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THE INVESTIGATION OF TEACHERS' ATTITUDES TOWARDS THE USE OF SONGS IN DEVELOPING VOCABULARY FOR YOUNG LEARNERS IN ELT CLASSES

PREPARED BY

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ÖZET

Çocuklar için İngiliz Dili Öğretimi Sınıflarında Kelime Kazanımı için Şarkıların Kullanımına Öğretmenlerin Tutumlarını İnceleme
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İngiliz dili tarih boyunca bir dünya dili olmuştur. Şüphesiz ki, bugüne değin tüm dünyada en yaygın dildir. İngiliz dili, ekonomik ve dini sebeplere ek olarak kolonileşme, büyüme, savaşlar ve mücadele gibi politik ve askeri olaylar sebebi ile bu öneme sahip olmuştur. Bu faktörler dünyanın birçok ülkesinde evrensel anlamda yaygınlaşmasında rol oynamıştır. Bu çalışma, Libya'daki genç öğrencilerin kelime ediniminde şarkıların önemini vurgulamaktadır. Bu yöntemin kullanılması öğretmenler açısından farklı görüşlere yol açar. Bu çalışma, İngiliz Dili Öğretimi sınıflarında genç öğrenciler için kelime bilgisi edinimi konusunda öğretmenlerin tutumlarını ölçmeyi amaçlar. Tanımlayıcı yöntem için veri toplamı metodu olarak nicel çevrimiçi bir anket uygulanmıştır. Örneklem, rastgele seçilmiş 163 İngiliz dili öğretmeninden oluşur. Çalışma, kelime edinimi için şarkı kullanımına yönelik öğretmenlerin pozitif tutumunu gösterir. Sonuçlar, ayrıca, öğretmenlerin cinsiyet, eğitim seviyesi, mezun okul türleri ve mezuniyet dereceleri açısından istatistik olarak bir önem olmadığını gösterir. Öte yandan, sonuçlar, öğretmenlerin tecrübeleri ve sınıf seviyesi açısından İngiliz dili öğretimi ve kelime edinimi konularında önemli bir istatistik veri olduğunu gösterir.

Anahtar Kelimeler: İletişimsel Dil Öğretimi (İDÖ), İngiliz dili öğretmenleri algıları, İDÖ aktiviteleri, İDÖ zorlukları

ABSTRACT

Azeezah M. Qareen

A Case Study: THE INVESTIGATION OF TEACHERS' ATTITUDES TOWARDS THE USE OF SONGS IN DEVELOPING VOCABULARY FOR YOUNG LEARNERS IN ELT CLASSES.

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The English language has dominated as a global language during history. Undoubtedly, it is one of the most commonly used languages in the whole world until today. English has mainly taken this place due to political and military events; such as struggling, wars, expansion, colonization, in addition to religious and economic reasons. The previous factors have played a vital role regarding the global spread of this language in most of the countries throughout the world. This study highlights the use of songs in developing a vocabulary for young learners in Libya. Using such a method has different attitudes from the teachers' point of view. The main purpose of this study is to investigate teachers' attitudes towards the use of songs in developing a vocabulary for young learners in ELT classes. The descriptive methodology is applied using a quantitative online survey as the main method for data collection. The study sample included 163 participants of English language teachers that were randomly selected. The study concluded the positive teachers' attitudes regarding the use of songs in developing English vocabulary. The results also showed that there is no statistically significant impact of teachers' gender, their educational level, school type, and grade level on the use of songs method in teaching the English language. Furthermore, the results showed that there is a statistical significance of the teachers' experiences and the grades they teach on the use of songs method in developing vocabulary and teaching the English language.

Keywords: Communicative Language Teaching; (CLT), English teachers' perceptions, CLT activities, CLT challenges, Teachers' attitudes.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ELT English Language Teaching

ESL English as a Second Language

EFL English as a Foreign Language

NTTL Non-Traditional Teaching and Learning

VYL Very Young Learners

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Vocabulary is very essential and undoubtedly the building block in teaching English as a foreign language. It is also considered as one of the most important requirements in learning any language; because all the language skills such as reading, listening, writing, and speaking need a comprehensive knowledge of vocabulary, (Kamil and Heibert, 2005). Thornbury (2002), also defines 'vocabulary' as the group of words for a specific language, and the meaning is usually related to how it is expressed and described. Vocabulary is the set of words used to describe or express tangible things, an idea, or thought (Hornby, 1992).

Many scholars also defined 'vocabulary' as a list of words and phrases that form the language, arranged with alphabetical order, and explained or defined. Vocabulary can be also defined as all the sets of words known and used by a person or all the words that exist in any language or subject. Vocabulary refers to all the words that the language consists of; the whole vocabulary or terms of a language" (Barcroft & Schmitt, 2011, p.571). Moreover, vocabulary can be defined as the words of a language, that include terms, items, and phrases, or pieces and chunks of several words which convey a specific meaning and describe tangible or non-tangible matters.

Vocabulary encompasses the knowledge and the proper use of words in a language, which remains essential in language learning, particularly in terms of relationships and communication. The view of English as a foreign language becomes more meaningful when one considers the richness of English vocabulary cutting across diverse sociocultural contexts. Learning vocabulary is quite essential in the overall language acquisition, as it helps the learner maintain proficiency in the language (Butler, et al. 2019). Since the primacy of every language learning relies on communication, vocabulary learning and acquisitions should be taken into consideration.

Vocabulary provides a foundation with which the ELT, EFL, or any other language learner builds competence in communication in the language learning process (Sohot &

Yunus, 2018). Moreover, vocabulary learning is almost the sole preoccupation of young language learners. Hence, its essentiality transcends beyond that as it continues in a lifetime, thereby making it a life-long process. However, if the foundation is lacking, it continues to affect future developments. For this reason, strategies for teaching and learning vocabulary remain a threshold of attention for teachers and researchers alike (Phisutthangkoon and Panich, 2016) indicated four types of vocabulary, namely, vocabulary for listening, vocabulary for speaking, vocabulary for reading, and vocabulary for writing. According to them, the vocabularies for listening are the words that can be heard and understood. "Children are listening to vocabulary during all waking hours, and continuously learning new terms or words according to this. Most people can remember and understand words nearly 50,000 words" (Montgomery, 2007) as cited from: (Phisutthangkoon & Panich, 2016). As for vocabulary in listening practice, it is observed that people generally have limited listening vocabulary, hence most people can use between 5,000 and 10,000 terms or words for all their conversations. In terms of reading skills, reading efficiently improves vocabulary acquisition and knowledge. They are the terms, words that can be realized and understood when reading the texts. Writing vocabulary is very important in order to memorize the words in the right spelling. We can spell and use vocabulary when we write to express ourselves, and just like the speaking vocabulary, they are limited (Montgomery 2007 as cited in Phisutthangkoon & Panich, 2016).

In addition to its dimensions as a skill, vocabulary can also be seen as active or passive in language learning. The active vocabularies are easily produced and as well comprehended, but the passive vocabularies are more or less comprehended than produced during communication. Nonetheless, all forms of vocabulary are very necessary for effective communication. And serious efforts are needed for the ELT and EFL learners to acquire these vocabularies. It is very important to review all vocabulary more than once so that it helps to install this information in the student's memory.

In the past, the teaching and learning vocabulary had the primary focus of just ensuring that the learners merely have the knowledge of the vocabulary, without considering its appropriate use. Generally, the traditional approaches to language learning have focused on developing competence in the linguistic forms and meanings, with less attention on how it could be used in communication and language interaction. "While children listen to songs, and learn the terms of a language, they gain a set of social rules, in addition to the

grammatical and conceptual structures. This brought about a paradigm or model shift in the methods used in language teaching and acquisition. Therefore, communicative competencies and the appropriate use of the patterns can also be learned in addition to the grammatical knowledge" (Hymes,1972). Thus, strategies for teaching and learning vocabulary have continually evolved. These strategies are informed by diverse language learning theories. As considered relevant in this study, such theories include psycholinguistic theory, sociocultural theory, and communicative language teaching theory.

Teaching English as a Foreign Language in Libya has fluctuated during history, and has recently reached a stable stage. Fortunately, it now keeps evolving. Just like many other African countries, the use of English in Libya is interrelated with colonialism. However, the case of Libya is somewhat peculiar; because it is unapologetically an Islamic nation. This implies that Arabic is both the official and national language. As a conservative country even in the time of colonialism, Libya had opposed anything foreign (Aloreibi & Carey, 2017), and thus, it was difficult for the foreign nationals to entirely impose their language on the Libyans. Worse still the regime of some of the past military leaders completely opposed to anything western (Aloreibi & Carey, 2017). In fact, the use of the English language was banned in that period. All the foreign nationals in Libya were forced to flee (Asker & Marthin-Jones, 2013). This continued till the end of that regime. However, then, Libya as a North African country with the largest deposit of crude oil is prominent in the international market. Moreover, this implies that they need English to be connected to other parts of the world. Consequent to the policies of subsequent regimes, the use of English as a foreign language in Libya was resuscitated. Unfortunately, the growth of the English language in the country had been grossly affected, and its effect continues to date.

Although English has been officially acknowledged in Libya as a foreign language, and also the language of instruction next to Arabic for many years now (Pathan et al., 2016), many of the indigenous teachers are still struggling in teaching the language. Therefore, the impact of this situation is undeniable. Many of the Libyan students at the secondary level can hardly communicate in English after years of being in EFL classes. Even worse is the case of many graduates of the English language who cannot competently communicate with English (Aloreibi & Carey, 2017). This means that many of the EFL learners in Libya lack the adequate vocabulary necessary to enable them to communicate in the language. Without sufficient vocabulary, it is difficult for the learners to be proficient in communication (Sohot

& Yunus, 2018). Therefore, teaching and learning EFL vocabulary in Libya had to be reviewed.

The use of songs as a new and useful method in teaching vocabulary for children (young learners) is one of the veritable proactive measures that support active vocabulary acquisition and communicative competence. Songs can be naturally incorporated in all aspects of language curriculum to develop and extend vocabulary and indeed all other skills of language (Paquette & Rieg, 2008). Children naturally love to play and sing songs, and when songs are employed for classroom activities, it increases and sustains the desired motivation for the instructional objectives (Abdulrazak & Yunus, 2015). According to (Wlodwoski 1985), there are four aspects of motivation: it arises behavior; it defines the purpose for the behavior and as well gives it direction; sustains behavior and leads to the choice of a particular behavior. With these functions, every instructional strategy is supposed to put motivation into consideration.

One unique attribute of songs which leads them as an influential tool in language learning is that it contains rhyme and informal language style (Sohot & Yunus, 2018). This informality is an ice breaker hence the learners easily wriggle out of language complexity into a fold of fun and interest which as well establishes the language elements in long-term memory. Teaching young EFL learners could be very difficult. The anxiety in learning a language outside the context cultural milieu of the learner would be understandably high. The teacher is, therefore, saddled with the responsibility of reducing this anxiety by making the classroom as conducive as possible for the learners. Therefore, the songs in language teaching are advantageous.

Songs encompass at least two principles which make it pedagogically befitting-ubiquity and simplicity (Tomczak & Lew, 2019); ubiquity in the sense of fast spread which makes it common to all; and simplicity in the sense of easy to understand. Songs are a universal language that transcends a specific cultural boundary. It is easily accessible especially in this era of technological innovations. Thus, the EFL learners even when they are not conversant with the language can be conversant with English songs. Fortunately, these songs do not only contain rhythmic effects, they are composed with words. And so in the vocabulary classroom, songs reduce the strangeness of the words on the learners. It will

then be easier for the teacher to explain the meaning to enable the learners to use it in other forms.

Moreover, songs help to develop intercultural competence among learners. Intercultural competence entails awareness of the culture of the target language. It enables the learner to appropriately communicate and interact with people from different cultures (Messner & Schafer, 2012). It has been argued that the culture could not be separated from the language (Razfar, Khisty & Chval, 2011). The role of the culture in studying a foreign language is essential and took a wide area of communication between many teachers, researchers, writers, and poets. So far, two main perspectives have an impact on the teaching of culture; languages acquisition and new values (Humaidan, 2021).

The effectiveness of the use of songs in teaching vocabulary to EFL learners is determined by certain factors. These factors can be categorized into two: student-factors and teacher-factors. Examples of student- factors are age, gender, and learning styles, while that of teachers include though not limited to gender, qualification, proficiency, and availability of the required teaching materials (Cabrera-Solano et al., 2019; Graham et al., 2017; Unsworth et al., 2015). The age and gender of the EFL learners can go a long way to determine how they are motivated in the EFL class (Cabrera-Solano et al., 2019). Although these outcomes are inconclusive in literature, it is important to investigate what is obtainable in Libya. Again, there is a relationship between students' attitudes and achievements in vocabulary acquisition (Abdul Rahim et al., 2018). Attitude in this context is the diverse learning styles of the learners. Learning style is the ability that the learner possesses to perceive and process given information in learning situations (Ibrahim & Hussein, 2016).

Reid (1987) classifies these learning styles into aural, visual, kinesthetic (related to movement), tactile or tangible, group, and individual learning styles. The visual learners are moved by what they see. The auditory learners are motivated by what they hear. The kinesthetic learners prefer to be actively engaged in classroom activities. The tactile learners want to frequently use their hands. The individual learners are self-motivated, while the group learners do better when they learn in groups. For a teacher to effectively use a strategy like songs in teaching vocabulary, these learning styles have to be blended through an informed eclecticism.

Teachers need to be well trained for them to handle a pragmatic approach like the use of songs in teaching vocabulary. Teachers need to be grounded in terms of pedagogy in order to use songs effectively because it is not about teaching the students how to sing (Almultairi & Shukri, 2016). It is not a dogmatic procedure. It demands a high sense of creativity for the teacher to achieve the lesson objective in the EFL classroom. And if the teacher is not well trained, it may be difficult to gain the needed principles and creativity. Similar to training is the proficiency of the teacher in the English language. It is possible for the teacher to acquire all the pedagogical tools and yet lack proficiency in the target language. According to Graham et al. (2017, p. 951), there is a statistically strong relationship between the proficiency of teachers in teaching English vocabulary and the students' performances in learning the language. The song on its own may not give the EFL young learners the needed knowledge and use of the vocabulary. The teacher has to proficiently explain the song to the learner. All these factors and more have to be put into consideration in using songs to teach vocabulary to the ELT and EFL young learners.

1.2. Statement of the Problem

Being proficient in any language is based on the extent of vocabulary knowledge and acquisition. Vocabulary remains the basic block that builds proficiency in the language. This is more so because vocabulary cuts across all the language skills that include: listening skills, speaking skills, reading skills, and writing skills. The case of EFL is more interesting, given that the global coverage that English possesses has enriched it with an enormous vocabulary. The EFL learner is thus faced with the challenge of acquiring the ever-increasing vocabulary of the English language to be able to communicate fluently and competently in the language. Hence, this communication is the test of proficiency in the language. The need for communication in English cannot be overemphasized. The EFL learners apart from the need to link up with people from different locations in the world also need to communicate in the language that would to a great extent determine whether they will be employed or not, and intricately interwoven with their future success.

In Libya, despite that students start learning EFL as early as at the age of eleven, in the fifth stage of primary school (Pathan et al., 2016), and continues till tertiary institution, the communicative ability of the majority of Libyans in all levels of education is colossally at a low ebb. Experience and observation have shown that this problem has more bearing on the basic level that is at the primary school and it continues to take a toll on the learners through

the advanced level. Many researchers have also observed that instead of embracing the communicative approaches, many teachers in Libya are unrepentantly using Arabic to teach English, in their hard-to-change-from Grammar Translation Method (Aloreibi & Carey, 2017, Najeeb, 2013). Again, many teachers may find it difficult to apply communicative methods in the EFL classrooms; because they tend to misinterpret what it is all about. This, therefore, calls for pragmatic researches to serve as a guide to teachers.

Indeed, many researchers (though none in Libya) have carried out related studies on the use of songs for EFL teaching (Bahrami, Izadpanah & Bijani, 2019; Cevikbas, Yumurtaci & Mede, 2018; Sohot & Yunus, 2018; Almutairi & Shukri, 2016; Roohani & Akbarpour, 2016). All these researchers in addition to (Roohani and Akbarpour (2016) are unanimous in agreement that songs improve the EFL learners' vocabulary. These studies cut across diverse educational levels. Although some of these researchers considered some intervening variables like teachers' or learners' gender, teachers' training, and age of the learners, yet it is observable that none of these researchers combined both learners and teachers-factors as variables of interest in their studies in order to get encompassing results. Again, none of those researchers considered the learning styles of the learners. More interestingly, the previous researchers either used survey or quasi-experimental research design while a combination of these methods would be more appropriate to arrive at outcomes that are symmetrical in-depth and breadth. All these are revelations of gaps that the present study would want to cover. In Libya, second language acquisition is significant because English is an international language. However, to teach a second language, people should start training at an early age. It would not be wrong to state that children learn vocabulary through songs efficiently.

1.3. Purpose of the Study

The main purpose of the current study or research is to investigate English teachers' attitudes towards the use of songs in developing a vocabulary for young learners in ELT classes in Libya. On the specifics, the study does not intend to find out the impact of songs on the young EFL learners' performance in vocabulary, but to reveal the relationship between songs and motivation of the young EFL learners, investigate the attitudes of teachers in teaching vocabulary and noting the performance, examine the influence or the relationship between the learners' gender and their performance in vocabulary, and find out the influence of teachers' qualification on the vocabulary performance of the EFL learners.

The use of songs as a non-traditional teaching and learning method is our concern in the current study. This method will be investigated through the teachers' point of view to explore their attitudes towards the use of songs.

1.4. Objectives of the Study

This study aims to highlight the teachers' attitudes in Libya (the South specifically) towards the use of songs in developing a vocabulary for the young learners in ELT classes. The purpose of this study is to focus on a non-traditional method, which is the songs, and to what extent the teachers use, apply, believe in, and how they are evaluating this method. This study also aims to explore the relationship between songs and the motivation of the EFL learners, in addition to the perceptions of the teachers towards the use of songs in teaching vocabulary to young learners. Moreover, the current study tries to know the convictions, ideas, and thoughts of the teachers towards using songs when teaching English vocabulary in their young learners' classes, and the advantages and disadvantages of using songs to teach English vocabulary. Finally, this study will investigate the beliefs and convictions of teachers regarding the use of songs in developing the language acquisition of the students and improving their listening and pronunciation.

1.5. Benefits of the Study

The researcher expects that the results of the study can give a valuable contribution regarding the following:

- o In terms of the theoretical benefit, it is expected and hoped that the results and the outcomes of this study will improve the use of English songs to teach vocabulary especially for young learners in ELT and EFL classes. It could be used to the preference for further researchers. Regarding the practical benefit, this study is expected to provide a positive and strong tool for the educational institution to improve the teaching skills, practices, and tools used by the teachers to be more effective, active, and efficient. Therefore, the quality of teachings and the learning process can be increased, along with fulfilling the required educational outcomes in the institution.
- o The researcher expects that the findings, results, and analysis of the current study can be useful for the teachers as one of the resource materials that can be

interesting for the teaching process, and mainly in developing students' vocabulary using new and interesting methods such as songs.

o In terms of the significance for the student, this study may be useful for students in improving their English vocabulary by using a useful and appropriate song as educational material. It could be very helpful for them, interesting, effective, and easy to learn and understand the new vocabulary.

o The researcher expects that this study can be used by the next researcher in developing vocabulary using songs.

1.6. Research Questions

This study raises fundamental questions about 'teachers' attitudes towards the use of songs in developing a vocabulary for young learners in ELT classes". By the end of this study, the following questions need to be answered:

1.   What are the attitudes of the teachers towards the use of songs as a tool in developing a vocabulary for young learners in ELT classes in Libya?

2.   What is the relationship between songs and the motivation of the EFL learners?

3.   What are the perceptions of the teachers towards the use of songs in teaching vocabulary to young learners?

4.   What are the convictions, ideas, and thoughts of the teachers towards using songs when teaching English vocabulary in their young learners' classes?

5.   What are the advantages and disadvantages of using songs to teach English vocabulary?

6.   What are the beliefs and convictions of teachers regarding the use of songs in developing the language acquisition of the students and improving their listening and pronunciation?

1.7. Significance of the Study

The outcome of this study stands to be beneficial for students, teachers, textbook writers, curriculum developers, and future researchers. The failures in EFL teaching and learning classrooms have more bearing on the students. They are the ones that suffer the inability to effectively communicate with their friends outside their regions. Also, the academic life of students is influenced due to the lack of English proficiency. There is high

evidence that once the students acquire sufficient vocabulary in English they did become proficient in communication in the language. This study is poised to make revelations that would help teachers and learners in Libya to be better placed in teaching and acquiring English vocabulary. This would undoubtedly increase the performance of the teachers and learners in other subjects and future disciplines.

The EFL teachers in Libya would benefit immensely from this study, especially because the study will focus on a very important, foundation, and sensitive stage; which is the young learners. This would develop a pathway for the EFL teachers in Libya to make their ELT and EFL classroom communicatively driven. It has been widely observed that many of the EFL teachers in Libya are stuck with the use of the Grammar Translation Method. A study of this kind, will, therefore, serve as a paradigm shift for the teachers to embrace communicative approaches. It will guide the teachers to observe their students more in order to align their approaches to the suitability of the students. In particular, the consideration of learners' styles as a variable of interest in this study will help the teachers to make their ELT and EFL lessons learners-centered. Significantly, this study will help the teachers to embrace the use of songs which is more or less considered too informal by many teachers, as it has been proven that the use of songs will tremendously help in developing the ELT and EFL learners' vocabulary.

The study will also broaden the scope of textbook writing to make ELT and EFL texts more comprehensive to guide teachers in ELT and EFL classrooms. This is very important because the majority of the teachers as noted by previous researchers rely so much on textbooks. The curriculum developers in Libya provide blueprints for classroom activities. And so a study like this will be a guide to the curriculum developers to make more informed decisions that will support communicative approaches in the EFL classrooms in Libya, to redeem it from its struggling state.

Future researchers would greatly benefit from the outcome of the study because it is going to boost findings in literature as regards the use of songs in teaching vocabulary. Considering the comprehensive approach that the study would adopt, future researchers would find the outcome as reliable reference material. Also, it will further create knowledge gaps that future researchers might want to work on.

1.8. Limitation of the Study

The first limitation of the current study is that: it is restricted to teaching English vocabulary by using songs and its' impact on students' understanding, improving vocabulary, and memorization of vocabulary faster and better. Moreover, what type of songs the teacher should choose, and how the teacher can use songs in classrooms, and trying to find out the teachers' point of view towards the use of songs in teaching English vocabulary.

The second limitation is the sample of this study, which includes the English Language teachers of the primary and secondary schools in the city of Sebha (Sabha), south of Libya. These schools have been chosen in Sebha (Sabha) because it is one of the largest cities in Libya and it is the capital of southern Libya. There are 40 related schools in this city. The academic year 2020-2021 is the last limitation of this study, where the Covid19 pandemic has limited and restricted the movements, transportations, and meetings a lot. Therefore, the Data Collection instrument is an only online questionnaire. The results of this study will be generalized to this group of the study population.

1.9. Organization of the Thesis

The current study consists of the following chapters:

1. Chapter I: contains an introduction, the study problem, its importance, and objectives.

2. Chapter II : The Theoretical Framework and Literature Review.

3. Chapter III: Study Methodology.

4. Chapter IV: Presentation of results and hypothesis testing, and discussion.

5. Chapter V: Recommendations and Conclusions.

CHAPTER II

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Introduction

Several studies have indicated that students, who learn the English language in the classroom through songs, are able to develop a greater vocabulary, a deeper understanding of grammar, and even higher levels of IQ tests. Non-traditional methods of learning the English language (such as learning through songs) are a group of methods that keep pace with the modern technological changes that have dominated the world. In our time, learning the English language has become one of the most essential requirements that cannot be dispensed within various fields. Teaching the English language using non-traditional methods provides students with a good opportunity to have a unique and interesting experience while learning and get out of the cycle of boredom and routine in the educational process (Hussein, 2021).

It should be noted that using songs in developing vocabulary is a creative and interesting method, which is considered an essential method in many curricula in modern schools. In the following sections, we address the most significant concepts related to ELT and vocabulary presented via songs. In the past, teaching vocabulary was given less priority in the ESL programs, but nowadays there is strong attention to the nature and importance of vocabulary and its role in teaching and learning the English language. (Richard & Renandya, 2002). One of the most creative, interesting, and effective tools, is teaching English vocabulary using songs. The value of using songs as a tool in motivating the young students to learn English and enhancing their collaboration and interaction is broadly acknowledged by the ESL specialists (Reeve & Williamson 1987, Guidice, 1986).

2.2. Related Terms

Language: is the words that nations and people use to expresses their purposes, and it is a humane way to communicate ideas, emotions, and desires among people to fulfill their daily needs (Al-escar &Anani, 1989).

ELT: English Language Teaching: The activity, process, and industry of teaching English to non-native speakers. (British council, 2021).

EFL: English as a Foreign Language that includes teaching English to students among the non-English native speakers, and common in the context of a language school or academics, and also for the primary or secondary levels (Fogg, 2019).

Songs: a piece of music, that comes with words. Songs involve melodies, vocals, or instrumental pieces that are without words that simulate a voice. Lyrics are the words of songs and they are comprised of stories, phrases, or repeated verses

(Przybylek, 2017).

Definition of Vocabulary: Vocabulary can be defined as a list or a group of words and terms for a specific language, or a set of words that the speakers of a language can use; speak or write (Hatch & Brown, 1995). Vocabulary is also all the words that form and make a specific language (Cambridge, 2021). Vocabulary forms a major part of students' linguistic ability because it is an important component of the language so that the meanings and use of the word in the language are included in the speaker himself or the writer. Therefore, learning vocabulary is an essential requirement and element for learning any language, and one of the conditions for mastering it (Al-Naka & Toayma, 2003). Among the objectives of teaching the singular is to achieve the pupils' understanding of these vocabularies and to identify the largest number of vocabulary possible through which the student can master the language and the use of vocabulary verbally or in writing (Farhisiyati, 2012).

Thornbury (2002), also defines the term: "vocabulary" as a group of words for a specific language, and the meaning is usually related to how it is expressed. Vocabulary is the set of words used to describe and express an item, idea, or thought (Hornby, 1992).

Vocabulary encompasses the knowledge and the proper use of words in a language, which remains essential in language learning, particularly in terms of communication skills and studying linguistics. The view of English as a foreign language becomes more meaningful when one considers the richness of English vocabulary cutting across diverse sociocultural contexts. Learning vocabulary is quite essential in the overall language acquisition, as it helps the learner maintain proficiency in the language (Butler, 2019, Feng & Webb, 2019). Since the primacy of every language learning relies on communication, vocabulary learning and acquisitions should be taken into consideration.

2.3. Significance of Vocabulary in Learning English as a Second Language

This section discusses the significance and importance of learning English vocabulary (meanings of English words) as a second language successfully and efficiently. Learning vocabulary is a successful basis for teaching the rest of the remaining parts of the English

language. In order to improve vocabulary learning efficiency (memorization and retrieval of lexical elements), students should be encouraged to use the new learning strategies at their disposal, and to be taught, either implicitly or explicitly (Eostudy, 2018). Vocabulary is the primary and the most important component of learning English. When students acquire more and more vocabulary, they can efficiently practice the English language in terms of reading properly listening, writing correctly, and speaking clearly. With this great importance of vocabulary, many learners still practice and use wrong and non-beneficial ways of learning it or do not know some of the new, useful and interesting strategies that help them in memorizing and reviewing vocabulary in a better way (Alhmoud, 2019).

Learning a second language, basically implies and requires learning the sound system and patterns of that foreign language, in addition to its grammatical structures, and vocabulary. Acquiring a new vocabulary plays a vital role in learning the second language. Laufer (1997) affirms that vocabulary learning is the most essential part of language learning and language acquisition. Considering the above-mentioned issue, vocabulary has a significant role in second language learning. While in the past, vocabulary teaching and learning had little significance in the curricula, currently, there is great attention to vocabulary teaching in English language practices (Richard & Renandya, 2002).

2.4. Significance of Songs in Teaching English Language

The remarkable impact of hearing educational songs in the English language can be represented in helping the learner to acquire the skills of listening and speaking, which makes the student listens and perceives the meaning to speak fluently later.

Songs are a valuable source of everyday language and enhancing vocabulary, as songs always contain terms, words, expressions, ideas, and useful phrases that help in realizing the meanings. By hearing and listening to the songs, the students can be familiarized with the pronunciation of English, as it also enables them to focus more on the pronouncing of the new terms and understand them, in addition to the tone of the English language itself (Emad, 2017).

In a recent and similar study conducted by (Dwi Kurniarti, 2017), the researcher has explored the "effectiveness of song lyrics to teach student's vocabulary" (an experimental study), conducted on the first-grade student of MAN Sukoharjo, in the academic year of 2016-2017, Malaysia. This research used the quantitative research method with "quasi-experimental". The author selected the sample by using the cluster random sampling technique, whereas the students were divided into two equal groups, thirty students of X

religion belong to an experimental class and thirty students of Y social belong to the control group. The research tools used tests to collect the required data. The study showed that Song Lyrics is effectively applied by the teacher to teach the vocabulary of the language to the students of MAN Sukoharjo.

Mohammed Farrah and Iman Shehadeh, (2016) discussed the "Effectiveness of Using Children's Songs in Developing Elementary Graders' English Vocabulary and Pronunciation" in Palestine. They also investigated teachers' attitudes towards the use of songs in their English classrooms. The participants in this study were 123 EFL students of the 4th grade; 72 females and 51 males. Furthermore, the Arabic language is their native and official language. The two groups were from 4 private schools in Jerusalem; two groups for the boys, and two groups for the girls. 1 boys' school and 1 girls' school were selected to be the experimental group, including 58 participants, while the other boys' and girls' schools were selected to be the control group consisting of 65 students. The data were gathered by students' pre-and post-tests and teachers' surveys. The results showed that with songs, learners could develop their vocabulary knowledge, pronunciation, and spelling. The teachers also had positive attitudes towards the use of songs in their classes because songs provided learners achievement, outcomes, and motivation.

Al-Enezi & Al- Hamazani, 2018 have investigated the "effectiveness and successfulness of using songs method in acquiring English vocabulary between the fourth grade; a related study titled: "The effectiveness of using educational songs in teaching English vocabulary among fourth-grade students", (pp. 47-68), conducted in 2018. The Experimental methodology was used in this research, and the sample of this study included 46 students who were divided into two groups: experimental and control. With the experimental group, songs were used and in the control group, traditional teaching was conducted. The result of this study showed that there was a statistically significant difference in the mean scores of the two groups based on the post-test.

Farhisiyati, (2012) explored the impact of songs on improving vocabulary in the research: "Designing songs for children to improve their comprehension of Arabic vocabulary". Developmental and experimental research in kindergarten", (p. 10). The researcher used Arabic songs as one of the most inspirational and effective tools for teaching children in the Classroom. He benefited from the effectiveness of this exciting educational method in teaching children to improve their Arabic vocabulary by using songs. The results of this research were that the procedures for designing songs for children to enhance the comprehension of Arabic vocabulary are: needs analysis, planning and development, and

song design. Moreover, using Arabic songs for children helps them more in teaching Arabic vocabulary. Finally, teaching using Arabic songs for children was more effective than teaching without them.

Essefi (2019) explored the impacts of using songs in teaching vocabulary. He tried to highlight the effectiveness of using songs inside the classroom to teach the language and betting on the extension of this effect as immersion in language learning. Moreover, there is an important research study conducted by: Tegge, (2015): "Investigating song-based language teaching and its impact on lexical learning". In this study, the author tried to answer the following question: "Can songs -as they are currently used in second and foreign language classrooms- enhance lexical learning?" Results indicated that the song-based language lessons and poem-based lessons result in significantly higher recognition and realization and cued recall of verbatim text than a lesson based on a prose or sowing text.

Malekian (2016) studied the relationship between English songs and learning vocabulary. The author investigated "How can English Language Teaching be made more enjoyable, interesting and more effective?" One useful educational application is to integrate the use of English songs with English language teaching. She aimed at testing the impact of using English songs in English as a foreign language; EFL classes; to enhance learning and recalling the new words and terms along with getting happy classes and highly motivated learners.

Medina (2002) concluded from the study: "Using Music to Enhance Second Language Acquisition: From Theory to Practice" that "Music is commonly used by teachers in order to help second language students enhance a second language teaching (p.244). This is expected since the literature and the scholar agrees with the positive statements and conclusions regarding the efficiency of music and songs as a useful method in strengthening language acquisition.

Phisutthangkoon, et al. (2016) indicated that "Music has significant impact and plays an important role in every stage of human life. It shows the culture, customs, traditions, and idiom of nations. Singing is an exciting instrument for enhancing students' self-confidence. Songs give students a degree of flexibility and fluency before they develop their speaking skills. Words or vocabulary usually come in the context of lyrics; the sound of the new term can be easily remembered through the melody of the song. When the students listen to a song, they can hear multiple new vocabularies several times". He also added that: "Music and songs Significantly affect the students' accent, realizing grammar, empowering memory, enhancing the mood, breaking the ice, enjoyment and not be bored, and finally

motivation. Spelling the words and saying the rhythm appropriately can help to hold the song together and increase the mind's and memory's ability to recall it. Combining music and language can enhance the process of learning vocabulary and sentences". (p. 3). It can be concluded that there are areas of behavior, mathematical, scientific, social, national, and religious concepts, and various aspects of knowledge that are of high interest to the child, and it is related to his experiences, as well as the educational and pedagogical character of these songs, but most of them are formulated in a narrative form, and in this case, the simplest and shortest stories are formed, the characters are simple, the position is simple, formulated in a simple plot, and the ideas which the child can easily perceive. Moreover, "Songs enhance the development of students' ability to listen and be creative." (Al-Mushref, 2010, p.103).

2.5. Vocabulary in ELT Classes

Vocabulary is a successful basis for teaching the remaining parts of the English language depending on the diversification of new vocabulary views. Improving vocabulary learning skills (memorizing and retrieving lexical elements), encouraging students to learn strategies under them, and teaching them, either implicitly or explicitly. Vocabulary is the most essential part of any language. Some linguists tend to regard it as the most important component of language.

Learning vocabulary is a basic component that helps in a better realization and understanding of the meaning of the sentence in a more complete communication situation. Also helps the students to read properly and quickly. When students possess vocabulary besides the grammar of the language, it becomes easier for them to know the meanings of readable texts and speak English quickly and directly. To teach the language for the first lesson, the teaching process started with knowing the vocabulary and its meanings in reading and then memorizing it (Badoori, 1995).

Al Migdad (2016) conducted a study titled: "The Impact of Project-Based Learning Strategy on 3rd Graders' Acquisition of English Vocabulary and Leadership Skills at UNRWA Schools in Gaza". The main purpose of this study is to identify the impact of using the project-based learning method on the acquisition of English vocabulary and leadership skills among third-grade students in primary schools UNRWA in Gaza. The results showed that there are statistically significant differences in terms of the experimental group in the post-application of the test of vocabulary achievement.

2.6. General Educational Methods in Teaching Vocabulary:

2.6.1. The Grammar Translation Method

This method acquired its name under the influence of Old English or Anglo-Saxon (Davidson, 2008). The meaning of this method can be understood from its name ' grammar and translation'. It consists of a book on grammar in which the student finds the grammar of the language being learned and the explanations that refer him/her to a standard concept in which he/she can apply.

This method focuses on the editorial side of the language and provides information about it. It also depends on explaining and memorizing grammar and vocabulary, and the use of language in speaking, dialogue, and the requirements of life situations (Ibrahim, 1987)

2.6.2. The Direct Method

This method emerged as a natural response to the flaws of the grammatical and translation-dependent method using the language of an intermediary, i.e. following an indirect method in education. The "direct" method came to abolish this mediation and learn the foreign language through the foreign language itself without using the language of an intermediary either. It was the student's mother tongue that is used to teach the students the new vocabulary.

Some educational scholars in the seventeenth century AD had pointed out the defects of the method. They tried to apply the ancient method and tried to apply the direct method, but I think of them maybe it was premature, and it did not gain enough support until the linguist Gouin appeared in France in the last century and was able to apply the direct method in France after he was able to convince the French that this method is the correct way to teach foreign languages because they are the natural way in which children learn their mother tongue.

2.6.3. The Method of Reading or the Method of Michael West

The West's technique emphasizes 3 crucial elements. First, reading, Secondly, Readers with decided on vocabulary, and thirdly, sensible use of the mother tongue. This technique is stood as a response towards the Direct Method.

2.6.4. The Audio-Oral Method

It is primarily based on behaviorist theory, which postulates that sure trends of residing things, and in these situations humans, will be educated via a machine of reinforcement (Reimann, 2018).

As is the custom to discard the premise on which the preceding approach or techniques are primarily based totally, the decrease auditory course has intentionally hidden the photo of phrases from the learner, restricting it to education the ear and the organs of speech, as indicated via way of means of the call of the course or front as a few name it.

2.6.5. The Phonemic Method

The nature of the very young learner (VYL) does not differ from culture to culture, suggesting that psychological and methodological principles could be applied to young learners regarding their interests and learning styles. Some young learners prefer games, some might need songs to enhance vocabulary and some could enjoy short stories to learn new words. All in all, as young learners enjoy the activity, they learn words better (Paul, 1996).

2.7. The Theory Behind Using Music to Teach English as a Second Language

More phrases have been obtained after they have been sung in preference to spoken (Chan, E., 2011), and the best quantity of vocabulary turned into obtained while the tales have been each sung and illustrated (Medina, 1993). Regarding the usage of songs in coaching younger students, we need to study the effect on the scholars and their eagerness to examine vocabulary in this way. On the alternative hand, instructors can destroy the ice and use an interesting approach of coaching English materials. The phrases and lyrics of the songs may be effortlessly memorized through the scholars because of the accompanying tunes, and they could repeat those phrases even alone, and plenty of times. Previous stories and research proved that the usage of such exciting and interesting approaches in coaching any language can bring about a higher and quicker knowledge of the English language, and accumulating greater vocabulary.

2.8. The Situation in Libya

Teaching English in Libya is going again to the Forties after the give up of World War II below British ruling inside the northern part of Libya (Mohsen, 2020).

Libya has taken an opposing function politically. In 1986, the Minister of Education issued Resolution No. 195/86 to prevent coaching overseas languages in Libya. This choice badly affected the destiny of training in Libya. The teaching of English resumed once more with inside the Libyan training device in 1993/1994. In 2005/2006 a brand new English language textbook become supplied for the Grade 3 only for one year, then it became discontinued, however, it becomes brought to the 5th and 6th number one (or basic; because

of the later designation of the degrees of training in Libya) in 2006/2007. In 2018, The Ministry of Education has announced the inclusion of English language teaching in the syllabus, starting from the first grade of primary school (Mohsen, 2020).

The need has recently increased in paying attention to teach English starting from the primary stages, and this is due to the Libyan government's awareness of the importance of the English language for several internal and external reasons:

➢ English is the official language of the United Nations.

➢ The Organization of Petroleum Exporting Countries uses the English language as its official and common language.

➢ English is the only official language of the Organization of African Peoples.

➢ The Arab Air Transport Association uses English as an official language.

➢ The overwhelming impression where all the organizations in the world are communicating via the English language.

➢ English has been an important medium of journalism for almost 400 years.

➢ English is the language in which most publications and research results are published, especially in well-known academic journals.

➢ English has long been the international sea language.

➢ More than 180 countries have adopted ICAO (International Civil Aviation Organization) recommendations on English terminology. Language proficiency of pilots is known as "ICAO English".

➢ Most of the information on the Internet is in English.

Other researchers additionally talked about the significance of the English language and its studying. learning this language ability does now no longer cross so without problems with the EFL inexperienced persons and mainly for the Arab EFL inexperienced persons as many factors, such as the mom tongue interference, prevent and have an impact on the manner of studying and learning this important overseas language ability. (Karchu, 1980, p.3) argued that "The English language is a very important and a global language that should be taught in all countries. The English language gained its significance due to the value it may give to the reader or speaker and because of the opportunities that English offers in terms of technology, science, commerce, and diplomacy".

From the aforementioned, it can be concluded that learning the English language is a vital instrument for expanding learners' horizons and enhancing their knowledge. Moreover, English has increasingly become the language of global business and interaction. Hence,

Libyan educators and decision-makers were right in their decision to integrate the English language into the national curriculum.

The researcher (Al-Hussein, 2020) recommends setting up language schooling centers in distinctive cities in cooperation with a few British and American universities and the British Council. The Ministry of training must overview its plans to educate foreign languages, of which English is the first. Sensible answers should be located to this trouble that allows you to reform the entire manner of coaching English as a foreign language in Libya.

At some stage in the Seventies to the mid-Eighties, mastering English became a mandatory issue of the Libyan countrywide curriculum, but in 1986 the teaching and mastering of English become banned altogether. That is due to the cultural, political, and economic factors that substantially affected the academic gadget at that time. Instructors, students, and scholars, regardless of religious norms, have been told to forget mastering foreign languages together with English and French, even though Islam encourages language studying. This, in turn, rendered English instructors unemployed or pressured to train different topics which include records and geography. College students, at the time, were not privy to the hassle until they completed excessive school and have become university students because the failure to observe many topics in English changed into glaring.

After a while, the Libyan educators realized the error and resolved to integrate the English language into the college curriculum again. They decided that now not simplest English have to learn, however other languages should be learned even within the early tiers of the instructional method. While English turned into welcomed again into school (in 1997), instructors who had as soon as taught English have been now not able to educate it. The brand new textbooks have contained the cultural factors of the English language, requiring the utility of recent teaching methodologies which include the communicative method. This has created an impediment inside the academic mastering surroundings, in which instructors have forgotten the English language, but they should educate it. There are only some left who can still educate languages, especially English. To cope with this problem, programs have been designed to educate English language instructors, however, the prevailing neighborhood instructional culture among teachers and newbies simplest led to failure, due to the fact within the beyond, Libyan English language teachers had been familiar with old methodologies and substances primarily based on Libyan lifestyle only.

The arguments provided up to now are in prefer of the concept that the English language should be taught thru the socio-cultural norms and values of English-speaking

countries (Peterson and Coltrane, 2003), which could necessarily lead to the introduction of bilingual and cultural individuals (Alptekin, 1984). according to this assumption, the linguistic materials ought to include at least primary data approximately the cultural values and norms of a way of life as a way to supply rookies the possibility to understand now not most effective the linguistic element of the English language, but also with the intention to talk successfully with the societies in which it's miles spoken.

2.9. Literature Gaps

It is worth noting that there is not any study in Libya that explored the effectiveness of using songs in teaching young learners in classrooms. It is also worth mentioning that only for two years; Grade One and Grade Two have been included in teaching English in their curriculum.

Mustafa Gusbi, (2020) wrote the collection: "English for Libya". For excessive school, Al-Qasabi, in affiliation with some other creator, Roland John, had another collection entitled: "further English for Libya", wherein they followed English tradition as a way of teaching the English language. The researcher recommends setting up language schooling centers in different cities in cooperation with some British and American universities and the British Council.

The Ministry of education ought to review its plans to educate foreign languages, of which English is the primary. Practical solutions have to be observed to this trouble which will reform the entire procedure of teaching English as a foreign language in Libya (Mohsen, 2020). For effective English language coaching (ELT) in young classes in Libya, extra efforts ought to be taken so that it will support language coaching aids. The absence of language laboratories in faculties, the absence of programmed language training for teachers, and the absence of computer education could make instructors capable of use computers, instructional gear, and the net in language laboratories. Future research processes must focus more on including non-traditional ways (such as songs) in teaching young students the English language and its vocabulary in Libya. Also, exploring the category of kindergarten and secondary classes.

CHAPTER III

METHODOLOGY

3.1. Research Approach

The descriptive methodology is used in this research as the quantitative research questions (Online survey as an instrument) will be followed in studying the attitudes of English teachers to use songs in developing a vocabulary for young learners in ELT classes. The accompanying changes and numbers (level of student's understanding, achievement, and acquisition of vocabulary) will be investigated due to using the songs method in learning the English language.

3.2. Research Design

The following study design is developed to ensure that the results and findings of the research are valid and reliable:

The type of data: numeric data; since we use the quantitative research methodology. Also, the location and timescale of the research: the location is Sebha, south of Libya. The Time allocated for conducting the research is 2020- 2021.

The participants: The participants in the survey are (163) English teachers (37 Females and 126 Male) of primary and secondary classes, from different schools in Sebha- Libya. Most of the investigated teachers are from the public schools (where they need more focus to adapt Songs methods in teaching English). The exact ratios will be shown in the "Results" chapter.

The variables are divided into *Independent*; Age, Gender, Educational Level, Grades being taught, Teachers' Experiences, and School type (Public or Private). Whereas the *Dependent* variables are the questions in the questionnaire.

The Research Hypotheses are:
- Teachers' attitudes towards the use of songs in developing vocabulary are not significant.
- There is no relationship between song and motivation of the EFL learners.

- There is no statistically significant impact of using songs in Enhancing the English Language for young learners in ELT classes.
- There is no statistically significant impact of using songs in developing a vocabulary for young learners in ELT classes.
- There is no statistically significant impact of using songs in motivating young learners in ELT classes.
- The beliefs, thoughts, and convictions of teachers regarding the use of songs in developing the language acquisition of the students and improving their listening and pronunciations are negative.

3.3. Research Context

The field that will be investigated in the current study is teaching the English language for the students in the ELT classes using songs from teachers' points of view, and their attitudes towards this method. This is an important field, especially in Libya due to the special situation in this country regarding teaching English specifically. The English language has been forbidden as a foreign language in Libya many times, for many years due to political issues. Recently, the Ministry of Education in Libya has included English as an important part of the curriculum for young learners and the primary students (starting from Grade One) in 2018 /2019 (AbdelJaleel, 2018).

Currently trending topic in this field is the use of non-traditional ways of teaching the English language for those students (such as songs). This is an interesting topic that will be highlighted by this research to be explored along with Libyan teachers' attitudes towards it. The current research base in this field is represented in the impacts of using songs in developing the young students' vocabulary in ELT classes. Hopefully, this study will contribute more to covering the gaps between the previous literature and future studies.

3.4. Setting

The current study was carried out at the city of Sebha, one of the cities in the south of Libya, and it is part of the Fezzan region and is considered the administrative capital of it, in which the various Libyan social formations live. It has many primary, middle and secondary schools, as well as Sebha University, which includes faculties in other popular regions, which consists of sixteen colleges.

Sebha includes 40 schools (20 primary and 20 secondary schools). These schools are the study population of this research.

It is important to mention here that Sebha contains 3 African schools that provide educational services for African immigrants. There are children from Niger, Chad, Senegal, Gambia, Mali, Nigeria, Burkina Faso, Central Africa, Ivory Coast, Cameroon, and Sudan, as well as Libya itself. More schools have opened in Sebha for these communities in recent years - but many of them, like the New African Community School, are struggling to survive.

These schools also need deep further investigation and focus regarding English language and other subjects that these schools that more care from the officials. Including the English Language in their curriculum and using Songs methods in teaching English will help the African students engage with society and other Libyan students.

3.5 Research Population and Sample

The study sample includes 163 teachers (37 females and 126 males) of the public and private schools that teach young students in ELT classes to investigate their attitudes towards the use of songs in developing a vocabulary for young learners in ELT classes. A random sample will be selected to conduct the study that consists of 163 teachers from Sebha- Libya that has been surveyed through the approved questionnaire. This questionnaire is titled: "The Investigation of Teachers' Attitudes towards the Use of Songs in Developing Vocabulary for Young Learners in ELT Classes". It relies upon a previous questionnaire designed by Dr. Mohammed A. Farrah and Dr. Iman I A. Shehadeh (Hebron University, Palestine) regarding their study titled: The Effectiveness of Using Children's Songs in Developing Elementary Graders' English Vocabulary and Pronunciation in Jerusalem, Palestine. The study has been conducted in 2016.

3.6. Instrumentation and Data Collection

A data collection method is primarily an online questionnaire. The study is based on an online structured questionnaire – Google platform application.
The questionnaire is titled: "The Investigation of Teachers' Attitudes towards the Use of Songs in Developing Vocabulary for Young Learners in ELT Classes". The questionnaire was designed in 2016, by Dr. Mohammed A. Farrah and Dr. Iman I A. Shehadeh (Hebron University, Palestine) regarding their study titled: "The Effectiveness of Using Children's

Songs in Developing Elementary Graders' English Vocabulary and Pronunciation in Jerusalem, Palestine". In their questionnaire, the twenty-five items were checked by calculating the Cronbach Alpha which was found to be at (0.834) which means that the instrument is reliable. In their study, the design was different than the current one as they followed a quasi-experimental design including conducting vocabulary and pronunciation tests. The researcher designed a book for teachers so that it can be used as a model for using songs to teach vocabulary and pronunciation. As mentioned above that there were twenty-five items that explored how songs can increase motivation, language acquisition, participation, better vocabulary learning, enjoyment, reducing anxiety levels, etc. But, there were nine questions that did not serve the goals of the current study such as the relationship of songs and themes, language culture, and speaking skills. That is why they were omitted. Data is collected using an online survey targeting the English teachers of primary and secondary classes in Libya (The sample). Regarding Reliability which represents the consistency of the results, it will be assessed across time, different observers, and through parts of the test itself. If the same results can be consistently achieved by using the same methodology and under the same circumstances, then the measurement is considered reliable. Where Validity is the accuracy of the results that will be evaluated upon completion of the analysis, and we will be checking how well the results correspond to related theories and other measures of the same study and concept.

3.7. Reliability and Validity

The questionnaire was first checked for content validity that changed into anticipated through evaluating the effects to different applicable facts or theories. The researcher allotted the questionnaire to 163 English instructors for a pilot examination to acquire remarks and degree the reliability of the device evolved for the contemporary examination. The questionnaire changed into piloted to make certain its content material validity, appropriateness, correctness, and nice through the usage of Cronbach's alpha. The approach measures what it claims to a degree, and the effects carefully correspond to real-global values and may be taken into consideration valid. The Cronbach's alpha of the questionnaire changed into 0.934, because of this that it changed into suitable and acceptable. Reliability changed into anticipated through evaluating exclusive variations of the identical measurement. Tau-equivalent reliability (Cronbach's or coefficient alpha)

is shown in Table 3.1. The reliability coefficient indicates that the items in our test are highly correlated. Accordingly, the survey is considered to be a reliable tool.

TABLE 3.1. RELIABILITY STATISTICS

Reliability Statistics	
Cronbach's Alpha	N of Items
.934	15

It is worth mentioning that not all the questions of the original questionnaire have been used. Some of the questions were omitted because they do not serve the current study aims. The questions that have been used in the current study are those which are investigating teachers' attitudes towards the use of songs in developing vocabulary in the ELT classes.

When measuring the reliability factor "Cronbah's or Alpha", it was found that it is 0.934 as the table above shows. This scale measures the internal consistency which shows that the set of items are closely related as a group. This high value indicates that the average inter-item correlation is high and that our questionnaire outcomes are reliable.

The following questions were omitted from the original questionnaire (Farrah & Shehadah, 2016):

1. Songs can be used to illustrate themes or topics.
2. Songs can be used to practice the four skills.
3. Songs increase students' enjoyment of learning English.
4. Songs are useful in the teaching of sentence structure.
5. Songs help students for a better understanding of the culture of the target language.
6. Songs help improve students' speaking skills.
7. I use educational songs that suit my students' level, needs, and interests.
8. I enjoy using songs in my English language classes as a warm-up activity.
9. I use songs to introduce the theme.

The previous questions were omitted from the original questionnaire because they are not related to teachers' attitudes towards the use of songs in developing vocabulary specifically. Moreover, some questions are serving the same purpose. (i.e. question No. 2 above and question No. 6 in table 3.2 below).

The following table 3.2 reveals the responses for the 15 items of the questionnaire which will be discussed within the following chapter.

TABLE 3.2. THE DESCRIPTIVE STATISTICS OF THE QUESTIONNAIRE ITEMS.

| N | Statement | Descriptive Statistics | | |
		N	Mean	Std. Deviation
1	Songs are considered a valuable pedagogical tool in learning English.	163	4.27	.658
2	Songs help develop language acquisition.	163	4.21	.689
3	Songs help learners become familiar with word stress, Intonation, and rhythm.	163	4.26	.646
4	Songs enable learners to remember chunks of language.	163	4.26	.663
5	Songs provide students with an opportunity for great exposure to improve vocabulary acquisition.	163	4.24	.701
6	Songs help learners improve their listening and Pronunciation skills.	163	4.16	.711
7	Songs improve student's motivation.	163	4.12	.679
8	Songs help create a relaxed and non-threatening environment of learning.	163	4.17	.687
9	Songs help create more students' participation.	163	4.18	.714
10	Songs lower students' anxiety toward learning English.	163	4.18	.687
11	I use songs in my English classes on many occasions.	163	3.81	.604
12	Songs stimulate my students to learn real English.	163	3.80	.649
13	I use authentic English songs.	163	3.78	.667
14	I use different activities when using songs.	163	3.76	.646
15	Using songs is very flexible.	163	3.75	.599

T-Test

The tables that appear next show the statistical process of the sample. The T-test was used to find out the attitudes of teachers towards using songs on vocabulary learning and to explore whether there is a significant difference among their attitudes or not. More discussion will be offered in chapter IV.

TABLE 3.3. T-TEST STATISTICS OF ONE SAMPLE OF TEACHERS

	N	Mean	Std. Deviation	Std. Error Mean
One-Sample Statistics				
Teacher	163	4.0634	.48215	.03777

So as can be seen from table (3.3), most of the responses of teachers (N= 163) has some sort of agreement as the mean value is 4.06 which is considered very high based on the confidence interval level. Meanwhile, table (3.4) indicates that there is no significant difference at (a=0.000) due to the teachers group.

TABLE 3.4. T-TEST STATISTICS OF THE ONE SAMPLE

	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
One-Sample Test						
Test Value = 0						
					Lower	Upper
Teacher	107.596	162	.000	4.06339	3.9888	4.1380

3.8. Data Analysis

In the current study, the "SPSS" software will be used as a technical method for the analysis, including:

1. Cronbach's alpha test.
2. Descriptive Statistics.
3. T-test

CHAPTER IV

FINDINGS AND DISCUSSION

4.0. Introduction

This chapter shows the findings and results of the data analysis in sections and a discussion of these results.

4.1. Profile of the Respondents

Upon surveying a sample of 163 persons of English teachers throughout different schools in Libya, most of the participants were males. Tables and Figures (the Histograms) are used to clarify the results. The figures can be found in the appendix section

4.1.1. Distribution of respondents according to gender

Table 4.1.1. Below shows that most of the participants were males (63.2%), where the others (36.8%) were females.

Table 4.1.1. Distribution of Respondents According to Gender

GENDER				
	Frequency	Percent	Valid Percent	Cumulative Percent
MALE	103	63.2	63.2	63.2
FEMALE	60	36.8	36.8	100.0
Total	163	100.0	100.0	

4.1.2. Distribution of Respondents by Professional Experience

Table 4.1.2 below shows that most of the participated teachers have experience in teaching more than 10 years (58.3%).

TABLE 4.1.2. DISTRIBUTION OF RESPONDENTS BY PROFESSIONAL EXPERIENCE

PROFESSIONAL EXPERIENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	- 5 YEARS	25	15.3	15.3	15.3
	5-10 YEARS	43	26.4	26.4	41.7
	+10 YEARS	95	58.3	58.3	100.0
	Total	163	100.0	100.0	

4.1.3. Distribution of respondents according to educational background

Table 4.1.3. Below shows that most of the participants (58.9%) came from public schools background, where the rest teachers (41.1%) are teachers from private schools backgrounds.

TABLE 4.1.3. DISTRIBUTION OF RESPONDENTS ACCORDING TO EDUCATIONAL BACKGROUND

EDUCATIONAL BACKGROUND

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PUBLIC	96	58.9	58.9	58.9
	PRIVATE	67	41.1	41.1	100.0
	Total	163	100.0	100.0	

4.1.4. Distribution of respondents according to the taught grades

The table (4.1.4) below shows the grade that each participant teaches. It was noticed that the fifth grade got the highest percentage (31.9%) where the first grade got the lowest percentage (11%).

TABLE 4.1.4. DISTRIBUTION OF RESPONDENTS ACCORDING TO THE TAUGHT GRADES

		Grades you teach			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First grade	18	11.0	11.0	11.0
	Second grade	19	11.7	11.7	22.7
	third grade	24	14.7	14.7	37.4
	fourth grade	22	13.5	13.5	50.9
	Fifth grade	52	31.9	31.9	82.8
	Sixth grade	28	17.2	17.2	100.0
	Total	163	100.0	100.0	

4.1.5. Distribution of respondents according to ages

Table (4.1.5) below shows that most of the participants (49.7%) were more than 35 years old, where the lowest ratio of the participants (10.4%) was for the teachers who are less than 22 years old.

TABLE 4.1.5. DISTRIBUTION OF RESPONDENTS ACCORDING TO AGES

	AGES				
Age		Frequency	Percent	Valid Percent	Cumulative Percent
- 22		17	10.4	10.4	10.4
22—28		65	39.9	39.9	50.3
+ 35		81	49.7	49.7	100.0
Total		163	100.0	100.0	
- 22		17	10.4	10.4	10.4
22—28		65	39.9	39.9	50.3
+ 35		81	49.7	49.7	100.0
Total		163	100.0	100.0	

4.1.6. Distribution of respondents according to educational level of respondents

As can be seen from Table 4.1.6, the majority of teachers (44.8%) had Diploma and the second-highest percentage was for the ones who had Bachelor at 37.4%. The current study also included some teachers who had a Master's degree at about 17.8% which is considered the lowest percentage.

TABLE 4.1.6. DISTRIBUTION OF RESPONDENTS ACCORDING TO EDUCATIONAL LEVEL OF RESPONDENTS

EDUCATION LEVEL				
	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	73	44.8	44.8	44.8
Bachelor	61	37.4	37.4	82.2
Master	29	17.8	17.8	100.0
Total	163	100.0	100.0	

4.2. Discussion of the Research Questions

This part is intended to discuss the research questions that the study raises.

1. **What are the attitudes of teachers towards the use of songs in developing a vocabulary for young learners in ELT classes in Libya?**

Statement No.	Statement	N	Mean	Std. D
1	Songs are considered a valuable pedagogical tool in learning English.	163	4.27	.658

Based on the survey questions, question No (1) got the highest mean value (M= 4.27) which indicates that songs are considered a valuable pedagogical tool in learning English as per the participants' opinions. This result implements that the teachers have a significant and an obvious positive attitude towards using songs in developing a vocabulary for the young learners in ELT classes in Libya. The researcher of the current study believes that this trend can be attributed to the spread of the internet, modernity, and other factors such as the scholarship program in Libya where thousands of post-graduate students, language teachers are one of those, are sent every year to continue their studies abroad, they (language teachers)

seemed to be affected by the modern ways of teaching the language and adopted them in their teaching. Another interpretation of this finding is that teachers who newly graduated seemed to be unsatisfied with the way language had been taught to them, that is why there is a concrete desire to adopt new interesting ways to teach the language like songs.

Moreover, the results of question No. (9) of the survey also show that teachers' attitudes towards using songs can help in creating more students' participation. This result is based on the mean value which is significantly high (M= 4.18). This finding supports Bokiev, D., et al. (2018) findings that music and songs provide teachers with rich and authentic resources that can be utilized to promote students' engagement and participation in ELT classrooms and to make a good connection between entertainment and learning.

Statement No.	Statement	N	Mean	Std. D
9	Songs help create more students' participation.	163	4.18	.714

From this point, it can be stated that songs should be enjoyable. In other words, not every song can be used or effective. It is extremely important to choose the appropriate song that works so well with the content being taught in order to make learners participate more. This finding is following Syamsiah Siregar (2018) who explored the use of songs as a media in teaching the English language. The researcher found out that using songs is an excellent tool to teach English. But, teachers should consider choosing the right song which has clear language and moderate pace.

2. What is the relationship between songs and the motivation of the EFL learners?

Motivation, learning by sharing, and having fun are the soul of using songs in teaching the English language. In terms of the role of songs in motivating the students, question No.7 of the questionnaire indicates that the mean value is (M= 4.12) which is also relatively high.

Statement No.	Statement	N	Mean	Std. D

| 7 | Songs improve student's motivation. | 163 | 4.12 | .679 |

So, it can be said that teachers who teach the English language through the help of songs believe that songs are powerful in boosting the motivation levels inside classrooms. Perhaps because learners in Libya need a different atmosphere than the traditional one followed in most schools. Also, the high levels of motivation can be attributed to the fact that songs and music are well known for reducing the affective filter. This result goes in line with Dacian Dolean (2015) who investigated the effect of teaching songs during FL classes on students' anxiety in Romania. He discovered that this strategy worked powerfully with the students who suffer from high levels of anxiety. Similarly, Hindeme, Egounleti & Kottin (2018, p, 297) had declared that songs are an efficient way to motivate learners because most learners have a natural attempt to sing in the targeted language even if they do not know the meanings of some words. According to Ultae, N., (2007), it is the teacher's responsibility to help students discover this self-motivation, and provide interesting activities in the classroom so that extrinsic motivation will take place here.

3. **What is the perception of the teachers towards the use of songs in teaching vocabulary to young learners?**

Songs were found to provide students with an opportunity that offers great exposure to improve vocabulary acquisition. Question No.5 of the questionnaire has gained a high mean value at (M= 4.24) which indicates that the participants' perception towards the use of songs is significant.

Statement No.	Statement	N	Mean	Std. D
5	Songs provide students with an opportunity for great exposure to improve vocabulary acquisition.	163	4.24	.701

Songs as many know are efficient in attracting the attention of learners specifically the young ones. Also, they make recalling the words much easier especially if the learner gets used to the tone of the song. Through the use of songs, based on the opinion of the researcher of this research, learning the English language is no longer a boring nor difficult mission that

most learners hate. Shehadeh & Farrah (2016) stated that using songs has changed the routine of the class and made it more interesting. This study is similar to Ramadini & Halimah (2019) who found that students at elementary school could master vocabulary better through using songs inside classrooms.

4. **What are the beliefs and thoughts of teachers towards using songs when teaching English vocabulary in their young learners' classes?**

When investigating teachers' beliefs that songs provide students with the opportunity for great exposure to improve vocabulary acquisition, this question got a high score mean (M= 4.24), which supports our assumption and hypothesis in Chapter I. This question has also been answered through question No. 4 of the survey questions: "Songs enable learners to remember chunks of language", which got a high mean (M= 4.26) relatively as can be seen below.

Statement No.	Statement	N	Mean	Std. D
4	Songs enable learners to remember chunks of language.	163	4.26	.663

This also agrees with Shehadeh & Farrah (2016) study regarding English teachers' attitudes towards using songs in developing English vocabulary in Palestine, Hebron university where this statement got a high mean value at (3.9) which is considered high.

5. **What are the advantages and disadvantages of using songs to teach English vocabulary?**

The first advantage is the effect of songs in creating an appropriate atmosphere to learn the language. This advantage can be comprehended from the responses to question No. 8 in the questionnaire which shows that songs help in creating a relaxed and non-threatening environment of learning. The result of this item reflects the teachers' beliefs about the environment that songs create inside the classroom where the resulted mean score value was found to be significant (M= 4.17).

Statement No.	Statement	N	Mean	Std. D
8	Songs help create a relaxed and non-threatening environment of learning.	163	4.17	.687

This supports Bokiev, D., et al. (2018) assumption that songs and music are not only pleasant to hear but also beneficial to students' health and comforts, which explains why songs and music are also used a lot as a therapeutic tool. This can be a significant advantage and added values that can songs contribute to the teaching process.

The second advantage can be deduced from the answers to question No. (10) in Table 3.2 which indicates that teachers believe that songs can lower students' anxiety towards learning English. This also supports survey question No. 9 which is about increasing motivation levels. So, as can be seen, that most of the questionnaire's items are linked and one affects the other one. For example, when the students learn a language in a relaxed environment full of amusing activities that are done through songs, this is evidently will boost participation, lower students' worries, and shyness, and make them able to absorb the language in a natural way. Regarding anxiety and stress, Shahedeh & Farrah have found through the responses of teachers that songs could not reduce the anxiety level while learning the English language (2016, p. 55).

Statement No.	Statement	N	Mean	Std. D
9	Songs help create more students' participation.	163	4.18	.714
10	Songs lower students' anxiety toward learning English.	163	4.18	.687

Moving towards the disadvantages, they can be summarized based on the results of items No. 14 and 15 based on their mean values at 3.76 and 3.75 respectively.

Statement No.	Statement	N	Mean	Std. D
14	I use different activities when using songs.	163	3.76	.646
15	Using songs is very flexible.	163	3.75	.599

The first drawback is related to question No. 14 which indicates that the teachers have also a lower tendency towards using different activities when using the music method. The reason behind that could be the time and arrangements that this strategy requires classrooms to be applied. The other drawback is within the answers to statement No. 15 which shows that teachers don't believe that using songs is flexible. This can be explained by looking at the facilities that the ministry of education and schools' administration offer. It is noteworthy to mention that the inclusion of the English language within the syllabus for the primary students was very recent (in October 2018). Moreover, the nature of Libyan nationalism as a conservative and a tribal society may put some limitations and constraints that make this method inflexible. We can consider these results as obstacles towards the effective use of songs in teaching the English language as per the participants' point of view.

6. **What are the beliefs of teachers regarding the use of songs in developing the language acquisition of the students and improving their listening and pronunciation?**

Regarding developing language acquisition, the result of the second item in the questionnaire has indicated that Songs have a significant role in this process as the mean value (M= 4.21) in the table below reveals. Language acquisition is not an easy process and teachers have always tried to supplement their teaching with the best teaching methods and techniques that can guarantee better learning outcomes. Based on the teachers' responses, songs strengthened students' learning acquisition.

Statement No.	Statement	N	Mean	Std. D
2	Songs help develop language acquisition.	163	4.21	.689

Teachers in Libya also seem to believe that songs help their learners become familiar with word stress, Intonation, and rhythm. This agrees with (Shehadeh & Farrah, 2016, p. 55) study and supports the results where the researcher found that songs helped most students in Palestine to acquire the stress and the right way of pronouncing the words as natives do.

Statement No.	Statement	N	Mean	Std. D
3	Songs help learners become familiar with word stress, Intonation, and rhythm.	163	4.26	.646

The participants have also agreed that songs effectively help learners improve their listening and Pronunciation. This result is in line with a previous study for (Ultae, N., 2007, p.102) who found that: "students listen to songs to practice listening comprehension and pronunciation skills". In the same vein, Hindeme et.al (2018, p. 298) declared that listening and speaking skills are strongly linked with songs as a big number of learners (74.11%) stated that songs developed their communicative skills. Also, the results indicated that learning English through songs made learners focus on how words are pronounced as well as the stress, intonation, and rhythm of that Language.

Statement No.	Statement	N	Mean	Std. D
6	Songs help learners improve their listening and pronunciation skills.	163	4.16	.711

The three questions that got the lowest mean values are question No. 13 (M= 3.78), question No. 14 (M = 3.76), and question No. 15 (M = 3.75) as shown below. The responses for item No. 13 indicate that teachers have less tendency towards using authentic songs. This result also agrees with the previous result that Shehadeh & Farrah. (2016) concluded. However, although the percentages are not as high as the other points, they are still can be seen as high since the mean values are within the high interval level (3.40- 5). So, many teachers admitted using authentic English songs so that learners can get the right pronunciation as well as the appropriate use of vocabulary. Furthermore, they stated that a variety of activities are used with songs as in statement No. (14). These activities can *fill the gaps* in which learners listen to the song and try to pick up the missing words, for example. The final point is related to flexibility, a big number of teachers see that using songs as a flexible tool makes teaching the English language interesting, effective and enjoyable for both teachers and learners.

Statement No.	Statement	N	Mean	Std. D
13	I use authentic English songs.	163	3.78	.667
14	I use different activities when using songs.	163	3.76	.646

15	Using songs is very flexible.	3.75	.599

163

4.3. Discussion of the Participants

In terms of the sample age, Table 4.5 shows that most of the participants (49.7%) were above 35 years old. The table also shows that (39.9%) of the participants were between 22 and 28 years old. The least ratio (10.4%) was for the participants who are less than 22 years old. This indicates that most of the participated teachers have long years of experience in teaching the English language (which agrees with table 4.2 that most of the participants (85.3%) have more than 10 years of English teaching experience).

According to Table 4.1.1, the ratios of males (63.2%) of the whole participants are higher than the ratio of females (36.8%). The mean value is (1.37). Table 4.1.2 above shows that most of the participated teachers have experience in teaching more than 10 years (58.3%). Even though, their overall attitude towards using songs in developing vocabulary and teaching is significantly high. Table 4.1.3 shows that most of the participants (58.9%) came from public schools background, where the rest of the teachers (41.1%) are teaching in private schools. This indicates that also the public schools English teachers prefer to use new methods such as songs in teaching the English language.

Table 4.1.4 above shows the grade that each participant teaches. It was noticed that the fifth grade got the highest percentage (31.9%) where the first grade got the lowest percentage (11%). It was expected to get higher percentages regarding the first three grades. Grade six teachers came in second place regarding the number and percentage with (17.2%). These results indicate that even for the higher grades, the teachers tend to use songs in developing vocabulary and teaching the English language inside their classrooms.

In terms of the sample age, Table 4.1.5 shows that most of the participants (49.7%) were above 35 years old. The table also shows that (39.9%) of the participants were between 22 and 28 years old. The least ratio (10.4%) was for the participants who are less than 22 years old. This indicates that most of the participated teachers have long years of experience in teaching the English language (which agrees with table 4.1.2 that most of the participants (85.3%) have more than 10 years of English teaching experience).

Regarding the education level of the participants, Table 4.1.6 shows that most of the participant teachers (44.8%) are holding Diploma degrees, (37.4%) are holding Bachelor's

degrees, and (17.8%) of them are holding Master degrees. Regarding the Tau-equivalent reliability (Cronbach's or coefficient alpha), Table 3.1 shows a result of (0.934) which indicates that the items in our test are highly correlated. Accordingly, the survey is considered to be a reliable tool.

4.4. T-test Discussion and One-Way sample ANOVA Tests

The one-sample t-test shows that the mean value (4.0634) is different than the test value (0). The One-Sample t-test shows that the mean is statistically different as table 3.3 below shows.

TABLE 3.3 T-TEST STATISTICS OF ONE SAMPLE OF TEACHERS

	N	Mean	Std. Deviation	Std. Error Mean
One-Sample Statistics				
Teacher	163	4.0634	.48215	.03777

Table 4.4.1. (One-Way by Gender) shows that the significance value is (sig= .532 > .05). This indicates that there is no statistical significance of teachers' gender on the use of songs in teaching the English language.

TABLE 4.4.1. ONE-WAY BY GENDER

	Sum of Squares	df	Mean Square	F	Sig
ONE-WAY BY GENDER					
Between Groups	092	1	.092	.392	.532
Within Groups	37.569	161	.233		
Total	37.660	162			

Table 4.4.2. (One-Way by Experience) shows that the significance value is (sig= .027 < .05), which indicates that there is a statistical significance of teachers' experiences on the use of songs in teaching the English language.

TABLE 4.4.2. ONE-WAY BY EXPERIENCE

ONE-WAY BY EXPERIENCE					
	Sun of Squares	df	Mean Square	F	Sig
Between Groups	1.657	2	.829	3.683	.027
Within Groups	36.003	160	.225		
Total	37.660	162			

In table (4.4.3) (One-Way by Class size) shows that the significance value is (sig= .006 <.05). This indicates that there is a statistical significance of the class size on the use of songs by teachers in teaching the English Language inside the classroom.

TABLE 4.4.3. ONE-WAY BY CLASS SIZE

One-Way by Class Size					
	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	2.333	2	1.166	5.282	.006
Within Groups	35.328	160	221		
Total	37.660	162			

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CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The Ministry of Education in Libya has announced on October 2018 the inclusion of English language teaching in the syllabus, starting from the first grade of primary school. Using Songs in teaching the English language for the students starting from the primary level is a new and effective method, especially for the young learners to develop their vocabulary and enhance their listening and memorizing skills. This method has proven its success in many countries and throughout scientific studies and researches. Highlighting Libyan teachers' attitudes is very necessary, especially in this preparatory stage.

The current study has a main research question and six sub-questions. The quantitative research questions have been answered throughout the survey and the results were presented in the previous chapter. 163 participants have been randomly selected among the teachers of English language from different public and private schools for the primary students. The output data and results are analyzed and discussed in this chapter.

5.1. Conclusion

The current study has investigated 163 teachers' attitudes towards the use of songs in developing vocabulary in ELT classes in different Libyan schools. Libya has suffered for a long time from many interruptions and irregularities in teaching the English language due to many factors. This study has specifically discussed teachers' attitudes towards using songs as a non-traditional method of teaching the English language and developing a vocabulary for young learners. Concentrating on this basic, critical stage is very necessary, especially in teaching a foreign language.

Educational songs for children are a reason for developing children's skills in learning the English language because the child is always quick to remember words and letters (i.e. facilitating students' memory retention). The use of songs in developing vocabulary can motivate the students, encourage them, and enhance their participation in the classroom.

Moreover, it can be concluded that this way is an exciting way that reduces anxiety, makes the child relaxed, happy, and more interactive in the class. The teachers must choose the songs carefully, taking into consideration different aspects such as the student's level, age, and preferences, as well as the level of difficulty of the song and its rhythm.

The results showed that there are positive teachers' attitudes towards the use of such a creative and innovative method of teaching the English language, especially for young learners. Teachers agreed that songs establish an effectively conducive learning environment. In addition to making lessons interesting, music and songs can be used to enhance the learning of almost every aspect of the target language, to develop cultural awareness, and foster students' creativity. The teachers also believe that the use of songs in teaching the English language is a valuable educational tool that they can use to engage their students both affectively and cognitively, as well as to promote effective and enjoyable language teaching and learning. For a successful implementation, it is vital that teachers select appropriate music and songs that are related to lesson objectives and the learning outcomes, and then carefully design or adapt classroom activities that will help to achieve these objectives.

5.2. Suggestions and Recommendations

- Decision-makers and management in the ministry of education have a big responsibility in providing the required support for the schools, the teachers, and the students to be able to efficiently use creative and new methods such as songs in the teaching process.
- Teachers are advised to use short and easy to understand and to memorize songs.
- Teaching the English language through children's songs that carry a large number of educational and useful words.
- Teachers should choose songs that are devoid of inappropriate words. Therefore, the teachers are highly recommended to carefully select useful and suitable songs for each grade level. The songs should be meaningful and hold useful educational vocabulary.
- Trying to repeat the song slowly and many times; because repetition is a very successful way for memorizing. After the students memorize the song, then the teacher can teach them vocabulary so they can understand the meanings.

- Using the songs along with illustrating videos, where the student can verbally observe the movement of the mouth and lips. This could be an effective method and technique for vocabulary acquisitions.
- Exploiting the newest technology in applying the songs method in teaching the English language. ICT and computer applications are very useful in terms of using songs. So many applications are available for better learning outcomes. Therefore, developing an effective and easy-to-use software that automatically writes the song vocabulary on the screen would be very useful.

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APPENDICES

APPENDIX 1: The Survey (Teachers Attitudes Towards the Use of Songs in Developing Vocabulary Scale)

Independent variables: (Age, Gender, Educational level, Years of experience, and Grades the teachers are teaching or taught).

Where the dependent variables are the questions of the questionnaire.

Personal Information:

Please tick the box that is suitable for you:

Gender: Male ▬▬   Female ▬▬

Professional Experience:

Less than 5 years ▬▬

5-10 years ▬▬

More than 10 years ▬▬

Educational Background: (Graduated from)

Public ▬▬

Private ▬▬

Grades You Teach/Taught:

1st Grades ▬▬

2nd Grades ▬▬

3rd Grades ▬▬

4th Grades ▬▬

5th Grades ▬▬

6th Grades ▬▬

Age:

Less than 20 ▬▬

22-28 ▬▬

Over than 35 ▬▬

Educational Level:

Diploma ▬▬

Bachelor ▬▬

MA ▬▬

The questionnaire:

Read the following statements and tick the box that best suits your opinion:

1- Strongly Disagree   2- Disagree   3-Neutral   4- Agree   5- Strongly Agree

I believe that ……….	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. Songs are considered a valuable pedagogical tool in learning English.					
2. Songs help develop language acquisition.					
3. Songs help learners become familiar with word stress, intonation and rhythm.					
4. Songs enable learners to remember chunks of language.					
5. Songs provide students with opportunity for great exposure to improve vocabulary acquisition.					
6. Songs help learners improve their listening and pronunciation skills.					
7. Songs improve student's motivation.					
8. Songs help create a relaxed and non-threatening environment of learning.					
9. Songs help create more students' participation.					
10. Songs lower students' anxiety toward learning English.					
11. I use songs in my English classes on many occasions.					
12. Songs stimulate my students to learn real English.					
13. I use authentic English songs.					
14. I use different activities when using songs.					

15. Using is very flexible songs.

APPENDIX 2: Summary of Methods for Teaching English Language

- ➢ Songs

- ➢ Music

- ➢ Videos and Movies

- ➢ Debates and Conversations

- ➢ Newspapers and Magazines

- ➢ Radio and Podcasts

- ➢ Stories and Narratives (Storytelling)

- ➢ Acting (or playing roles)

- ➢ Menus

- ➢ Arts and Crafts Supplies

- ➢ Trips and Journeys

- ➢ The use of technology (smartphones, tablets, computers) and video games

APPENDIX 3: FIGURES (HOLOGRAMS)
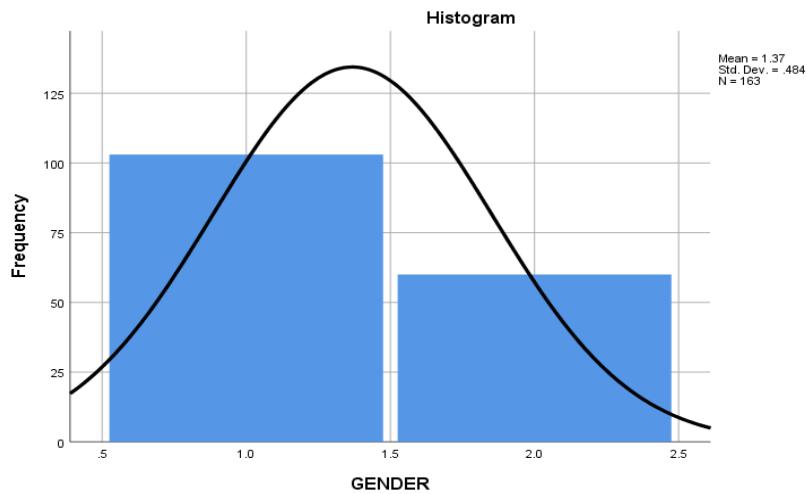
Figure 4.1.1. Distribution of Respondents According to Gender
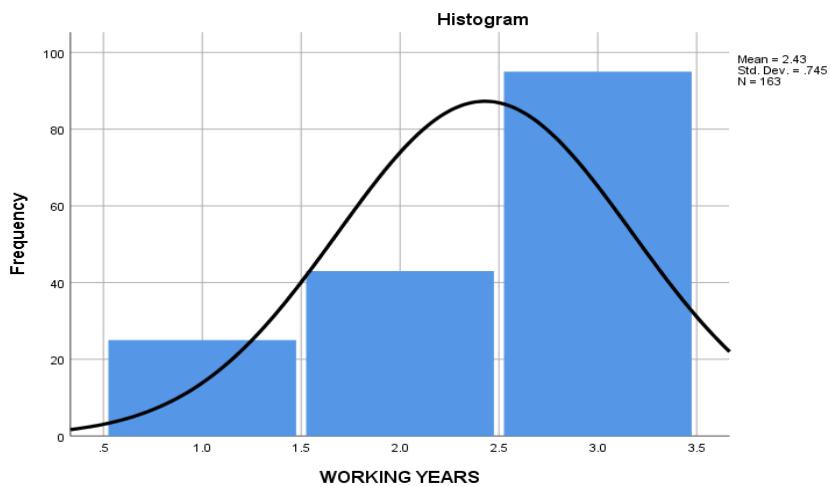
Figure 4.1.2. Distribution of Respondents According to Work Experience.
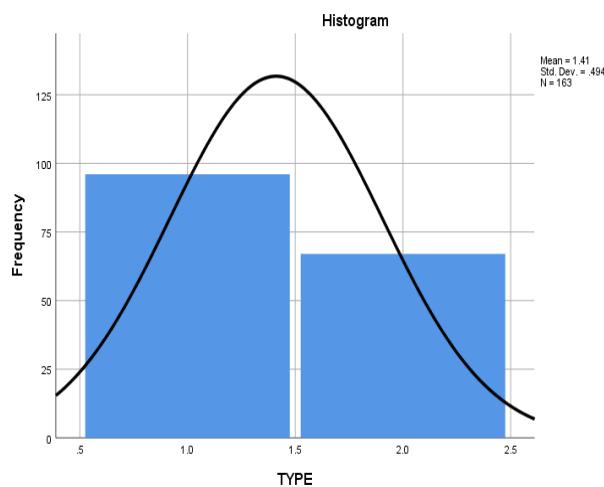
4.1.3 Distribution of Respondents According to Educational Background
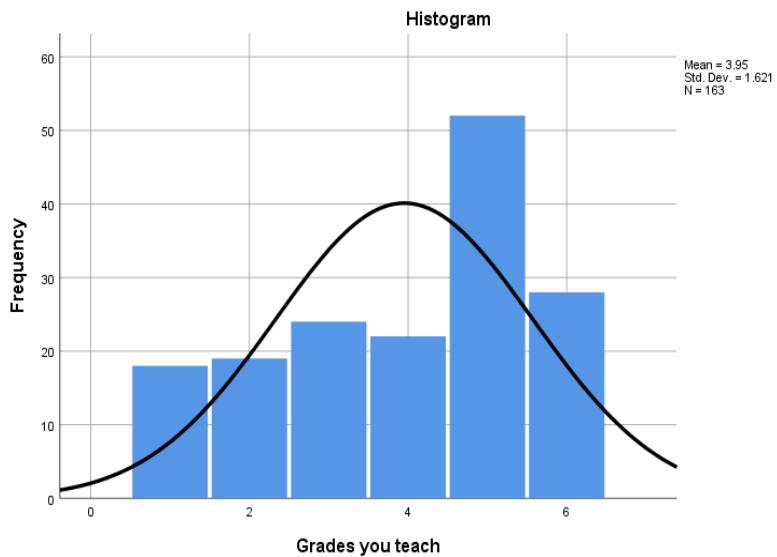
Figure 4.1.4. Distribution of Respondents According to the Taught Grade
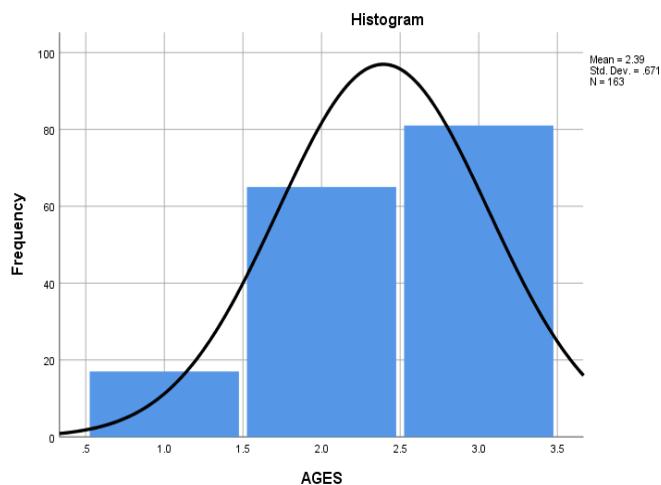
**Figure 4.1.5 Distribution of Respondents According to Ages**
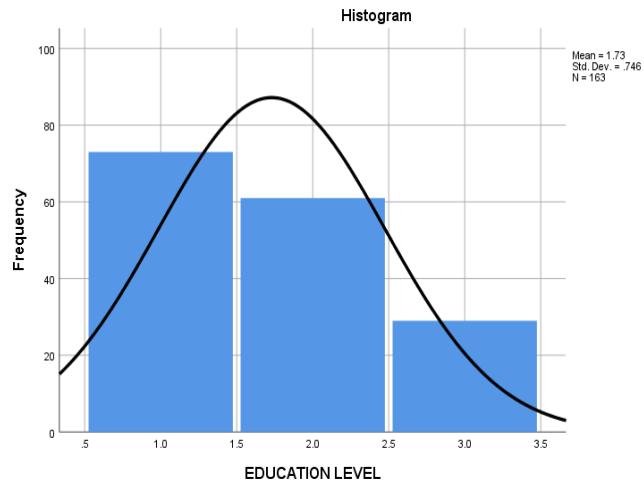
Figure 4.1.6 Distribution of Respondents According to Educational Level of Respondents

APPENDIX 4: Originality Report
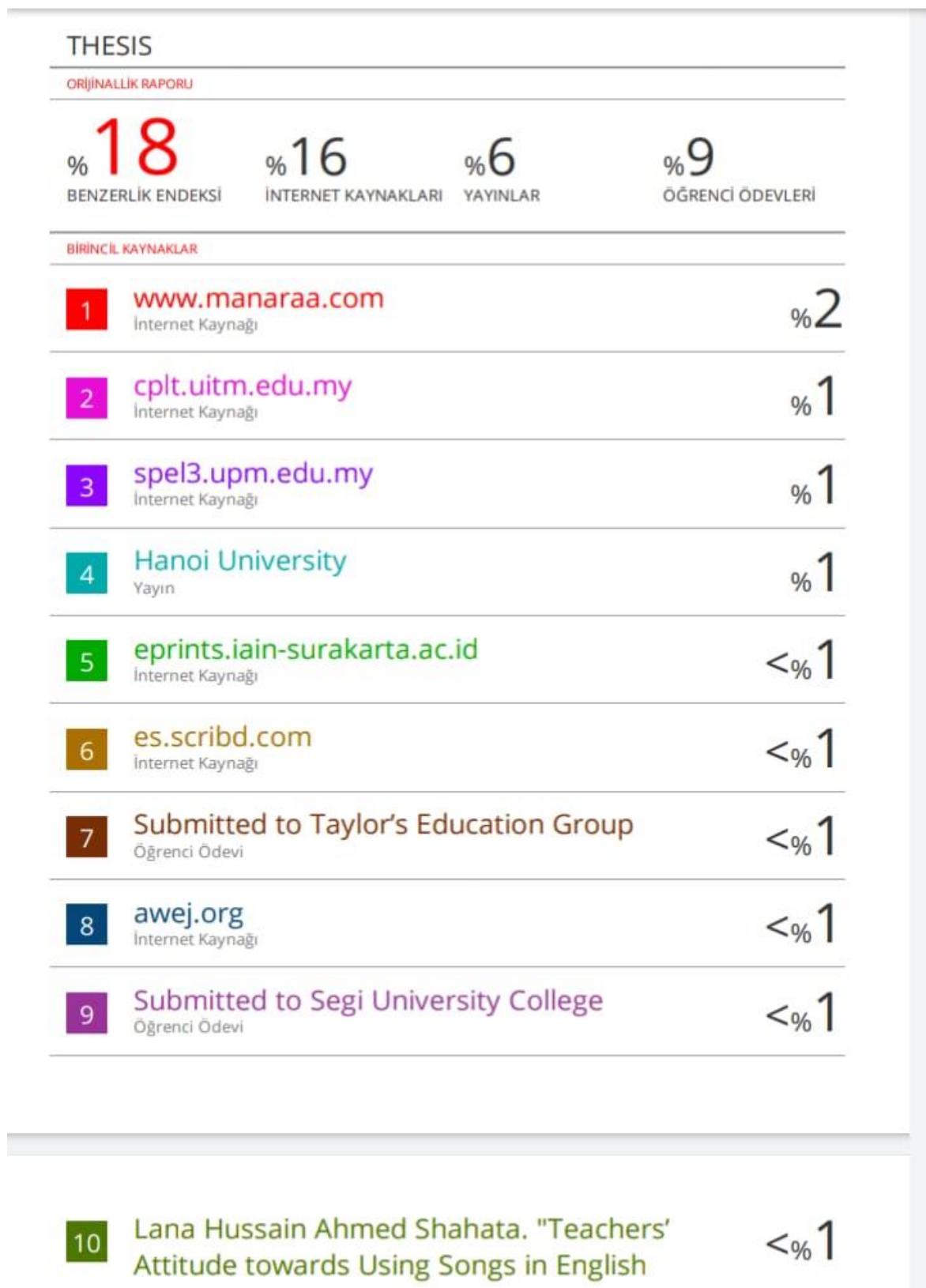
APPENDIX 5: The Questionnaire Permission and Supervisor's E-mails

A screenshot of the e-mail: (questionnaire permission)