

Investigating the Role of Songs in Increasing EFL Learners' Vocabulary Tyseer Mohamed Ismel Ahmed¹, Ahmed Abdallaha² and Batool Ibrahim Albashier³.

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Abstract:

This study aimed to investigating role of educational songs in increasing EFL learners' vocabulary. The questionnaire has been adopted as primary tool for collecting the data of the study. The sample of the questionnaire was consisted of 104 English language teachers. The researcher applied a chi-square test to analyze and verify the hypotheses. The results of the questionnaire showed that Educational songs increase and enhance EFL learners' vocabulary. The study recommended that EFL teachers should use educational songs as strategies to enhance and increase learners' vocabulary.

Key words: Music, critical thinking, vocabulary learning, Total Physical Response.

المستخلص:

تهدف هذه الدراسة الى تقصى دور الاغانى التعليمية فى زيادة وتحسين مفردات اللغة لمتعلمى اللغة الانجليزية لغة اجنبية. تم استخدام الاستبانة كوسيلة اساسية لجمع بيانات الدراسة. تتكون عينة الاستبانة من عدد 50 معلم. طبق الباحثون اختبار كاي لتحليل وتحقيق الفرضيات. اوضحت نتائج الاستبانة بان الاغانى التعليمية تحسن وتزيد مفردات اللغة لمتعلمى اللغة الانجليزية لغة اجنبية. اوصت الدراسة بان معلمى اللغة الانجليزية لغة اجنبية عليهم استخدام الاغانى التعليمية كاستراتيجيات لتحسين وزيادة الذخيرة اللغوية للمتعلمين.

الكلمات المفتاحية: الموسيقى, التفكير النقدي, تعلم المفردات, الاستجابة الفيزيائية الكاملة.

Introduction

Songs enable the young learner to develop themselves, their feelings and it can also aid the young learner to make sense and solve problems and discover the world around them Parlakian & Lerner (2010). According to Murphey (1992) using songs in the language classroom has its advantages it can aid the young learner to develop and improve their listening skills and pronunciation, eventually their speaking skills. Alternatively it can also be a useful tool for learning vocabulary, sentence structures and sentence patterns. Young learners develop their cognitive skills through music, it enhances their language skills through singing, and

children learn language appreciation, vocabulary and rhyme Shipley (1998). In addition Cameron (2001) stated that songs can be a valuable teaching and learning tool as it helps the learners to improve their listening and vocabulary.

Very Young learners learn through TPR (Total Physical Response) as they are very energetic and a lot of repetition and revision is required. Richards and Rodgers (2001) defined TPR (Total Physical Response) as a technique built around the coordination of speech and action.

Larsen-Freemen (2000) also stated that the learners' role is to listen and perform to what the teacher says. .

Music can act as an important tool in language learning and for storing and retrieving verbal information. Therefore music can assist the language learning process to store the information in the long term memory. It can also act as a motivational tool as it provides language input in simple and repetitive structures. In addition that a language syllabus should contain elements which include topics according to the child's interests, stories, games, enjoyable activities, songs, chants, rhymes pair and group work.

Each individual child is unique and in order to capture the attention of the children within the classroom variety is important. Children enjoy listening to songs therefore their attention will be captured. When we look back to our early childhood there is at least one song that we do remember that we learned at a very young age.

Taking in to account the importance of songs in the process of an individual's development this study will examine the importance of songs when teaching a foreign language to very young learners. It will identify the characteristics of the learners and will also look deeper into the theories which have been developed within this field. And the importance of culture when teaching/ learning a foreign language will also be discussed. The research was conducted with grade four learners, the aim of the research was to see if the use of songs within the classroom helps the young learner's acquisition of vocabulary, how it will affect their motivation when using the language and will the use of songs raise their cultural awareness of the target language.

Aims of the Study: This study aims at evaluating the use of educational songs for vocabulary building for Basic schools

learners. The scope of the study is limited to EFL teachers at different Basic schools in Khartoum state Alshuhada locality. The questionnaire sample is consisted of 50 teachers of English at University level.

Definition of Songs: In English dictionary (song that which is sung or uttered with musical modulations of the voice, whether of a human being or of a bird, insect, etc. a very small sum he bought it for a song. Song is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyses it and its effects if we wish. According to Lo and Li (1998), songs are able to change the monotonous mood in the class and with the smoothing effect of music; they provide a comfortable class environment so that students can develop their lingual skills more easily. Besides, utilizing songs in class environment amuses students, helps them feel relaxed and get rid of their negative attitudes towards a foreign language while learning a lingual structure through a song. □Sarıçoban, 2000□. Murphy believes that music has the power to engrave itself into our brains, stating that □songs work on our short or long term memory□ and are therefore adequate tools for using in the language classroom (1992.p.3)

The first explanation says that "music is an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and color".

Music being a source of motivation, interest and enjoyment, it is much easier for children to imitate and remember language very effective in children's language class as children love to repeat and mimic words and sounds.

Thus, through this kind of activity they naturally pick up the language with its accurate sound, words and sentences. They make larger vocabulary background, like expressions and useful sentences. They help to develop listening and speaking skills. Songs will help learners become familiar with word stress and intonation, and the rhythm with which words are spoken or sung also helps memorization. And once memorized, children will repeat it again and again. They also hear informal or colloquial English that they may encounter outside the classroom and they become familiar with parts of the foreign culture, seeing it as enrichment for their own life. Affectively it is good to stimulate children's interest in the new language, to bring fun and variety to learning, to provide a relaxed atmosphere, to motivate to learn to be active, to give encouragement, even children are shy or slow learning, coming out and losing their embarrassment.

□ *Children are active learners and thinkers.* □ (Piaget, 1970)

□ *Children learn through social interaction.* □ (Vygotsky, 1962)

□ *Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each*" Plato.

Make English active and fun! Music and songs are essential parts of growing and learning. Children love to sing and teachers naturally use songs to teach them concepts and language in a fun way. Some of the significant characteristics of songs are that they are fun and can keep the students excited. However, the most important feature of songs is repetition. They contain language patterns, but also develop listening skills, pronunciation and rhythm,

and provide a fun atmosphere. Even if the teachers play songs multiple times a day, the majority of students probably would not get bored. In addition, songs are very beneficial types of activities. There are so many aspects of a language that can be delivered and recycled through the use of songs. They can be used at any stage of a lesson and there are many ways to incorporate them into a lesson. Sometimes, they are used just as gap fillers and warm-ups, sometimes as the main part of a lesson, but sometimes they are there to provide a fun atmosphere. Considering all these benefits of songs in language learning. We talk about a "song" at least two different ways. The first is as a musical work, an abstract entity that serves as an umbrella for many versions or renditions. In most cases a song's title marks it as being the "same" in all its various versions, although occasionally the same song acquires different titles and gains or loses lyrics. Second, we conceive of a song as a rendition, that is, a realization of the song in a performance, a publication, or a recording. Each rendition of a song is unique, although renditions may be very similar to one another. It is important to take a broad view of songs. They consist not just of the lyrics and the tune, but also of all the contexts in which a song is created, experienced, produced, and consumed. These contexts include such things as where the song was performed and by whom, the audience for it, and the technology that produced it and preserved it for us to appreciate.

Many studies argue that songs have benefits that stimulate learning English (Salcedo, 2002) Most studies focus on the benefits of music or songs for vocabulary acquisition.

All in all, songs can help to learn a new language because the student's learning process becomes unconscious. *While many studies discuss the benefits of using music or songs to teach a language (Bartle, 1962), very few focus centrally on motivation.*

Hence, basic school students' interest in learning a new language could be enhanced given that songs provide a more fun and dynamic way to learn: *"the addition of songs to the foreign language classroom as a teaching method may be a way to focus student attention, and produce a more committed learner"* (Failoni, 1993). Furthermore, it is important to point out that not all students feel the same way about learning a new language.

Taking everything into account, we believe that it is important to study the link between the role of educational songs and vocabulary building.

The Songs Model of Academic Motivation

Multiple studies show that music instruction has positive benefits, enhances spatial & arithmetic skills, and raises student achievement and retention. Singing is a multi-modal activity, positively affecting brain development and neural processing. *produce obedient, well-trained workers* (Davis, 2013). *Song has been an integral part of human civilization and culture since language first evolved* (Levitin, 2008; Nettl, 1972), used for ceremony, worship, entertainment, and to pass on information. There is power in the combination of words and music in the context of education. The integration of rhyme, rhythm and melody has been shown to be beneficial to children's learning processes and their retention of curriculum. *Students who have difficulty with absorbing*

new materials discover song is a non-stressful medium for learning, while those with dyslexia or low vision find singing easier than decoding text. Students with different learning styles, as described by Gardner's multiple intelligences (Gardner, 1993, 2006), respond well to this alternative pedagogy. Long-term retention is enhanced, with some students able to sing their subject songs flawlessly more than a decade after first learning them.

As well as the general benefits found in using song in learning, many studies have shown that using song to learn a second language promotes language acquisition.

Language is learned through the modes of listening, speaking, reading and writing (Lake, 2002; Sevik, 2012). Song with its primary emphasis on listening is an appropriate medium for young students' introduction to another language. Another benefit of song is that singing reduces classroom stress, thereby facilitating learning.

Songs can also provide an introduction to colloquial or idiomatic language (Schoepp, 2001). Listening to and reproducing recorded songs also teaches correct pronunciation, intonation, word rhythm, stress and pitch (Sevik, 2012). A Malaysian study found that using You-tube song videos significantly improved vocabulary acquisition. Songs are also useful in learning conversational speech, as students learn their vocabulary as part of a sequence, rather than as single words in isolation. *Repetition through singing is particularly helpful for young students, who require reiteration and revision for memorization and long-term learning* (Karpicke, 2012; Miller, 2008; Ozturk, 2007).

The song of academic motivation consists of five components that an instructor should consider when designing instruction: (1) empowerment, (2) usefulness, (3) success, (4) interest, and (5) caring. The name of the model, MUSIC, is an acronym based on the second letter of “empowerment” and the first letter of the other four components. Songs are one type of listening activity that have a broad potential. Music and songs are essential parts of growing and learning. Children love to sing and teachers naturally use songs to teach them concepts and language in a fun way. Some of the significant characteristics of songs are that they are fun and can keep the students excited. However, the most important feature of songs is repetition. They contain language patterns, but also develop listening skills, pronunciation and rhythm, and provide a fun atmosphere. Even if the teachers play songs multiple times a day, the majority of students probably would not get bored. In addition, songs are very beneficial types of activities. There are so many aspects of a language that can be delivered and recycled through the use of songs. They can be used at any stage of a lesson and there are many ways to incorporate them into a lesson. Sometimes, they are used just as gap fillers and warm-ups, sometimes as the main part of a lesson, but sometimes they are there to provide a fun atmosphere. Teaching English to young learners cannot be seen only as teaching the language. Songs certainly belong to the group of fun activities which serve as useful tools for learning the language and which do not put pressure on students to immediately produce the language but to start doing it only when they are ready.

Critical Thinking and Educational Songs

Humans need to learn faster, think multidimensional and be creative to settle for the new consequences in their lives. These require individuals to have many diverse qualifications (Güven&Kürüm, 2006). From this point of view, education has become more important than ever before. It is the responsibility of educational leaders and educators to develop a climate that encourages creativity as well as discover the self (Maloney, 1992). Halpern (1999) states that changes in technology and the workplace have made the ability to think critically more important than ever before. Educational songs can be used for developing individuals’ social skills, problem-solving skills, cognitive skills, critical thinking dispositions and skills and academic achievement. Bamberger (as cited in Johnson, 2003: 16) suggested that understanding music and learning music are both acts of problem-solving through listening. There are a number of studies that done by researchers to emphasize this relationship. One of them is the scientific study done by Zellner, (2011) which purposed to explore the relation between instrumental music education in 8 and 11 Grades and critical thinking as assessed by the Pennsylvania System of School Assessment. Critical thinking enables individuals to engage more fully in the words as lifelong learners, independently and collectively. Teacher has a vital role in the classroom by creating the appropriate atmosphere for students to think critically. Pogonowski (1989) emphasized the role of teacher as calling him/her as a catalyst that provides the motivation for learning.

Using Music to Promote Children's Thinking and Enhance their Vocabulary Development

In an effort to understand how children's vocabulary is affected by their life experiences, this study analyses the natural disposition of children to engage in educational songs that connect them to previous experiences and allow them to build new vocabulary. Music is inherent to children's experiences and is related to sounds heard every day, which facilitate mental imagery. The study focuses on the use of music as a tool that is instrumental in engaging children in thinking activities that promote vocabulary development. It shows evidence of how music serves as a scaffold to foster thinking, self-expression and cultural among children. The relationship between critical thinking and music education, Hence the purpose of this study is to review the effects of music education on the students' critical thinking abilities.

Stimulation of Affective Learning by Songs

Psychologically, learners' affective states can influence their language learning, and music has been shown to have positive effects in this area. In 1982, "Dulay et al. suggested that the use of filter depends upon affective factors such as the learner's motivation, attitude and emotions". Using music gives students opportunities to become active creators of their own learning processes (Blair 1982). *Music seems to be very beneficial in this area, as it can increase joy and confidence while lowering anxiety.* Affective learning is also effective learning. In the light of psycholinguistics affective engagement with Language can "stimulate a fuller use of the resources of brain", rekindle "neural paths between areas of brain" and deepen the multidimensional processing of language

(Bolithometal.,2003,p.256).. So high motivation is the result of low affective filter and interest in learning and "life would be marvelous for teachers if all students wanted to learn" (Biggs1995,P.83).

Reasons for Using Songs in the Classroom

Using educational songs in the lesson seems to be a good idea. There can be distinguished affective and cognitive rationale for playing a song during a lesson. The crucial thing is that students need to develop a positive attitude towards learning (Eken 1996: 46). Krashen (1982: 45) has it that: "for effective learning the affective filter is must be weak. A weak affective filter means that a positive attitude to learning is present." Hence teachers' task is to provide a positive atmosphere favorable for learning. In this aspect music and songs may be one of the methods for obtaining weak affective filter. *Enumerates eight reasons for the use of song in a language classroom. Firstly, a song may be used to present a topic, new vocabulary or a language point. Then, it may also be used as a practice of lexis. Beyond question, songs can be used as a material for extensive and intensive listening. Some teachers may use them to focus on frequent learner errors in a more indirect way. Not to mention that songs are a perfect source for stimulating discussions about feelings and attitudes. Learners may talk over with another in pairs or in small groups what happened in the song and then share their opinions with the rest of students. Additionally, songs may arrange a relaxed classroom atmosphere and contribute to fun and variety in language teaching. Finally, songs may be said to encourage the use of imagination and creativity during foreign language lessons.* There is power in the combination of words and music in the context of education.

The integration of rhyme, rhythm and melody has been shown to be beneficial to children's learning processes and their retention of curriculum. Students who have difficulty with absorbing new materials discover song is a non-stressful medium for learning, while those with dyslexia or low vision find singing easier than decoding text. Students with different learning styles, as described by Gardner's multiple intelligences (Gardner, 1993, 2006), *respond well to this alternative pedagogy. Long-term retention is enhanced, with some students able to sing their subject songs flawlessly more than a decade after first learning them.* Neurological research shows that "Music making is a multimodal activity that involves the integration of auditory and sensor motor processes" (Wan, Ruber, Hohmann, & Schlaug, 2010, p. 287). Songs can also give teachers the opportunity to engage learners in real-life tasks by asking them do something that they would do in their daily life.

Motivation :Fundamentally, popular songs touch the lives of learners, and are connected with their various interests and everyday experiences. Almost all popular songs are related to the same topic of friendship, love, dream, sorrow, and the rest which are the common feelings of people. Since most young people nowadays are interested in a wide range of cultural forms outside classes, songs may be a really motivating and unique teaching tool. Experiencing with films, television, computer games and popular music seems to be highly motivating. Accordingly, more time and concentration to popular music in English foreign language classroom would surely increase learners' motivation as classroom tasks would reflect on their knowledge, their music and the vocabulary they already know from the

songs (Baoan 2008). Although *motivation is absolutely important in learning all school subjects, this is studying a foreign language that makes motivation play a huge role.*

Points out that learning a language is a long-term process and learners are in charge of their learning at length. The students need to support their efforts for a long time, very often against numerous failures and difficulties.

Linguistic knowledge : A further advantage of using educational songs in English classroom is that they include linguistic information, for instance vocabulary items, pronunciation or grammar. Thus, students acquire new knowledge very often with no intention of doing so. Also, for many teachers the didactic role of music would be the first to appreciate.

Sanhori (2019) reveals that learners who acquire vocabulary communicatively score significantly high and can easily acquire vocabulary incidentally when they interact with each other. Incidental word learning enhances students' ability to acquire word meaning incidentally from written texts.

Songs may be considered as representing 'distortions' of the normal speech patterns of a language. Jolly (1975: 11) *states that normal speech and songs are on the same continuum of vocally-produced human sounds. Namely, they both represent forms of communication in a linguistic sense and have melodic and rhythmic content.* As stated earlier, songs may contain rich linguistic knowledge. It is all about the about learning that this process takes place in many different ways and all kinds of learning are going on all the time. However, occasionally it is deliberate because learners acquire information presented in a classroom or when they look up a word in a dictionary.

Sometimes, on the contrary, the learning process can be unexpected, as when the students listen to music. Ergo, *it is advisable for foreign language teachers to use songs and their students will learn language elements through unintentional learning* (Baoan 2008). As Griffiee (1992: 4) writes *there is a deep relationship between rhythm and speech an sensitivity to rhythm is a fundamental first step in language learning. When music and songs are used in the classroom then the students are exposed to the rhythms of the language.* Besides, popular songs include a lot of examples of colloquial speech. For instance, in some songs the ‘-ing’ ending is frequently reduced from the full ‘-ing’ to just ‘n’ sound. This is the natural and everyday language of songs as opposed to the artificial language in many course books that is a good way to incorporate living into the classroom. *Also Schoepp (2001) shares the same opinion, and gives an example of a song “My Best Was Never Good Enough” by Bruce Springsteen as a good example of colloquial English. This song is full of jargon-ridden like “every dog has his day ” and “every cloud has a silver lining”.* As expected, most English second language students will encounter an informal language of conversation outside the classroom. Beyond question, using songs may prepare learners for the authentic language they will be confronted with. Not only do songs are appealing for the students, but also the teachers find them quite attractive. Imprimis, songs are short and self-contained recordings, texts, and films that are easy to use in a lesson. Additively, the supply is almost infinite and there is a broad range of titles to choose from (Griffiee 1992: 8). *Furthermore, learning a foreign language*

through music can be seen as an informal method called edutainment. Edutainment software are all the applications that are used for example, in game-like activities or teaching or rely on visual materials. The principle of edutainment is to draw learners’ attention, keep them emotionally involved and make them interested in the lesson (Okan 2003: 255). Activities which are conducted with the use of the edutainment method are done in an enjoyable way and this is why teaching with the use of music is the combination of the words education and entertainment, When young learners are disruptive the teacher can discipline them with a song. Szpotowicz and Szulc-Kurpaska (2009: 196) notice that singing a song is a lockstep activity in which all the students are engaged in the same exercise at the same time. A song may be also a reward for a good behavior. The authors also state that singing is a nice variety from language work in class and may provide a break from sameness. Finally, they add that music acts as a key to the imagination even with many students who think that they have no imagination at all.

Another benefit of song is that singing reduces classroom stress, thereby facilitating learning (Adkins, 1997; Coufalikova, 2010). If students are anxious, frustrated, bored or embarrassed, their emotional state is raised. Krashen describes this as their affective filter, which will affect students’ receptivity to input (Bhamare, 2011; Krashen, 1982). When students have a low affective filter, they have less anxiety and are more relaxed, so are more receptive to language learning. Songs can also provide an introduction to colloquial or idiomatic language (Schoepp, 2001).



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Listening to and reproducing recorded songs also teaches correct pronunciation, intonation, word rhythm, stress and pitch (Sevik, 2012). A Malaysian study found that using You-tube song videos significantly improved vocabulary acquisition (Abidin, 2011). Songs are also useful in learning conversational speech, as students learn their vocabulary as part of a sequence, rather than as single words in isolation.

Repetition through singing is particularly helpful for young students, who require reiteration and revision for memorization and long-term learning (Karpicke, 2012; Miller, 2008; Ozturk, 2007). Another tool to improve the learning experience is to add visuals to song, in a multimedia format. Multisensory education utilizes more of the brain, as it processes verbal, auditory and visual information in different areas, thus facilitating learning (Gangwer, 2009). Like music, visual art has been part of human culture, expression and communication since the first civilizations, from cave art and Egyptian hieroglyphs to contemporary graphics and symbols. Incorporating visuals in teaching is shown to improve learning outcomes and student engagement (Plotnik, 2013; Seitz, Kim, & Shams, 2006). Though some studies show no change in learning performance, students' enjoyment of the learning process and attitude was increased (Sankey, Birch, & Gardiner, 2010). While using any graphics raises student positive feelings about learning and retention of materials, recall is greatest with the use of relevant visuals (Sung & Mayer, 2012). My goal is to produce multimedia presentations including visuals for my teaching song materials. Beyond the language classroom, song has been used for learning for centuries. African griots (Hester, 2004),

Greek and British bards (Morganwg, 2008; Ponczoch, 2011), the chants of priests and pilgrims (Blackburn, 2010; Crawford & Kelley, 2005; Friedmann, 2012; Sajoo, 2011) all use song to communicate, to instruct, or to inspire. Most teachers who use song in their classrooms utilize popular songs, or for younger students, nursery rhymes (G. Baker, 2011; Burroughs & Hare, 2008; Cameron, 2005; Soper, 2010; White, 2005; Wright, 2010). However, there are a growing number of teachers who are writing curriculum-based songs for their students, and researching the success of this pedagogical approach. Teachers are creating and using original songs in their classrooms. These curriculum-based songs have led to positive learning outcomes, similar to those I have seen in my own teaching practice.

Methodology: The researcher used the descriptive analytical method and the data of this study were collected through teachers' questionnaire. The population of the questionnaire is EFL teachers teaching English at Khartoum Basic schools. The subject who participated in this study, were drawn from Alshyma School for girls, grade four. The sample of the questionnaire consisted of (50) English language teachers. The researcher analyzed the questionnaire via chi-square test

Materials and Method: This study was carried out at Sudan University of Science and Technology with English language teachers at Basic level. A purposive sample used for this study includes (50) teachers. This is a quantitative method research study design employing quantitative method.

The research bases inquiry on the assumption that collecting data from questionnaire best provides an understanding of research problems.

This study used a quantitative research design comprising quantitative method and techniques during data collection analysis. The questionnaire was the instrument used in this study. Quantitatively, a questionnaire was administered to 50 teachers.

Research Question:

Table (1) illustrates the frequency and percentage for third Domain appropriate tendency

1- To what extent do educational songs help learners acquire vocabulary and enhance their critical thinking?

The analysis of the questionnaire in relation to the study hypothesis,

1- Educational songs are essential to acquire vocabulary and better critical thinking.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Songs should be occasionally used as a change of classroom norms	24	22	2	2	0
		48.0	44.0	4.0	4.0	0.0
2	Songs should be used when relevant to any point of teaching	19	25	6	0	0
		38.0	50.0	12.0	0.0	0.0
3	Songs are used when the class single a desire to hear songs	16	14	13	7	0
		32.0	28.0	26.0	14.0	0.0
4	Songs should be used when pupils start feeling boredom	22	14	5	6	3
		44.0	28.0	10.0	12.0	6.0
5	Songs should be used as a part and habit within all classroom activities	23	15	5	4	3
		46.0	30.0	10.0	8.0	6.0

Source: IPM SPSS 24 package

From the above table result shows:

Songs should be occasionally used as a change of classroom norms by the strongly agree (48.0%) and agree by (44.0%) and neutral by (4.0%) and disagree by (4.0%) and strongly disagree by (0.0%). Songs should be used when relevant to any point of teaching by the strongly agree (38.0%) and agree by (50.0%) and neutral by (12.0%) and disagree by (0.0%) and strongly disagree by (0.0%).

Songs are used when the class single a desire to hear songs by the strongly agree (32.0%) and agree by (28.0%) and neutral by (26.0%) and disagree by (14.0%) and strongly disagree by (0.0%). Songs should be used when pupils start feeling boredom by the strongly agree (44.0%) and agree by (28.0%) and neutral by (10.0%) and disagree by (12.0%) and strongly disagree by (6.0%). Songs should be used as a part and habit within all classroom activities by the strongly agree (46.0%) and agree by (30.0%) and neutral by (10.0%) and disagree by (8.0%) and strongly disagree by (6.0%).

Table (2) illustrates chi-square test results for the appropriate tendency

No	Phrases	Chi-square value	df	Sig.	Median	Interpretation
1	Songs should be occasionally used as a change of classroom norms	35.44	3	0.000	2.00	Agree
2	Songs should be used when relevant to any point of teaching	11.32	2	0.000	2.00	Agree
3	Songs are used when the class single a desire to hear songs	3.60	3	0.000	2.00	Agree
4	Songs should be used when pupils start feeling boredom	25.00	4	0.000	2.00	Agree
5	Songs should be used as a part and habit within all classroom activities	30.40	4	0.000	2.00	Agree

Source: IPM SPSS 24 package

The results of table(2) Interpreted as follows:

- 1.The value of chi – square calculated to signify the differences between Songs should be occasionally used as a change of classroom norms was (35.44) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
- 2.The value of chi – square calculated to signify the differences between Songs should be used when relevant to any point of teaching was (11.32) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
3. The value of chi – square calculated to signify the differences between Songs are used when the class single a desire to hear songs was (3.60) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
4. The value of chi – square calculated to signify the differences between Songs should be used when pupils start feeling boredom was (25.00) with P-value (0.000) which is lower than the level of significant

value (5%) These refer to the existence of differences statistically.

- 5.The value of chi – square calculated to signify the differences between Songs should be used as a part and habit within all classroom activities was (30.40) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

Discussion:

The researcher used the questionnaire as a tool for collecting data related to this study. The data collected was analyzed in relation to the hypothesis of the study. The data was collected via questionnaire which had been administered to teachers, to find out their reflection and suggestion on the development of teaching educational songs in Sudan.

Findings:

Having analyzed and compare the results with the main hypothesis the results have shown that songs are useful tool in the language classroom to foster critical thinking in vocabulary learning, songs inspire creativity in vocabulary learning, students feel enjoyable when learning through songs .

Conclusions:

On the basis of the present study, the following conclusions are derived. The present study elicited very important and interesting responses from the teachers' questionnaire. After a thorough analysis of the questionnaire, it is evident that the responses of the teachers as well as indicate that educational songs are useful tool in language classroom, and songs in increasing learners' vocabulary.

Recommendations:

The study recommended that the syllabus Basic schools should include detailed overview of the function songs in increasing pupils' critical thinking and vocabulary learning.

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