- I had to bite my tongue to keep from telling her what I really thought.
   a- Not to tell what I really want to say
   b- To keep a secret
   c- To stop the interaction suddenly

2- There has been bad blood between Taylor Swift and Katy Perry for years.
   a - There has been a revenge
   b- There has been anger and hostility
   c-There has been negative feeling

3- Tony has been just holding his breath and hoping they will call him back for an interview.
   a- To wait
   b- To be anxious
   c- Losing exhale and inhale

4- Jenny says to Michael: I am sorry to rain on our parade, but the ticket you are asking is not available anymore.
   a - To criticize
   b- To neglect someone or something
   c – To ruin or spoil someone’s plan

5- I made a mistake I know, but you do not have to rub it in.
   a- Having no right to criticize someone
b- Keep talking about something that makes somebody upset

c- To do the same mistake

6- For the first time in living memory, we have a leader who can stand tall in International gathering.

a- Being proud and confident of the abilities

b- Having the opportunity to stay a long time

c- Being an important and influential

7- The father informs his son “if you treat your friends like that, of course they drop you; you reap what you sow in this life.

a- To afford the responsibility of your actions

b- If you do bad things, bad things will happen to you, and if you do good things, good things will happen to you.

c- To deserve what happen to you

8- Things were at fever pitch with the election coming up.

a- Extreme anxiety

b- A huge mess

c- Extreme excitement

9- The wedding goes down in flames after the big fight between the bride and the groom.

a- To fail/ end suddenly and completely

b- To be delayed

c- To face unsolved problem

10- You hold him down while I search but I have to hold back

a- To restrain/ To act with reserve

b- To act with reserve/ to restrain
Part two

Fill in the gaps with the following idiomatic expressions:

*Hit the nail on the head, let the cat out of the bag, hit the book, bite off more than one’s could chew, to judge a book by its cover,*

- I think I …………………………………………….. when I agreed to paint this house by myself.

- Mike ……………………………………………… when he said most people can use a computer without knowing how it works.

- They go to the beach when they should be ………………………………….. and then they wonder why they get bad grades.

- Judging others makes us blind. No one is perfect because we may face ugly appearance but no one knows the soul. Therefore, do not……………………………………

- We had planned a surprise party for Donna, but some guy she works with ………………………………………….., so now she knows.
Part three

Match each idiomatic expression with its meaning:

1) See eye to eye
   • To be dismissed casually and almost cruelly

2) Take a bow
   • To stop talking or doing something

3) Cut it out
   • To disturb a situation that is beneficial to the people

4) Brush off
   • To agree on something
   • To accept the applause at the end of a Performance

5) Rock the boat
   • To agree on something
APPENDIX TWO

The Experimental Group treatment 1

Session One

Definition of Idioms

An idiomatic expression is a short phrase that cannot be understood literally. In other words, an idiom is a multiword construction that has semantic unit whose meaning cannot be deduced from the meaning of its constituents.

E.g.: kick the bucket which means to die

Idioms are defined in the song video as by Melissa Corbett as: “my family can be so confusing, sometimes their words do not mean what they say. When it is an idiom they’re so choosing, misunderstandings get in the way”.

Roar by Katy Perry

I used to bite my tongue and hold my breath

Scared to rock the boat and make a mess

So I sat quietly, agreed politely

I guess that I forgot I had a choice

I let you push me past the breaking point

I stood for nothing, so I fell for everything

You held me down, but I got up

Already brushing off the dust

You hear my voice, your hear that sound
Like thunder, gonna shake the ground
You held me down, but I got up
Get ready 'cause I had enough
I see it all, I see it now

I got the eye of the tiger, a fighter
Dancing through the fire
'Cause I am a champion, and you're gonna hear me roar
Louder, louder than a lion
'Cause I am a champion, and you're gonna hear me roar!
Now I'm floating like a butterfly
Stinging like a bee I earned my stripes
I went from zero, to my hero

You held me down, but I got up
Already brushing off the dust
You hear my voice, your hear that sound
Like thunder, gonna shake the ground
You held me down, but I got up
Get ready 'cause I've had enough
I see it all, I see it now

I got the eye of the tiger, a fighter
Dancing through the fire
'Cause I a champion, and you’re gonna hear me roar!
Questions

1) What the song is about?

2) Katy Perry used the expression “I got the eye of the tiger”. What does this expression mean?

3) Read the song’ lyrics and find synonyms of the following expressions and:
   - Breaking point………………………………………………………………
   - To sting……………………………………………………………………
   - To have a choice………………………………………………………
   - To make a mess…………………………………………………………

4) What is your reflection toward this song?

5) There are idiomatic expressions included in the song. Try to extract all of them and predict what they mean.
APPENDIX THREE

The Experimental Group Treatment 2

Session Two

Activity 01

Rolling in the Deep by ADELE

There's a fire starting in my heart
Reaching a fever pitch, it's bringing me out the dark
Finally I can see you crystal clear

Go 'head and sell me out and I'll lay your ship bare
See how I leave with every piece of you
Don't underestimate the things that I will do
There's a fire starting in my heart
Reaching a fever pitch
And it's bringing me out the dark

The scars of your love remind me of us
They keep me thinking that we almost had it all
The scars of your love, they leave me breathless
I can't help feeling

We could have had it all
Rolling in the deep
You had my heart inside of your hand
And you played it, to the beat
Baby, I have no story to be told
But I've heard one on you
And I'm gonna make your head burn
Think of me in the depths of your despair
Make a home down there
As mine sure won't be shared
The scars of your love remind me of us
They keep me thinking that we almost had it all
The scars of your love, they leave me breathless
I can't help feeling
We could have had it all
Rolling in the deep
You had my heart inside of your hand
And you played it, to the beat
Throw your soul through every open door
Count your blessings to find what you look for
Turn my sorrow into treasured gold
You'll pay me back in kind and reap just what you sow
We could have had it all
We could have had it all
It all, it all, it all
We could have had it all
Rolling in the deep
You had my heart inside of your hand
And you played it to the beat
1) Adele promises her partner to take revenge and makes him feel more than she has ever felt. In which line it is stated?

2) What is the meaning of the following line “the scars of your love, they live me breathless”.

3) Extract all idioms mentioned in the song.

Activity 02

**Blank Space by TAYLOR SWIFT**

Nice to meet you, where you been?

I could show you incredible things

   Magic, madness, heaven, sin

   Saw you there and I thought

   Oh my God, look at that face

You look like my next mistake

Love's a game, want to play?

   New money, suit and tie

I can read you like a magazine

   Ain't it funny, rumors fly

And I know you heard about me

   So hey, let's be friends

I'm dying to see how this one ends

Grab your passport and my hand

   So it's gonna be forever

Or it's gonna go down in flames

You can tell me when it's over

   If the high was worth the pain
Got a long list of ex-lovers
They'll tell you I'm insane
’Cause you know I love the players
And you love the game
’Cause we're young and we're reckless
We'll take this way too far
It'll leave…

1) Transform the sentence “I know you heard about me” from the direct into the indirect reported speech.

2) What is the meaning of the idiomatic expression written in bold?
APPENDIX FOUR

The Experimental Group Treatment 3

Session Three

Activity 01

**Bad Blood by TAYLOR SWIFT**

'Cause, baby, now we got bad blood

You know it used to be mad love

So take a look what you've done

'Cause, baby, now we got bad blood

Now we got problems

And I don't think we can solve them

You made a really deep cut

And, now we got bad blood

Did you have to do this? I was thinking that you could be trusted

Did you have to ruin what was shiny? Now it's all rusted

Did you have to hit me, where I'm weak?

And rub it in so deep, salt in the wound like you're laughing right at me

Oh, it's so sad to think about the good times, you and I

Did you think we'd be fine? Still got scars on my back from your knife

So don't think it's in the past, these kinda wounds they last and they last.

Now did you think it all through? All these things will catch up to you

And time can heal but this won't, so if you're coming my way, just don't

Oh, it's so sad to think about the good times, you and I

Band-aids don't fix bullet holes

You say sorry just for show
If you live like that, you live with ghosts

1) What is the general idea of this song?

2) Taylor Swift seems that her enemy did something bad for her and she cannot forget about it. Extract from the song the metaphorical expression that has the same meaning.

3) Elicit all idiomatic expressions included in the song.

Activity 02

Take a Bow by RIHANNA

Oh, how about a round of applause, yeah

A standing ovation

Oh, yeah

Yeah, yeah, yeah, yeah

You look so dumb right now

Standing outside my house

Trying to apologize

You're so ugly when you cry

Please, just cut it out

Don't tell me you're sorry 'cause you're not

Baby when I know you're only sorry you got caught

But you put on quite a show

Really had me going

But now it's time to go

Curtain's finally closing
That was quite a show
Very entertaining
But it's over now
Go on and **take a bow**
How about a round of applause
A standing ovation
But you put on quite a show
Really had me going
Now it's time to go
Curtain's finally closing
That was quite a show
Very entertaining
But it's over now (but it's over now)
Go on and take a bow

* In the verse above, there are two idiomatic expressions written in bold. What is their meaning? Give two examples using those idioms.
APPENDIX FIVE

The Experimental Group Treatment 4

Session Four

Activity 01

Love Yourself by JUSTIN BABER

For all the times that you rain on my parade
And all the clubs you get in using my name
You think you broke my heart, oh, girl for goodness' sake
You think I'm crying on my own. Well, I ain't
And I didn't wanna write a song
'Cause I didn't want anyone thinking I still care. I don't,
But you still hit my phone up
And, baby, I be movin' on
And I think you should be somethin' I don't wanna hold back,

Maybe you should know that
My mama don't like you and she likes everyone
And I never like to admit that I was wrong
And I've been so caught up in my job,
Didn't see what's going on
'Cause if you like the way you look that much
Oh, baby, you should go and love yourself

And if you think that I'm still holdin' on to somethin'

You should go and love yourself
And when you told me that you hated my friends
The only problem was with you and not them
And every time you told me my opinion was wrong
And tried to make me forget where I came from
And I didn't wanna write a song
'Cause I didn't want anyone thinking I still care. I don't,
But you still hit my phone up
And, baby, I be movin' on
And I think you should be somethin' I don't wanna hold back,
Maybe you should know
And if you think that I'm still holdin' on to somethin'
You should go and love yourself

• The song above starts with an idiomatic expression. What does it mean?

• Try to elicit all idioms included in song lyrics.

Activity 02

Stronger by KELLY CLARKSON

You know I dream in color
And do the things I want
You think you got the best of me
Think you've had the last laugh
Bet you think that everything good is gone
Think you left me broken down
Think that I'd come running back
Baby you don't know me, cause you're dead wrong
What doesn't kill you makes you stronger
   Stand a little taller
Doesn't mean I'm lonely when I'm alone
What doesn't kill you makes a fighter
   Footsteps even lighter
Doesn't mean I'm over cause you're gone
What doesn't kill you makes you stronger, stronger
   Just me, myself and I
You heard that I was starting over with someone new
   They told you I was moving on over you
   You didn't think that I'd come back
   I'd come back swinging
   You try to break me, but you see
What doesn't kill you makes you stronger
   Stand a little taller
Doesn't mean I'm lonely when I'm alone
What doesn't kill you makes a fighter
   Footsteps even lighter
Doesn't mean I'm over cause you're gone
What doesn't kill you makes you stronger, stronger
   Just me, myself and I
What doesn't kill you makes you stronger
   Stand a little taller
Doesn't mean I'm lonely when I'm alone
Thanks to you I got a new thing started
Thanks to you I'm not the broken-hearted
Thanks to you I'm finally thinking about me
You know in the end the day you left was just my beginning

In the end...

• Read the song lyrics and summarize its content in few lines

• What is the meaning of idioms in this song according to the context?
Résumé

Le présent mémoire étudie l'influence des chansons anglaises sur la compréhension des expressions idiomatiques par les étudiants EFL. Les participants étaient les étudiants de LMD de deuxième année du département d'anglais de l'Université Larbi Ben M'hidi, Oum El Bouaghi de l'année académique 2016-2017. Pour atteindre le but de cette recherche, une méthode expérimentale avec un modèle quasi-expérimental a été suivie. Le nombre total de nos participants était de quarante (40) et ils étaient divisés en deux groupes, le groupe expérimental et le groupe témoin. Les participants des deux groupes ont été testés préalablement avant de passer la période de traitement qui a duré quatre semaines. Le groupe expérimental a reçu le traitement par l'utilisation de chansons anglaises contenant des expressions idiomatiques, contrairement au groupe témoin qui a reçu des expressions idiomatiques selon la méthode traditionnelle. Après avoir terminé le traitement, le post-test a été administré pour les deux groupes. C'était le même que le pré-test sur la base du format et de la durée. Les résultats de nos recherches indiquent qu'il y a eu une amélioration pour le groupe expérimental qui a montré un progrès significatif par rapport au groupe témoin. En outre, la majorité des participants étaient intéressés à apprendre les expressions idiomatiques à travers des chansons, en plus d'être très motivés. Par conséquent, il est suggéré d'inclure des chansons en classes EFL comme outil efficace pour l’amélioration de la compréhension des expressions idiomatiques par les étudiants.

Mots clés: chansons anglaises, étudiants EFL, compréhension des expressions idiomatiques.
ملخص

تهدف هذه المذكرة إلى البحث عن تأثير الأغاني الإنجليزية في فهم الطلاب اللغة الإنجليزية كلغة أجنبية للتعبيرات الإصطلامية. كان المشاركون من طلاب السنة الثانية لقسم اللغة الإنجليزية لجامعة العربي بن مهدي، أم البواقي خلال العام الدراسي 2016-2017. وتحقيق الغرض من هذا البحث، اتبعت طريقة تجريبية ذات تصميم شبه تجربي. وقد بلغ عدد المشاركون فيها (40) مشاركًا، وتم تقسيمهم إلى مجموعتين، المجموعة التجريبية والمجموعة الشاهدة. تم اختيار المشاركين من كلا المجموعتين قبل إجراء فترة العلاج التي استمرت أربعة أسابيع. تلت المجموعة التجريبية العلاج من خلال استخدام الأغاني الإنجليزية التي تحتوي على تعبيرات إصطلامية، على عكس المجموعة الشاهدة التي تلقت تعبيرات اصطلاحية على الطريقة التقليدية. بعد الانتهاء من المعالجة، تم إجراء الاختبار البديع لكلا المجموعتين. تم إجراء الاختبار نفسه فيما يخص الشكل والمدة. أظهرت نتائج البحث أن هناك تحسنا للمجموعة التجريبية التي أظهرت نقداً كبيرة مقارنة مع المجموعة الشاهدة. وعلاوة على ذلك، فإن غالبية المشاركين كانوا مهتمين بتعلم التعبير عن طريق الأغاني إلى جانب كونهم متحمسين للغاية لذلك. ولذلك، يقترح تضمين الأغاني في الفصول الدراسية لدى أقسام تعلم اللغة الإنجليزية كلغة أجنبية كأداة فعالة لتعزيز فهم الطلاب للتعبيرات الإصطلامية.

الكلمات المفتاحية: الأغاني الإنجليزية، طلاب اللغة الإنجليزية كلغة أجنبية، فهم التعبير الإصطلامية.