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THE EFL TEACHERS' AND STUDENTS' ATTITUDES TOWARDS THE USE OF SONGS IN LEARNING ENGLISH

Research Article

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Abstract

The purpose of this study is to investigate the EFL teachers' and students' attitudes towards the use of songs in teaching and learning English language. The participants were (43) English teachers who teach Sixth Grade in public schools in the directorate of Education for Wadi Al-Sier in Amman. (42) Sixth-grade students were participated as well in this study from the same Directorate. Questionnaires were filled out by both EFL teachers and students. The results show that students are of view that songs helped them learning English vocabulary and it is also considered as good practice by teachers. Based on the results, some recommendations for both teachers and students have been highlighted.

Keywords: EFL teachers and students, attitudes, songs and music

1. Introduction

English is an international language and fundamental to learning and communication in all cultures. For Jordanian students, English is a Foreign Language (EFL). Thus, curriculum should help the students to use the English Language properly. This, however, cannot be achieved unless students have a vast vocabulary that allows them to be able to communicate, comprehend, acknowledge, and interact with people from all around the world as well as those who identify as Jordanians. Owing to the growing acceptance and popularity of Information Technology (ICT), students are now required to stay up to date with the latest technological trends and practices for which they must possess a firm grip over the English Language so that they may advance in their respective careers. Learning English will enable them to be self-confident and proficient in their pursuit of further education and the needs of school-based employment opportunities.

Educating English, particularly in essential schools, points to propel and empower understudies to be more certain in considering English. For essential understudies, instructing English is uncovering them to lexicon in expansion to elocution when they learn for the primary time (Burhayani, 2013). For this, instructors play a crucial part. They ought to keep understudies interested, persuaded, and locked in in learning a outside dialect and accomplish the lesson destinations (Ratnasari, 2007). Instructors are to assist understudies in overcoming the challenges that they may confront whereas learning and securing a remote dialect (Burhayani, 2013).

For decades, teaching English in our schools has been characterized by the employment of a usual manner. Academics seldom use teaching aids. Recently, they have begun to use them. However, due to restricted resources available in schools, flashcards and posters are amongst

the most frequent and foremost used aids in displaying vocabulary. Listening and speaking activities are almost always neglected and not given the amount of attention required or deserved.

Students suffer from difficulties in saying bound words. Through technological developments and alteration in teaching demands, several different studies prove the effectiveness of using music and songs in teaching English, particularly for young learners. Using music and songs in language schoolroom as good pedagogics has been suggested particularly for young learners. Communication techniques from the Nineteen Fifties to Seventies used songs in pedagogy lecture rooms to cut back the tedium that might occur from repetitive drills (Kanel, 2000).

This study will explore the attitudes of both students and teachers towards the use of songs to improve the acquisition of English vocabulary. For teachers, the study will examine their use of unconventional methods such as the use of English songs to enhance individuals' vocabulary of the said language. The focus of this study revolves around a group of sixth grade EFL students and English teachers who teach this stage. Music and songs are known to play an essential role in motivating students to learn new languages, and it also stimulates their abilities to read, write, as well as verbally communicate with proficiency in phonetics, pronunciation, and grammar (Lo & Li, 1998). The role of songs in improving vocabulary has been extensively covered in several past studies. (Orlova1997, Murphy 1992).

The utilize of tunes in instructional method is regularly accommodating to amplify lexical, syntactic, phonological, etymological, and social competencies, notwithstanding of person instructing approach, fashion or melodic preparing, and without relinquishing center competencies (McLaren & Lankshear, 1994).

Moreover, songs play a significant role in developing learners' skills: reading, writing, speaking and listening, pronunciation, rhythm, synchronic linguistics, and vocabulary (Lo & Li, 1998).

Melodies encourage the presence of a wonderful and interesting air and exercises at school (Ulate, 2008). Orlova (1997) recognizes that melodies will work as relate degree support for learners to utilize English. They will encourage learners recognizing words basically in case they are upheld with photographs and activities. Besides, they will eventually spur them towards lexicon procurement (Al-Mamary, 2007).

In Jordan, the language of English has gained much importance, and English is taught as a Foreign Language. Due to its importance, it has become a compulsory subject in the Jordanian School's syllabus, and English is studied in their schools from grade one to grade twelve (Tawjihi). The principal aim of making English compulsory in all schools of Jordan is that all the students that are graduating from their schools must be speaking fluent English and having full command in English. By learning English, they can deal with universal developments (Abu Qulbein, 2004).

By making English subject compulsory in all elementary schools of Jordan, teachers can make the students more confident, and they can encourage them to take part in different English speech competitions so that they will have complete command of English. In the elementary schools, teachers select the Basic English for the students so that they can pronounce easily and they can quickly learn the vocabulary of the words because it is a beginning for them to learn English as a language so we should develop their basics first regarding the English language (Burhayani, 2013).

Teachers play an essential role in developing their English Learning skills because if a teacher is motivated and wants to learn a new language, then he/she can also motivate and

encourage his/her students to learn the English Language. A teacher should have some aims and goals to achieve only then he/she can motivate the students (Ratnasari, 2007). Thus, the researchers investigated the attitudes of English teachers who mainly teach English for primary stages in public schools in Jordan.

Teachers are responsible for taking care of every child and for seeing if anyone finds difficulty in learning the vocabulary of the English words, or he/she can pronounce the words correctly or not. It is their responsibility to teach every student and cope up with every problem that occurs during their teaching session (Burhayani, 2013).

Every teacher should plan different techniques or develop some strategies to attain his/her goals. But the methods should be chosen according to the objectives, and it should be a basic level for the students, and the teaching style should be effortless so that the students can understand it easily. A teacher should think before teaching that he/she is showing it to the elementary classes because there is a vast difference in teaching to secondary learners and the basic learners (Harb, 2007).

1.1. Advantages of the Use of Songs in the English Class

Many researchers, including (Mardliyatun, 2007; Asih, 2011; Millington, 2011; Apsari, 2012; Burhayani, 2013), observe that using songs in their English lesson class will be very beneficial in learning English. And if there will be a variety of songs available in the category, then the students can select their favorite songs, and they will be more encouraged to learn the English language.

Songs help the students to improve their vocabulary, their English learning skills, and develop the habit of learning the English language with more passion (Burhayani, 2013).

Music is a relaxation for the mind, and it involves different parts of the brain, including the right hemisphere of the brain. By engaging different parts of the brain, it will be a more relaxing and comprehensive behavior (Saeki, 1994). To include a fun element in the class and to make the course more entertaining and to involve students in different activities, music and songs are used in the class.

Including songs in the English class has many advantages because it enhances the vocabulary of a person and improves their grammar skills and pronunciation. Playing music in class helps improve your speaking skills, and these are the views of Orlova (2003).

1.2. Statement of the Problem

Learning a second language is influenced by several key factors. These factors include not just the method of teaching or nature of learning but also individual readiness and willingness to learn. It has also observed that social encouragement and modern methods of teaching (using technology) are especially useful in such a case. In Jordan, English remains one of the most challenging subjects, as reported by the students.

Teaching EFL, particularly for young learners, involves using creative and motivating methods and techniques. Students might have problems in learning vocabulary.

Despite the communicative nature of the Jordanian English info, the students have lack of vocabulary competency. Without adequate vocabulary learners cannot communicate successfully or express their thoughts. Some learners contemplate learning vocabulary as a tedious job, which ends up in a restricted vocabulary that stops them from learning a language. The utilization of songs and music in teaching English is one methodology that is used to facilitate learning (Lappi, 2009). Music plays a very important role in setting the tone of the schoolroom, developing skills and ideas, serving kids to build transitions, and creating

a way of the community (Schiller, 2007). Jordanian English info encompasses a restricted variety of songs and games (Dajani & McLaughlin, 2009). Therefore, this study aims to investigate the attitudes of English teachers and students towards the use of songs in teaching elementary grade students' vocabulary.

1.3. Objectives of the Study

The primary purpose of this study is to investigate the English language teachers' attitudes who teach English for the primary stages towards applying English songs in teaching vocabulary in their classrooms as well as the attitudes students who learn English. The study aims to answer the following question:

What are the EFL teachers' and students' attitudes towards the use of songs in learning English?

1.4. Significance of the Study

The English Language remains as a source of pressure and stress for school (including principals and teachers), pupils and parents alike. Therefore the importance of this study lies in the relevance and intensity of the topic itself. It sheds lights on the attitudes of both teachers and students towards applying English songs in the process of teaching and learning English. Some teachers are unaware of applying some teaching methodologies in their categories like songs. This study highlights the effectiveness of exploitation songs and their effects on EFL teachers' and students' attitudes and teaching EFL vocabulary for the Sixth-grade students. It is hoped that the results of this study will facilitate English language teachers to make productive learning surroundings within the lightweight of exploitation songs.

1.5. Definition of the Terms

Attitudes: people's beliefs towards certain topic and they can be positive or negative. In this study they are the teachers' and students' beliefs towards using songs and music in teaching and learning English.

Children's song: It is a nursery rhyme that is made by the students in their own different words and is used for various purposes like education and culture. In this study they are a number of songs selected for the sixth grade students in English language classes.

Sixth Grade Students: Six grade or class six are the students aging between 11-12 years.

1.6. Limitations of the Study

The limitations of this study are stated as follows:

1. This study is restricted to two sections of the sixth grade at Al-Swaysa High School for girls and Al- Zeyoud Elementary School for boys in the Directorate of Educational for Wadi Al –seir.

2. The small sample size limits the generalization of the results finding of the study.

2. Literature Review

Considers with respect to utilizing tunes in instructing are restricted; particularly the ones that tend to examine the demeanors of instructors and understudies towards the utilize of English tunes. Most ponders attempt to discover out how melodies can be consolidated in instructing procedures, how they influence learners, how instructors utilize, and the benefits of music and tunes in creating dialect aptitudes (Pasanen 2010).

Melodies are a combination of dialect and music that capture consideration. When language and music are blended together, tunes ended up great source for educating social subjects, expressions, lovely expressions in expansion as they may be utilized as a helpful work (Shen, 2009). For this, Melodies are considered as educational apparatuses in dialect educating (Millington, 2011).

Utilizing tunes in youthful learners' classes has numerous benefits. Melodies are adaptable and can be utilized for numerous purposes (Millington, 2011). Instructors can utilize tunes for illustration to form the instructing and learning prepare more curiously and viable, plan understudies for a modern movement, engage understudies and make them discover learning through tune entertaining, make understudies be recognizable with the cadence of a outside dialect and indeed culture of the nation of the dialect (Kuźma,2008).Adding to that, tunes are too an successful instrument for, educating phonetics, language structure, elocution, lexicon building and encouraging memorization (Forster, 2006).

Hejjawi (2007) investigated the attitudes of students and teachers toward the use of music in UAE English classes. Her study examined 160 participants from two groups: the first was secondary and collage male and female teachers. The second group was collage males and females students in UAE. The qualitative data using interviews indicated that religious beliefs toward the use of music decreased the use of music in English classrooms for both teachers and students. Questionnaires were also used in the study. Other reasons including lack of teaching materials, lack of time as well as difficulty of choosing music and songs decreased the use of songs and music in classrooms. However, most students showed a positive attitude toward the use of songs and music in classrooms.

Joel &Shah (2018) examined the attitude of rural primary Kanowit students toward the use of songs in their English classrooms.60 students were participated in the study. The data collected via a questionnaire .The results revealed that students had a positive attitudes toward learning songs through songs.

Utilizing tunes may offer assistance in educating youthful learners. For illustration, Ara (2009) expressed that children learn quicker than grown-ups particularly in case they weren't instructed in conventional ways. So, the utilize of tunes and diversions is an successful apparatus in instructing English for youthful learners particularly that they made them oblivious that they are learning a dialect, i.e. they give an curiously and pleasant environment for learning without the feeling of weight. Ara's discoveries investigation appeared that in Bangladesh instructors are oblivious of the viability of utilizing tunes, rhymes and diversions in children's classes as implies of intrigued and inspiration; they still utilize incapable conventional ways of educating with memorization. The impact of the adequacy of melodies will show up in afterward stages with least level of capability in English to manage with their courses. Even great students need to battle to induce higher auxiliary exams CGPA

2.1. Importance of Vocabulary Development

According to Macaro (2003), vocabulary enhances teaching and learning English. Vocabulary is important for the following purposes:

- 1- Rich vocabulary facilitates clear communication and effective expression.
- 2- Rich vocabulary results in enhanced reading comprehension and vice versa.
- 3- Thinking vocabulary is similar to Linguistic vocabulary.
- 4- People judge others on the basis of their vocabulary (Vocabulary, 2014).

Lexicon estimate is critical in success in school (Lehr et al., 2004; Pikulski & Templeton, 2004; Blachowicz, Fischer & Watts-Taffe, 2005; Sobolak, 2008; winter, 2010). Lexicon measure is imperative particularly in essential levels to assist understudies anticipate be able to comprehend (Johnson, 2004). Understudies with destitute lexicon may confront challenges in perusing and composing. The Report of the National Perusing Board (2000) concluded, “The significance of lexicon information has long been recognized within the improvement of perusing abilities. As early as 1924, analysts famous that development in perusing control depends on nonstop development in word knowledge” (Pikulski& Templeton, 2004. p.1).

3. Method

3.1. Study Population

Sixth grade students from all schools of the Directorate of Education for Wadi Al–Seir were selected as study population. As per official record, there are about fifty-five schools in the mentioned directorate. From this population of two thousand nine hundred and thirty eight students who were enrolled in the first semester of the academic year 2019-2020, a random selection was made for study sample.

3.2. Study Sample

Eighty students were randomly selected from this population of about two thousand nine hundred and thirty eight students of all of the schools of the Directorate of Education for Wadi Al–seir as study sample. Arabic was mother tongue of these sixth grade students and these students were learning English as a second language. A comprehensively representative sample of these EFL students was selected by the researchers.

The sample was further categorized into four groups; two groups of male students and two groups of female students. The female students were selected from Al-Swaysa High School for girls and the male students belonged to Al- Zeyoud Elementary School for boys in the Directorate of Education for Wadi Al –seir. Out of these four groups, two were designated as the experimental group (n =41 students) and the other two were placed in the control group. The control group (n =39 students) was delivered instructions via traditional teaching techniques while the experimental group was taught by using innovative techniques using songs. In the pre-test, performance of the experimental group was lower than that of the control group that is grades of the control group were higher than those of the experimental one. The teachers' sample consists of (43) English teachers who teach English for the primary stage in public schools in Jordan. For males teachers (n=26) while for female teachers (n=17). Thus a total of (43) English teachers has been chosen as a sample for the teacher's attitude questionnaire.

3.3. Study Instruments

3.3.1. Attitudes questionnaire for teachers

This questionnaire was devised for acquisition of quantitative data for the study. Objective of this questionnaire was to get a glimpse of attitudes of the elementary grade teachers towards the use of songs in English classes and to record their views regarding affectivity of this teaching method in English learning.

The questionnaire items were developed for this current research from some significant ideas identified in the related literature and in the previous studies. The first draft was adapted and adopted from various recourses: (Yu-Ling; 2005, Sevic; 2011, Bevic; 2013, Sevic; 2014 Tse; 2015). The questionnaire was composed of three sections. In every section, the participants were asked to choose a suitable option as per his/her preference. First section was related to personal information about participants like gender, education, years of

experience, and teaching diploma. Second section was related to participant's school information like public or private, grades, class size, and curriculum taught. In the final section, twenty five statements were arranged in four sub-sections. These statements were given to explore the attitudes to beliefs towards using songs in English classes of the participant teachers. The statements were aimed to collect responses of the teachers regarding the educational value of songs, their role in enhancing academic performance of the students, ease of songs' accessibility and the suggested frequency at which songs should be used in the classes. The teachers were also allowed to write any suggestion or additional comments. Responses were scaled of 1 "Strongly Disagree" 2 "Disagree" 3 "Neutral" 4 "Agree" 5 "Strongly Agree". The collected data was analyzed on Likert scale format.

Experts from the English Language University professors of 'Evaluation and Measurement department', Faculty of Education at Yarmouk University, The University of Jordan and AL-Hussein Bin Talal University as well as a group of English supervisors from different Directorates of Education reviewed the first draft of the questionnaire. In the light of these experts' comments, a second draft was prepared. The updated and modified second draft was then reviewed by researchers. Three parts were included in the final version of the questionnaire which are:

Part One: In the first part, various demographic factors were included. Four such items were included which are; gender of the participant, teaching diploma, academic qualification, and teaching experience. These factors served as an additional variable for the study.

Part Two: Second part included information related to school, relevant classes, average class size and English curriculum that school used.

Part Three: Twenty five statements were included in this final part. This part consisted of 25 items. A five-point Likert scale was utilized for rating the respondents from 1= strongly disagree to 5= strongly agree (5= strongly agree, 4=agree, 3=neutral, 2=disagree, and 1= strongly disagree). Purpose of this part was to know the beliefs and attitudes of teachers towards incorporating songs in their teaching methodology. The statements were designed on two dimensions:

1. *Pedagogical value of using songs:* It consisted of 17 items (1-17). These items examined participants' beliefs and attitudes towards incorporating songs in teaching methodology.

2. *Frequency of using songs:* It consisted of 8 items (18-25). These items examined the frequency that participant use songs in classroom and when to use it. Participants were asked to write any additional comments they would like to mention pertaining to songs usage in teaching English language and their impact on language teaching.

3.3.2. Attitudes questionnaire for students

In addition to teachers' questionnaire, a questionnaire for measuring the impact of songs on the students' learning attitude was also designed see (Appendix 2). This questionnaire was a modified version of questionnaire of Huwari (1996). Twenty two statements were arranged in the four sections of the questionnaire. In the first section of the questionnaire, six statements were included whose purpose was to gauge the discovery skills of the participants. There were also six statements in the second section of the questionnaire, the goal of which was to measure activity skills of the participants. In the third section, four statements were included for measuring word recognition skills of the participating students. In the final section, six statements were included for measuring the attention skills of the participating students. The participants were told to complete the questionnaire and their responses were recorded for further analysis.

In the questionnaire, alternatives were used for recording responses of the participating students. Each alternative was assigned a certain value for example ‘Always 4, Usually 3, Sometimes 2, and Never 1’. A five point scale was used by the researcher that is, ‘Very High 5, High 4, Mid 3, Low 2, Very Low 1’.

3.3.2.1. Validity of the learning attitude questionnaire via songs

To establish the validity of the learning attitude questionnaire via songs, the questionnaire was given to a panel of specialists in instructional technologies, specialists in evaluation and measurement and psychologists at Yarmouk University, University of Jordan, Al-Hussien Bin Talal University, as well as a group of English supervisors from different directorates of Education in Jordan. They were asked to read the items of the questionnaire, and provide their suggestions and modifications concerning the contents with regard to construction, purpose, and clarity of the item. Their suggestions were taken into consideration in the final format of the questionnaire.

3.3.2.2. Reliability of the learning attitude questionnaire via songs

The questionnaire was distributed on a sample consisting of 42 students out of 80 students who were taught by using song in their English classrooms from males and females students. Pearson coefficients were computed and found to be (0.78). Internal consistency coefficients were also computed (Cronback alpha =0.84).

3.4. Data Analysis

A description of the sample and the findings are presented, concluding with a summary of the findings. All analyses were performed using SPSS statistical package version 21. Statistical significance was defined for two-sided $p < 0.05$.

Students’ and teacher’s attitude towards use of songs in learning English was illustrated in frequencies, mean, SD, minimum and maximum. Students’ and teacher’s attitude towards use of songs in learning English was compared by independent sample t -test. The reliability of student’s and teacher’s attitude questionnaire was tested using Cronbach’s alpha test.

4. Findings

4.1. Students’ Attitudes

Attitude of students were also measured and 42 students participated in it. Out of them, 25 of them were males while only 17 were females.

Table 1. *Gender distribution of sixth grade students*

Gender	Number	Percentage
Male	25	59.5
Female	17	40.5

The following table indicates the attitudes of students towards the use of songs in learning. The attitude of students towards the learning of English using songs were assessed by statements in which they were asked to rate their attitude in a scale of 5. Scale 1 indicates strongly disagree while scale 5 indicates strongly agree.

Table 2. *Students' attitudes towards use of songs in learning*

Statement	Min	Max	Mean	SD
I feel calm with songs.	1	5	4.33	.979
I feel that working with songs is interesting.	3	5	4.83	.437
I feel that songs enrich my knowledge.	1	5	4.38	.825
I like work by Which computer is used	1	5	4.38	.854
I feel that book's role began to vanish in the communication era.	1	5	4.52	.943
I feel that songs increase my mental skills.	1	5	4.45	.739
I feel that learning English by songs is useful.	1	5	4.48	.890
I feel that songs enrich my vocabulary	1	5	4.00	1.082
I feel that songs enable me to communicate better than the traditional one.	2	5	4.31	.897
I feel that songs make E. vocabulary more familiar	1	5	4.31	1.000
I feel that songs are better than traditional strategies to learn	1	5	4.00	1.189
I feel that learning by songs Shortens lecture's time.	1	5	4.26	.989
I feel more serious towards my duties through songs	1	5	4.19	1.234
I feel that songs refresh the class environment.	3	5	4.76	.484
I feel that songs form a unique addition to grasp E-Text	1	5	4.38	1.011
I think that using songs increases my desire to learn more.	1	5	4.21	1.200
I feel that using songs to teach non- scientific subjects is desirable	1	5	3.52	1.452
I feel glad to learn at songs lab.	2	5	4.00	1.012
My attraction is increased by songs during lecture.	1	5	3.67	1.373
I feel that songs are a loss of time	1	5	1.67	1.282

The table indicates that the students enjoy the use of songs in their studies as most of the statements scored more than 3.5. They disagree with the statements of “I feel that songs are a loss of time.”

4.2. Descriptive Statistics of Teachers

The following table indicates the gender distribution of teachers participated for this study.

Table 3. *Gender distribution of teachers*

Gender	Number	Percentage	Valid percentage
Male	26	59.1	60.5
Female	17	38.6	39.5
Missed	1	2.3	

Based on valid data, 60.5% of the teachers in this study are males while only 39.5% of them are female teachers.

The educational level of teachers is as follows.

Table 4. *Educational level distribution of teachers*

Educational level	Number	Percentage	Valid percentage
Bachelor	14	31.8	35.9
Masters	20	45.5	51.3
Diploma	5	11.4	12.8
Missed	5	11.4	

As shown in the table above, based on valid data, the majority of the teachers hold a master degree (51.3%) while 35.9% of them have bachelor degrees.

Table 5. *Distribution of teaching diplomas among teachers*

Have a teaching diploma	Number	Percentage	Valid percentage
Yes	30	68.2	96.8
No	1	2.3	3.2
Missing	13	29.5	

Based on valid data, 96.8% of the six grade teachers have a teaching diploma while only 3.2% do not have a teaching diploma.

The attitude of teachers towards the learning of English using songs were assessed by 17 statements in which the teachers were asked to rate their attitude in a scale of 5. Scale 1 indicates strongly disagree while scale 5 indicates strongly agree.

Table 6. *Teachers' attitudes towards use of songs in English learning*

Statement	Min	Max	Mean	SD
Songs are considered a valuable pedagogical tool in learning English.	3	5	4.45	.589
Songs help develop language acquisition.	4	5	4.48	.505
Songs can be used to illustrate themes or topics.	3	5	4.36	.532
Songs help learners become familiar with word stress, intonation and rhythm.	2	5	4.36	.685
Songs enable learners to remember chunks of language	2	5	4.48	.628
Songs provide students with opportunity for great exposure to improve vocabulary acquisition.	2	5	4.27	.694
Songs help improve students' speaking skills.	3	5	4.45	.589
Songs help students to better understanding of the culture of the target language.	4	5	4.59	.497
Songs are useful in the teaching of sentence structure	3	5	4.34	.680
Songs help learners improve their listening and pronunciation skills.	3	5	4.50	.591
Songs increase students' enjoyment of learning English	3	5	4.34	.645
Songs add interest to the classroom routine	3	5	4.50	.629
Songs improve student's motivation.	3	5	4.43	.545
Songs help create a relaxed and non-threatening environment of learning.	3	5	4.48	.664
Songs can be used to practice the four skills.	1	5	4.43	.759
Songs help create more students' participation.	1	5	4.32	.771
Songs lower students' anxiety toward learning English	2	5	4.39	.689

It is clear that the teachers have positive attitude towards the use of songs in English learning. All of the statements scored above 4 which indicate a significant agreement. In most of the statements, the minimum value of 3 or 2 indicates that almost all teachers believe that the use of the songs in learning is an effective tool.

4.3. Comparison of the attitudes between teachers and students towards use of songs in English learning

Independent sample t test was conducted to compare the attitudes between the students and the teachers towards English learning. The independent sample t test results are as follows.

Table 7. Paired sample t test for the difference in attitude between teachers and students

	Group	Number	Mean	SD	Std. Error Mean	t value	P value
Attitude score	Student	84	4.1333	.45439	.04958	-3.445	0.001**
	Teacher	84	4.37	.360	.039		

There is a significant difference in levels of attitude between the teachers and the students towards the use of songs in learning English. This is evident in the above independent sample t test results that the teachers (4.37) have higher attitude than the students' towards the use of songs in English learning (4.1333), $t(83) = -3.445$, $p < 0.05$.

5. Discussion and Conclusion

The focus of this research study mainly is to investigate the teachers' and students' attitudes toward using songs in teaching vocabulary. Combining the songs melody with the target language offers many advantages in learning English language.

In order to achieve purpose of this research, study mode was designed using Attitudes Questionnaire for Teachers, and Attitudes Questionnaire for Students The judges and jury of all the assessment belongs to the Yarmouk University, University of Jordan, and Al-Hussain Bin Talal University .In addition to a group of English supervisors from different Directorates of Education who checked the first draft of assessment results and then directed to design second draft of assessment. The data analysis was carried out by using SPSS software for calculating standard deviation and means.

Through questionnaires for students and teachers, it is quite clear that students are of view that songs helped them learning English vocabulary and it is also considered as good practice by teachers. The taste and choice of the music for each individual is also very important as most of the students search for their favorite music and then listen it every day. It should be part of the teachers training that which type of music and song is more suitable for their students and what are their interests towards them.

As a conclusive summary, it is clear that music plays a very big and important role in the society because it is a part of human life as important events. Nowadays, teachers of English language found it meaningful to use songs to teach vocabulary. In addition, Songs are considered as source of motivation and beneficial in learning English language.

Teachers have very meaningful role in the process of the teaching English language vocabulary. They are the one responsible for helping students to expand and improve their knowledge of vocabulary. Songs bring interesting changes in the classroom by energizing the learning environment, as student find listening to song as good approach to learn English language because in order to understand what song is about, they read and then translate the

lyrics by their own. In this way, they learn new words of language subconsciously. Additionally, another important benefit is that many words in the songs are repetitive making easy for student to remember and memorize.

Analyzing results, it can be said that the use of songs is an effective teaching tool having pedagogical values. Moreover, this teaching approach has ability to improve the listening and speaking skills of the learners. Furthermore, with the use of songs in the English language class, students will be motivated to learn English language with the addition of joy and enjoyment. The findings of this study strongly demonstrate that songs have effective potential of playing role in the language learning and teaching process. The results obtained are strongly in favour of the believe that songs should be part of the teaching methods of language learning.

In order to achieve the goal of using songs in the leaning process, major role is of teachers. They should have different and interesting techniques to add song in the learning process based upon the interest, age and curriculum design.

6. Recommendations

Through this study, it can be said we can say that it is a collective role of learners, teachers, parents and educational institutes to implement the use of songs in learning process of language. This study recommends them to effectively take part in this process of learning English as it is need of today's time in order succeed internationally in any field of life. In addition, they should have positive attitudes towards the use of songs in teaching English vocabulary.

6.1. Recommendations to learners

It is very important that students of every age should understand that English language is very necessary, and it should not be neglected for many reasons. If students aim to have high command of English, they should listen and follow the commands of the teacher. As this research says, that teacher found songs and games more effective way to teach language, it is a responsibility of the students that they should take part in the activities. One should learn that beyond the concept of fun and enjoyments with songs, there are many other important things to learn from them as well.

It is now up to the learners that they get maximum benefit from songs and games in term of leaning language and other things.

6.2. Recommendations to teachers

Teachers should use the method of using songs in the learning classroom for effective outcomes. They also work for enhancing the communicative abilities of their students by using this practice as discussed in this research study. It should also important for teachers that they do not worry about the results of their students in final exam, rather work on enhancing their FEL and communication abilities.

7. Conflict of Interest

The authors declare that there is no conflict of interest.

8. Ethics Committee Approval

The authors confirm that the study does not need ethics committee approval according to the research integrity rules in their country.

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