

## Investigating the Difficulties of Practical Application in teaching Educational Songs Tyseer Mohamed Ismel Ahmed<sup>1</sup>, Ahmed Abdallah<sup>2</sup> Batool Ibrahim<sup>3</sup>

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### Abstract:

This study aimed at investigating the difficulties of practical applications of educational songs. The researchers adopted the descriptive analytical method. A questionnaire has been used as primary tool for collecting data of the study. The sample of the questionnaire is consisted of 104 English language teachers. The researcher applied (SPSS) program as represented in chi-square test to analyze and verify the hypotheses. The results of the questionnaire have shown that EFL teachers face difficulties of applying educational songs in their lessons. The study recommended that ESP syllabus should be provided with necessary activities that related to songs which can help the students increase their vocabulary.

**Key word:** Music, acquiring vocabulary, critical thinking, challenges, Practical Application

### المستخلص

هدفت هذه الدراسة الى تقصى صعوبات التطبيقات العملية للاغاني التعليمية . تبنى الباحثون المنهج الوصفي التحليلي. تم استخدام الاستبانة كوسيلة اساسية لجمع بيانات الدراسة. تتكون عينة الاستبانة من عدد 104 من معلمى اللغة الانجليزية. طبق الباحثون اختبار كاي لتحليل وتحقيق الفرضيات. اوضحت نتائج الاستبانة بان معلمى اللغة الانجليزية كلغة اجنبية تواجههم صعوبات فى تطبيق الاغاني التعليمية فى فصولهم. اوصت الدراسة بتزويد المقرر بنشاطات لها علاقة بالاغاني لتساعد الطلاب فى زيادة مفرداتهم.

**الكلمات المفتاحية :** الموسيقى، أكتساب الكلمات، التفكير النقدي، التحديات، التطبيق العملي.

### Introduction:

Critical thinking plays an important role in obtaining success in all professional fields. A practical conclusion can be reached if we deal with the interpretation of information carefully. This is the ability to identify the problem, and to go through the available relevant information to find identify discrepancies, and integrate the results of these findings into the final resolution. *It is the ability to analyze facts, generate and organize ideas, defend opinions, make a comparison, draw an inference, evaluate arguments and solve*

*problems* (Chance, 1986, p.6). It presupposes rigorous standards and mindfulness in its use. Furthermore, it depends on effective communication and problem-solving capabilities, as well as a commitment to overcome our inherent nature, which would improve with practice. For instance, ( Dewey as cited in Johnson, 2003:59) purposed a model of reflective thinking that represents the basis of generalized thinking skills. Instead of critical thinking, Dewey used the term reflective thinking and described it as active, considered and careful thinking.

Reflective thinking liberated thinkers from their natural thoughtless impulses and circumstances; he viewed the unreflective state as unnatural in that people had an inherent sense of curiosity and tendency for order in the world. From this point of view, critical thinking can be seen as the individuals' thinking characteristic that enables him/her to approach all the issues, regardless of domain, in the same way that s/he experienced. Music education includes music listening, music making and cognitions about music that refer to harmony, tonality, musical forms and structures. For some educators, music education can be used not only for developing music skills, but also for developing individuals' social skills, problem-solving skills, cognitive skills, critical thinking dispositions and skills and academic achievement. As a teacher of English language at Sudanese basic level school, the researcher has noticed that students are demotivated because the mode of teaching is discouraging them and also noticed that students at this stage like songs very much. When the researcher was enrolled in a course in SELTI (Sudan English Language Teaching Institute) they noticed that when songs are used in the classroom they bring a lot of enthusiasm and enjoyment into the class. This prompted a thought in the researcher, they had the idea of using songs not only to enhance teaching and motivate learners to increase their learning vocabulary but also to encourage critical thinking. As an educational psychologist, conduct research related to motivation, teaching, and learning. This study aims to explore the effects of educational songs on learning vocabulary while enhancing critical

thinking at a Sudanese basic level school in Khartoum State (Alshima School).

#### **Objectives of the Study:**

This study aims to investigate the difficulties of practical applications of educational songs in EFL classes. The scope of the study is limited to first year students. The study was carried out at Sudan University of science and technology (SUST), and other universities (in the academic year 2018 – 2019). 104 teachers participated in the questionnaire.

#### **Reasons for Using Songs in the Classroom**

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.* One of the main challenges English language teachers face in their daily classes is to find creative ways of sustaining their students' interest in language learning, which can often be perceived as dull and tedious. Music and songs, which have a universal appeal and ubiquitous presence in most people's daily lives, have all the prerequisites to become an effective teaching resource in this respect.

However, this useful resource appears to be underutilized by English language teachers, which is largely attributable to the lack of understanding of its theoretical rationale and how to exploit it in EFL classrooms as well as the scarcity of publications on this subject (González, 2007; Salcedo, 2010; Engh, 2013). The present paper aims to analyze the role and potential of music and songs in English language teaching in the light of current research and literature. After discussing theoretical arguments and empirical evidence in support of using music and songs in language instruction, the paper will provide some practical suggestions for integrating music activities into English language teaching. It is obvious that the present paper cannot claim to provide an exhaustive account of all the possible ways used for practical application in teaching educational songs. It also revealed that some difficulties such as lack of appropriate equipment, noise bothers, problem with learner-concentration, lack of teacher training hampers the use of songs in classrooms, subsequently due to each individual teacher's resourcefulness and creativity, Even some language teachers may not be interested in developing musical intelligence per se, they can still tap their students' musical intelligence and interest so as to help them achieve mastery in the target language. Irrespective of whether or not a teacher and students have received musical training, music and songs can be easily integrated into classroom activities and thus function as a teaching tool in a way similar to audiovisual material or computer software that are employed in language education. Classroom activities involving music and songs can be used in a variety of ways to

improve the learner's interpersonal, intrapersonal and bodily-kinesthetic intelligences in addition to musical and linguistic intelligences (Failoni, 1993; Campbell, Campbell & Dickinson, 1996; Abbott, 2002). *The importance of utilizing music and songs in language teaching can be further illustrated by the close relationship between music and language.* According to Gardner (2011), *musical intelligence, which is the earliest to emerge of all, develops in parallel to linguistic intelligence.* Moreover, both musical and linguistic competences rely on the oral-auditory system and are not dependent upon physical objects. *It is notable that music and language share some intrinsic features, such as volume, pitch, rhythm, tone, stress and pauses* (Mora, 2000). *What is interesting about the development of both music and language is that in both cases receptive skills come before productive skills* (Sloboda, 1989). Furthermore, latest brain imaging studies indicate that music and language are closely interlinked at the neural level and that speech and music share a large number of common functional aspects (Besson, Schön, Moreno, Santos, & Magne, 2007; Jäncke, 2012; Putkinen, Tervaniemi, Saarikivi, de Vent, & Huotilainen, 2014), *which stands in striking contrast to the popular views on the brain processing that equate music with the right hemisphere and language with the left hemisphere.* Studies also suggest that that *“speech functions can benefit from music functions and vice versa”* (Jäncke, 2012, p. 1), which is in line with a recent review of studies by Brandt, Slevc and Gebrian (2012) concluding that *“musical hearing and ability is essential to [early] language acquisition”* (p. 1).

As suggested by the findings of the study by Schön et al. (2008), *which compared the efficiency of learning words from an artificial language in spoken and sung sequences, music can also facilitate learning a new language, particularly in the initial stages of learning when segmenting words. Thus, given the ability of music to trigger multiple intelligences, the commonalities between music and language as well as the facilitative role of music in language acquisition.*

### **Songs and 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. Another important factor

making a song valuable for an English lesson is that it may create really favorable conditions for learning. Murphey (1992: 6) is of the opinion that *"the use of music and songs can stimulate very positive associations to the study of a language, which otherwise may only be seen as a laborious task, entailing exams, frustration, and corrections"*. People usually identify songs with fun, which is why learning through songs is associated with an enjoyable atmosphere. Moreover, music used to relax students since for many learning a new language is a new experience. Our mother tongue – our basis of communication, is in some classes forbidden to use and learners may feel lost or helpless.

This teaching method was invented by Georgi Lozanow in Bulgaria and *its valuable element is music in the background. Essentially, the Suggestopaedia method involves the students' barriers and negative attitudes such as low self-esteem, anxiety or lack of motivation to learning. Meanwhile, students' learning occurs subconsciously and may be amusing for them as well. These are some important features of that teaching technique: a relaxed atmosphere, a classroom positive environment, a new identity of learners, or music activities themselves* (Larsen – Freeman 2000: 73-80).

**Songs and Linguistic Knowledge:** A further advantage of using 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.



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 Griffee (1992: 4) writes, *there is a deep relationship between rhythm and speech, and 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* (Griffee 1992: 5).

Also Schoepp (2001) shares the same opinion as Griffee, 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, 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 (Griffee 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. If students are anxious, frustrated, bored or embarrassed, their emotional state is raised. (Bhamare, 2011; Krashen, 1982) describes *this as their affective filter, which will affect students' receptivity to input*. 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). Listening to and reproducing recorded songs also teaches correct pronunciation, intonation, word rhythm, stress and pitch. *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). These curriculum based songs have led to positive learning outcomes, similar to those that have been seen in teaching practice.

**Creating Curriculum-Based Songs :** I have been composing teaching songs for over two decades. While composition may be daunting to teachers, I have developed a process that may be useful to follow. Once I have decided on the subject for a song, I research the topic, collecting curriculum outlines and vocabulary lists as well as subject information. Technology and the Internet have enabled this type of research, but accuracy is not always guaranteed from online sources. I find at least two legitimate sources for each fact I include.

I rank the data in order of importance and relevance, ascertaining what is essential, versus what is merely of interest. It is important to keep in mind the age and grade level of the intended students. This will determine the length of the song, and the amount of detail to be included. The next stage is to create word lists with their rhymes, to build up potential couplet endings. An excellent rhyming dictionary is essential in this exercise. By this stage, I am starting to write couplets or verses. Depending on the amount of information to be included, and the style and rhythm of the words, I will decide on metre, verse structure (four, six or eight lines to a verse), and whether or not to include a chorus. I place the most important information in the chorus, as it will be repeated several times, thus leading to greater retention.

**Music and Memory :** As stated by Thornbury (2006 p. 129 ), "*There is no learning without memory, and language learning in particular, with the enormous load of vocabulary that it requires, is largely a memory task*". Successful second language learning implies that learners can memorize the studied material and call on it whenever they need it while using the language. *Several authors point out that music and songs can facilitate the long-term retention of the words, phrases and formulaic sequences that learners need to memorize* (Mora, 2000; Abbott, 2002; Lake, 2002; Lowe, 2007; Kerekes, 2015). However, information should be frequently retrieved lest it decays and disappears. Thus, According to Calvert and Tart (1993), "*songs present content in a form that may be easily stored, rehearsed, and retrieved from memory*" (p. 246).

While the *content* of a song involves the lyrics and the message of the lyrics, the *form* of a song involves the rhyme of the words, the repetition of a verse, the rhythm and the melody of the tune. *This musical structure of songs provides a schematic organization which allows the retrieval of lyric information* (Sloboda, 1989). Apart from having a repetitive structure, songs evoke strong emotions and present the language items in a meaningful context, which considerably facilitates their memorization both inside and outside the classroom, as emotions enhance memory processes and meaningfully learned material has greater potential for retention in long-term memory (Ausubel, 1965).

### Three Stages of a Song

Songs are traditionally presented in three stages, with pre-study activities, while-studying activities and post-study activities. This classification is very useful as the students may get involved and then consolidate the knowledge. The purpose of the pre-stage is to develop the students thematically, linguistically, educationally and psychologically for the activity (Davanellos 1999: 14). The learners may be introduced to the subject matter and key lexis, or any linguistics features from which they may benefit at a later step. The essential element of pre-stage is to create a reason for the students to want to listen to the song. Arevalo (2010: 125) clarifies that *the concept of prior knowledge is a part of the cognitive model of language processing*. When people read or listen, they process the message they hear both bottom-up and top-down. The latter means using experiences and prior knowledge, whereas bottom-up processing means using the information people have about

word meanings, sounds, and discourse markers like ‘first’, ‘then’ to bring together their comprehension of what they hear or read step by step. During the second stage, which might be seen as the main focus of the lesson, the learners complete the activities and tasks which directly concern the song. Interestingly, the author gives the idea of grading tasks as the students familiarize with the song. For instance, when listening to “An Englishman in New York” by Sting, first activity might be to identify the subject matter of the song. Next, In this stage, the learners are very often perform activities simultaneously, their task may be to listen to a song and underline something in the text. Additionally, the students might be asked to reflect on its language and content after the comprehensive exploitation of the song. The opinion having a purpose for listening helps listen more efficaciously. He compares a listening activity to listening to a weather forecast and illustrates it with a desire to know whether to wear a coat or not; thus the focus is on the temperature. That is to say, in this stage the teachers should explain their students what is the aim of the task. Essentially, the students may listen for details, for the main idea, and for making conclusions. Accordingly, the learners develop a sense of why they listen and which skill use to listen better. The lecturers may develop these skills by asking the students to focus on their purpose for listening every time they listen. This form of strategy is called training. The concept of knowing the reason of listening is a very efficient first strategy because it helps the students to organize and reflect on their learning.

The third stage usually involves follow-up activities that practise the productive skills of writing and speaking in different ways. Although the students might have been writing or speaking in order for example to discuss their personal experience of the topic, the aim and focus of the pre-stage is not the improvement of productive skills, but the means for motivation increment and introducing the general theme. In that stage, it is the text of the song that stimulates for further exercises which improve other language skills. The author gives an example of follow-up work to “She’s leaving home” by the Beatles where the learners either write the letter the girl wrote for her parents, or role-play the dialogue between the girl and her parents. *At this stage the activities will almost exactly include the assimilation of previously-taught language with new languages and ideas recently introduced through the song* (Davanellos 1999: 14). Interestingly, Arevalo (2010: 125) notices that *usually when the teachers think of listening activities, they have inclination to think of the learners listening to a recording and doing an activity*. However, the teachers may use post-listening tasks to check apprehension, evaluate listening skills and use of listening strategies, and also continue the knowledge gained to other contexts. A post-listening activity might relate to a pre-listening task, such as predicting, may transfer what has been learnt to writing, reading, or speaking activities, or may extend on the topic or the listening text. Songs and music are a valuable means to introduce to foreign language practice. Such sort of entertainment as music may be appropriate for students’ learning process,

subconscious, and fun. Not only do they make a lesson more interesting because of authentic language and breaking the routine, but they also develop learners’ language skills in many fields. Without doubt music may bring certain benefits into the classroom. What is also worth mentioning is the proper selection of a song as well as the exercises which are planned to be used in a lesson. Although there is no one ideal method in foreign language teaching, songs can surely strengthen students’ motivation towards language adventures.

#### **Learning Vocabulary through Songs**

This study aims to investigate how the use of songs in English language classrooms could aid tertiary students to increase their verb vocabulary repertoire. The students were exposed to various English songs during their English lessons. The use of songs can increase vocabulary acquisition among English language learners at tertiary level. The use of songs is able to provide a fun way of picking up new words. The findings that English language teachers of tertiary students should use English songs as classroom activities to facilitate their students’ language learning and motivate them in acquiring new English vocabulary. The songs can be an effective way to promote language learning. Picking up new English words or vocabulary is usually a struggle for many adults. In the present digital era, there are many platforms and tools to help these adults learning new words. Listening to music is one of them. Songs are everywhere and they are part of people’s everyday life. It is found in every culture (McDermott & Hauser, 2005).



According to McDermott and Hauser, *songs can evoke a wide range of feelings. They added, it is widely accepted that people pay a big amount of money in musical business.* Some people use songs to create a social environment, form a feeling of partnership, or dance (Murphey, 1992). In addition, *listening to songs could be a source of pleasure and relaxation.* Using songs in language teaching and learning is not a new idea. Introduced a teaching method that uses music in language learning. This teaching method is known as ‘Suggestopedia’. As the name suggests, the method yields positive results. Suggestopedia was also deemed as ‘pseudo-science’ by Richards and Rodgers (2001). *They highlighted that all the teaching approaches have strengths and weaknesses.* Therefore, teachers should select teaching approaches that are suitable to their students’ needs, age, proficiency level and interests in order to optimize the effectiveness of language teaching and learning. Consequently, learning could occur without any difficulties. These difficulties are the results of psychological anxieties. Affective filter or anxiety level in order to create optimum language learning has been accepted by many scholars. One of the scholars, Segal (2014), *has proven through his research that using songs in teaching English in an ESL environment.*

#### **Materials and Methods:**

This study was carried out at Sudan University of science and Technology with English language teachers at different Basic schools in Khartoum locality. A purposive sample used for this study includes (50) teachers. This is a

quantitative research method. The researcher analysis data collected from questionnaire best provides an understanding of research problems. This study used a quantitative research design comprising quantitative method and technique during data collection analysis because the researcher wanted to come up with rich information which would improve the validity and reliability of the overall finding. Quantitatively, the study used questionnaire with Basic school teachers, a questionnaire was administered to EFL teachers at different universities.

#### **Results and Discussion:**

The researcher used the questionnaire as the main tool for collecting the data related to this study. The researcher has designed a questionnaire to English language teachers at EFL teachers at basic level to find out their opinion towards the difficulties of using educational songs in the classroom. The tables and the percentages below illustrate what has been stated above.

#### **The Analysis of the Questionnaire in Relation to the Hypothesis:**

There are significant challenges that affect the application of educational songs in the classroom to enhance critical thinking.

#### **Research Question:**

- 2- How frequently do educational songs make critical thinking more effective?

#### **Research Hypothesis:**

Critical thinking constitutes the basic features of a modern educational songs which make critical thinking more effective.

**Table (1) illustrates the frequency and percentage for the Second Domain Challenges**

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	It is difficult to find suitable songs for purposes of studying vocabulary	8	12	4	18	8
		16.0	24.0	8.0	36.0	16.0
2	There is no appropriate equipment to teach songs	13	10	4	20	3
		26.0	20.0	8.0	40.0	6.0
3	The noise bothers other classes/teachers while songs are taught	7	8	15	16	4
		14.0	16.0	30.0	32.0	8.0
4	The use of songs conflicts with the curriculum	2	17	4	16	11
		4.0	34.0	8.0	32.0	22.0
5	Songs are too time-consuming	5	6	9	19	11
		10.0	12.0	18.0	38.0	22.0
6	Problems with learner-discipline	6	13	6	19	6
		12.0	38.0	12.0	26.0	12.0
7	The learners do not consider songs to be adequate for effective learning	3	18	9	13	7
		6.0	36.0	18.0	26.0	14.0
8	Teachers are not trained to use songs in classrooms	13	8	10	11	8
		26.0	16.0	20.0	22.0	16.0
9	Teachers use song for frequently to enhance vocabulary	13	20	4	12	1
		26.0	40.0	8.0	24.0	2.0

**Source: IPM SPSS 24 package**

From the above table result shows:

It is difficult to find suitable songs for purposes of studying vocabulary by the strongly agree (16.0%) and agree by (24.0%) and neutral by (8.0%) and disagree by (36.0%) and strongly disagree by (16.0%).

There is no appropriate equipment to teach songs by the strongly agree (26.0%) and agree by (20.0%) and neutral by (8.0%) and disagree by (40.0%) and strongly disagree by (6.0%).

The noise bothers other classes/teachers while songs are taught by the strongly agree (14.0%) and agree by (16.0%) and neutral by (30.0%) and disagree by (32.0%) and strongly disagree by (8.0%).

The use of songs conflicts with the curriculum by the strongly agree (4.0%) and agree by (34.0%) and neutral by (8.0%) and disagree by (32.0%) and strongly disagree by (22.0%).

Songs are too time-consuming by the strongly agree (10.0%) and agree by (12.0%) and

neutral by (18.0%) and disagree by (38.0%) and strongly disagree by (22.0%).

Problems with learner-discipline by the strongly agree (12.0%) and agree by (26.0%) and neutral by (12.0%) and disagree by (38.0%) and strongly disagree by (12.0%).

The learners do not consider songs to be adequate for effective learning by the strongly agree (6.0%) and agree by (36.0%) and neutral by (18.0%) and disagree by (26.0%) and strongly disagree by (14.0%).

Teachers are not trained to use songs in classrooms by the strongly agree (26.0%) and agree by (16.0%) and neutral by (20.0%) and disagree by (22.0%) and strongly disagree by (16.0%).

Teachers use song for frequently to enhance vocabulary by the strongly agree (26.0%) and agree by (40.0%) and neutral by (8.0%) and disagree by (24.0%) and strongly disagree by (2.0%).

**Table (2) illustrates chi-square test results for the Second Domain Challenges**

No	Phrases	Chi-square value	df	Sig.	Median	Interpretation
1	It is difficult to find suitable songs for purposes of studying vocabulary	11.20	4	0.000	4.00	Disagree
2	There is no appropriate equipment to teach songs	19.40	4	0.000	3.00	Neutral
3	The noise bothers other classes/teachers while songs are taught	11.00	4	0.000	3.00	Neutral
4	The use of songs conflicts with the curriculum	18.60	4	0.000	4.00	Disagree
5	Songs are too time-consuming	12.40	4	0.000	4.00	Disagree
6	Problems with learner-discipline	13.80	4	0.000	3.50	Disagree
7	The learners do not consider songs to be adequate for effective learning	13.20	4	0.000	3.00	Neutral
8	Teachers are not trained to use songs in classrooms	11.80	4	0.000	3.00	Neutral
9	Teachers use song for frequently to enhance vocabulary	23.00	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 It is difficult to find suitable songs for purposes of studying vocabulary was (11.20) 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 There is no appropriate equipment to teach songs was (19.40) 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 The noise bothers other classes/teachers while songs are taught was (11.00) 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 the use of songs conflicts with the curriculum was (18.60) 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 are too time-consuming was (12.40) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

6. The value of chi – square calculated to signify the differences between Problems with learner-discipline was (13.80) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

7. The value of chi – square calculated to signify the differences between The learners do not consider songs to be adequate for effective learning was (13.20) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

8. The value of chi – square calculated to signify the differences between Teachers are not trained to use songs in classrooms was (11.80) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically. The value of chi – square calculated to signify the differences between Teachers use song for frequently to enhance vocabulary was (23.00) 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 data collected was analyzed in relation to the hypothesis of the study. The data was collected via questionnaire which had been administered to teachers.

**Finding and Conclusion:** The data collection was analyzed in relation to the hypothesis of the study. The data was collected via questionnaire which had been administered to English teachers at Basic schools.

Having analyzed and compared the results with the main hypothesis, the results have shown that educational songs are useful tools in language classroom to foster critical thinking in vocabulary. They inspire creativity in vocabulary. Pupils feel enjoyable, they give pupils opportunity to produce language without feeling observed. They foster curiosity in learning vocabulary. The study recommended the necessity of changing the syllabus, relevant

materials are needed, and teachers should be trained in teaching educational songs. The study concluded that educational songs should be used in Basic school classes as they are useful tool in increasing pupils' critical thinking and learning vocabulary. Another finding in this study showed that songs should be used in the classroom as a change to the route of the classroom, songs should be used to avoid pupils from being bored.

**Recommendations:** The study recommended that to maintain practical application in teaching educational songs, they must be trained teachers who are interested in songs and music beside songs should match the level of students, Teachers should attain more awareness to present songs inside the class, Language teachers at Basic schools should plan instructions to create positive attitudes towards using educational songs and intensive exercises in the use of songs are recommended

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