
Using Songs in Teaching English to Young Learners: Libyan Teachers' Views

Hawa M. Es-skare*

Kholoud K. Elmadani

Malak A. Alashheb

Faculty of Arts, University Misurata, Libya

*hmsaleh@art.misuratau.edu.ly

Received: 11.03.2023

Published: 10.08.2023

Abstract:

This study aimed at identifying Libyan teachers' views regarding the use of songs in teaching English to young learners, and recognizing the challenges they might encounter and how they use songs in the classes. The data were collected by distributing an online questionnaire to 65 Libyan teachers, working in a number of primary schools where English was being taught as a foreign language. The study was conducted in Misurata City in Libya, during the academic year 2021-2022. The findings showed that the majority of the teachers recognized the pedagogical value of using songs in teaching English to young learners and. However, the lack of resources, and additional effort in selecting suitable songs might cause several potential problems the teachers might concern. Moreover, the ideas that songs could be time-consuming and inappropriate in religion and culture might be challenges to them. In addition, the results revealed that Libyan teachers use several strategies when using songs in their classes. Finally, it was recommended that it was important to integrate songs in the teaching process, and use modern educational approaches to teach foreign languages to young learners.

Key words: using songs, English, Libyan young learners, teachers' views.

استخدام الأغاني في تدريس اللغة الإنجليزية للمتعلمين الصغار: آراء

المعلمين الليبيين

حواء محمد صالح السكير

خلود خالد المدني

ملاك الصديق الأشهب

كلية الآداب - جامعة مصراتة

المخلص:

هدف الدراسة محاولة معرفة وجهة نظر المعلمين الليبيين فيما يتعلق باستخدام الأغاني في تدريس اللغة الإنجليزية للمتعلمين الصغار، بالإضافة إلى كيفية استعمال المعلمين للأغاني في الفصول الدراسية تم جمع البيانات من خلال توزيع استبيان عبر الإنترنت على 65 معلماً ليبياً يعملون في عدد من المدارس الابتدائية، حيث يتم تدريس اللغة الإنجليزية كلغة أجنبية. تم إجراء الدراسة بمدينة مصراتة - ليبيا، خلال العام الأكاديمي 2021-2022. أظهرت النتائج أن غالبية المعلمين يملكون إدراك بالقيمة التربوية لاستخدام الأغاني في تدريس اللغة الإنجليزية للمتعلمين الصغار. ومع ذلك، فقد أعربوا عن قلقهم بشأن العديد من التحديات المحتملة مثل مصادر الحصول على هذه الأغاني، مع أدائهم جهد إضافي في اختيار الأغاني المناسبة. بالإضافة إلى فكرة أن الأغاني قد تستغرق وقتاً طويلاً وعدم مناسبتها ثقافياً أو دينياً قد تشكل تحدياً إضافياً. كما بينت النتائج أن المشاركين في الدراسة يستخدمون عدة استراتيجيات عند استخدام الأغاني في فصولهم الدراسية.

الكلمات المفتاحية: استعمال الأغاني، اللغة الإنجليزية، متعلمين صغار، وجهة نظر

المعلمين.

1. Introduction:

English language teaching at early age has been recently believed as one of the most challenging issues in English language teaching as a foreign language. Advocates of teaching English as a foreign language at an early age believe that English has been one of the foremost language for communication all over the world. Moreover, it has been widely believed that starting to learn English as a

foreign language before the critical period of 12 or 13 years could help students learn the language more effortlessly (Shin, 2006).

Teaching English to young learners is different from teaching English to adults. Young learners are unique. They are different from adults. Young learners have different needs, interest and abilities from adults and more enthusiastic than adults in class activities (Hentihu, 2012). Education ministries, in many non-English speaking countries, have chosen to teach English at a primary level due to the belief that young learners acquire English as a foreign language better and easier than adults (Brewster & Ellis, 2004). Therefore; it has been generally believed that introducing language at an early age has several advantages. Experts believe that the opportunities for learners to become more proficient in a new language are higher when they have learned the target language at an early age, rather than being exposed to it later.

According to Ara (2009), although children can learn faster, they tend not to learn effectively in traditional methods. Children tend to learn better by being completely involved in the class activities. Moreover, it was argued that inappropriate methods of teaching could have negative outcomes. Young learners could feel uncomfortable, be under pressure and bored in the class. However, by providing a favorable environment and positive resources, a positive atmosphere can be created. When a class has a natural environment, children can be more motivated and learn in a better way.

Teaching English as a foreign language has a major place in language programs and educational institutes around the world. It is a fact that there is no easy way to teach English to young learners, yet teachers still need to choose the most appropriate teaching strategies that could meet young learners' needs (Camron, 2003). According to Cevikbas, Yumurataci and Mede (2018), there are many strategies for teaching English as a foreign language to young learners. Many teachers prefer to use songs in teaching English. It was believed that Teaching Young Learners English, as a foreign language, should focus on how to develop entertaining activities for enthusiastic minds of young learners in the 21st century classrooms (Shin, & Crandall, 2013). Songs could promote learning English and stimulated learners' imagination. Using songs in the class environment does not only enable students acquire the target language more quickly but also makes the acquisition of this language more permanent (Keskin, 2011). Since songs might be a part of children everyday life situations, they can be easily used in young learners' classrooms as a pedagogical tool to teach a second or a foreign language (Cevikbas, Yumurataci & Mede, 2018).

Cevikbas, Yumurtaci and Mede (2018) explained that beside children enjoy songs; it has a great impact on the development of pronunciation and word stress. Learners can develop their vocabulary and learn new words due to the

lyrics they are pronouncing. It was explained that grammar and sentence structures could also be developed by the use of songs. In brief, songs could be used as an effective pedagogical tool to reinforce grammar, vocabulary, sentence structure and pronunciation. Furthermore, they can increase the students' motivation in learning the target language. Because of the increasing focus on teaching English to young learners over the world, the use of resources such as songs should be investigated carefully and supported by empirical studies to reach to real results.

1.1. Study Problem and Questions:

According to several studies in Arab countries, it could be believed that many public primary-school teachers and administrations underestimate the importance of using songs as a means to teach English to young learners for several reasons. For example, Almutairi and Shukri (2017) revealed that many teachers in Saudi Arabia either believe that songs are a waste of time, or they assume that using songs are culturally inappropriate in the Saudi community because of some religious reasons. Moreover, other school administrations might not have the necessary technological equipment for implementing songs in the classrooms.

Regarding this issue and as an attempt to discover the Libyan teaching context, the researchers of this study intended to identify Libyan teachers' views of using songs as a means in teaching English in young learners' classrooms in some primary schools of Misurata City, Libya. The current study mainly aimed at responding to the following questions:

1. What are Libyan teachers' views of using songs in teaching English to young learners?
2. How do they view the challenges of using songs?
3. How do they use songs in teaching English to young learners?

1.2. Significance of the Study:

Several teaching and learning implementations might be drawn from the study findings:

1. The current study findings might be significant to young-learner teachers by being more aware of the pedagogical influence and strategies of implementing songs in teaching English as a foreign language.
2. The results of the present study yield fundamental insights that could contribute to more valuable guidance for the teachers and course books designers.

3. The findings can be also essential in terms of suggesting some possible strategies for the challenges that second/foreign language teachers encounter in developing their students' English.
4. More research and studies might be undertaken in different and similar contexts dealing with other related aspects of teaching English to young learners.

1.3. Scope and Delimitations:

For the purpose of the study, (65) Libyan teachers who have been teaching young learner in several Libyan primary schools were included in this study. Using songs as a means of teaching English was to be under investigation.

1.4. Definition of Terms:

The following terms were used in the current study as follows:

- **Young learners.** The phrase was used in the study to indicate Libyan young learner in primary school in Misurata City. Their age ranged between 6 to 8 years and they learn English as a foreign language.
- **Target language.** It was used in this paper to indicate English language, which was being taught as a foreign language to Libyan young learners in primary school.
- **Using songs:** implementing songs in teaching English as foreign language to Libyan young learners.
- **Teachers' views:** the phrase was used to indicate Libyan teachers' opinions of using songs as a means of teaching English as a foreign language.

1.5. Literature review (related studies):

As stated by Sowa (2011), learner's age is an important factor in establishing suitable methods of teaching. Each age group has its individual characteristics which should be taken into account during the process of teaching English as a foreign language. The researcher also explained that children enjoy having fun. Their minds are ready for interesting activities applied in the class since they love to imagine things and fantasize situations. They also love playing with language sounds, imitating, and making funny noises. However, they have a limited attention span. Activities that last longer than 10 minutes might get them being bored. Therefore, the lesson plan must be engaging and full of different tasks and activities.

Ara (2009) explained that among the entertaining activities, songs are one of the most effective activities to be used for children in the language classes. Songs are a powerful and almost inexhaustible source of English vocabulary (Sowa, 2011). A song or a chant can be used effectively to teach children the sounds and rhythms of the language and to reinforce structures and vocabulary.

In other words, songs provide positive classroom atmosphere and an effective learning environment (Sowa, 2011).

Ara (2009) ascertained that using songs is one of the effective techniques of teaching a new language to children. Young learners tend to pay little attention to traditional instructions given in class; therefore, teachers can use such an enjoyable activity to improve children's English learning and acquisition. Similarly, Fransischa and Syafei (2016) determined that children are enthusiastic about songs, particularly when they can sing along with their teacher. Learning through songs can be used in the classroom effectively to make English lessons an effective oral practice of grammar, pronunciation and vocabulary of the target language. In addition, Arévalo (2010) indicated that one of the advantages of using songs in the classroom is that they increase students' motivation in learning and using English in the class.

Fras and Polona (2015) suggested that songs are a valuable strategy for adding variations to English learning process as they are used to teach vocabulary and grammar in addition to sounds and word and sentence stress. Songs can also be used in different classroom activities such as listening comprehension, vocabulary acquisition, pronunciation practice and translation.

Şevik (2012) drawn attention to the fact that teachers should be aware of the purpose of using songs inside their classes. The aim is not teaching students how to sing. The focus should be on learning English as a foreign language. Similarly, Almutairi & Skukri (2017) added that young learners should not be carried away by the rhythm of the songs and its enjoyable atmosphere. Thus, when using songs in English language classes, there are certain aspects to be considered. Arévalo (2010) explained that language level of students, their interests and their ages should be taken into account before choosing particular songs in the given lesson. Several class activities should be integrated with the use of songs in the class. There are many activities that could be applied when using songs such as; information gap, finding synonyms and antonyms, acquiring vocabulary, creating discussion and clarifying doubts about abbreviations or slangs.

Arévalo (2010) explained that these activities are carried out through three different stages. First stage is pre listening, where students should be prepared for what they are going to hear and what is the purpose of the song. The second stage is called listening activities. Students control their comprehension skills and focus on listening to the song. They find the answer to the given task, for example, filling the gaps, matching, answering multiple choice or open-ended questions about the songs. The last stage is a post-listening activity; here students practice other skills besides listening. At this stage, students may

improve their speaking skills by talking about how they feel after listening to the songs.

Regarding the effectiveness of using songs in teaching English to young learners, some studies have proved that using songs is a valuable technique. Şevik (2012) conducted study to discuss the importance of songs in listening activities in young learners' class where English was taught as foreign language. He concluded that listening skill is not a passive skill but a priority in language teaching. The study findings showed that songs, when selected carefully, provided a rich input for young learners to help them learn the target language vocabulary. The repetitive nature of songs, the joy songs impose on learners along with the power of melody and the content of the lyrics reinforced the acquisition of the target language. He added that the use of songs in young learners' classes provided the occasion of real language in meaningful and like real situations.

Cevikbas, Yumurtaci and Mede (2018) conducted a study to examine the impact of using songs in teaching English as a foreign language and inspected to what extent songs could contribute to the vocabulary development of the first graders. The participants were 24 Turkish EFL students of a first grade class at a primary school in Istanbul, Turkey. The data were collected by pre-and post-vocabulary tests. The teachers' reflections related to implementing songs while teaching English to young learners. The researchers revealed that songs helped the young learners to improve their vocabulary. They also found that implementing songs in class activities are perceived by their teacher as effective pedagogical tools to promote vocabulary while teaching English to young learners.

Bsharat, Barahmeh and Turkman (2021) conducted a study on the influence of educational songs on EFL students' achievement from their teachers' perspectives. The study took place in Jenin city in Palestine. According to the research findings, it was found that songs were hardly used to improve learners' English. The researchers ascertained that the use of songs and music in teaching English is one procedure that is used to simplify and improve learning. Therefore, they suggested that it is important to give the English language teachers workshops on modern educational methods such as using educational songs because utilizing songs makes the process of teaching and learning English entertaining and effective for both teachers and learners.

The findings of the aforementioned studies have proved the positive impact of using songs in teaching English to young learners. It was recognized that implementing songs can help to develop young learners' vocabulary, pronunciation and increase their motivation. However, different data collection instruments were used in the studies. In Arévalo's study (2010); four types of

tools were used to gather the research data. Romero, Bernal, and Olivares (2012), the data were collected by class observation and surveys were used. Cevikbas, Yumurtaci and Mede (2018) research data were collected by distributing questionnaire and setting pre- and post- vocabulary tests. The researchers of the current study intended to use one instrument to gather the data. By distributing a questionnaire to primary school teachers, the researchers could identify the participants' beliefs and attitudes towards use of songs in teaching English to young learners and the strategies they might use.

Correspondingly, English is a foreign language in Libya, but it is one of compulsory subject from primary up to high education. Therefore, the current study researchers believed that interest in teaching English to young learners has been steadily growing in recent years. Therefore, exploring the teachers' perceptions about the use of songs in teaching English to young learners in the Libyan teaching context could be of extreme importance. Moreover, the increasing focus placed on English education for young learners over the world, the use of resources such as music and songs should be studied carefully and supported by empirical research in order to lead to positive outcome. The current study simply attempted to identify Libyan teachers' beliefs and attitudes towards the use of songs in teaching English as foreign language to young learners. Moreover, this study aimed at identifying the strategies of implementing songs in the classroom.

2. Methodology:

2.1. Study Design:

The study followed a descriptive approach. Descriptive studies are usually the best methods for collecting information that could describe what really exists. Therefore, the researchers could understand how Libyan teachers see the use of songs in teaching English. A quantitative data was collected from the participants in a numerical format to examine and identify the participants' views about the question under investigation.

2.2. Participants and Setting:

The participants of this study were selected, based on a convenient basis. Therefore, 65 primary school teachers were chosen to respond to the questionnaire items. The study was conducted in Misurata, Libya in the academic year 2021-2022. The first section of the questionnaire was designed to collect background information about the participants such as their gender, ages, and years of teaching experience. The majority of the participants were females (44 female teachers and 21 male teachers) their ages ranged between 23- 40 years old. Their experiences in teaching young learners were between 3 to 20 years. The teaching context is Libyan public and private schools where English

was taught to young learners as one of the compulsory subjects in the primary stage.

2.3. Study instruments:

The researchers in this study used a closed ended questionnaire to collect the data. The questionnaire contained two sections. The first section consisted of 15 statements taken from Şevik's research (2012). It focused on teachers' views of the use of songs in young learners' classrooms. The second section consisted of 11 statements and focused on the strategies for using songs in the classroom. The questionnaire was administrated online. First, the participants were asked to provide background information on gender, age, and teaching experience. Second, they were asked to choose the best answer, which reflects their opinion about the use of songs in teaching English to young learners. In the case the participants responded that they used songs, they were asked to respond to the next section of the questionnaire. The participants were asked to respond to the items by choosing one of options of a five-point Likert scale: (agree, strongly agree, disagree, strongly disagree, and undecided). There are other options, which include (always, often, sometimes, rarely and never); to identify how songs were chosen and what strategies were applied in the class.

2.4. Procedure:

2.4.1. Date collection:

The researchers of the current study used a closed ended questionnaire to gather the data. An electronic version of the questionnaire, in Google form, was sent to the target group of the participants via emails. After collecting the required data, analysis process was followed by using an appropriate statistical approach.

2.4.2. Ethical considerations:

The participants were informed about their confidentiality and right to withdraw from participation in the research. Furthermore. It was ascertained that the information collected would be only for the study purpose.

2.4.3. Data analysis:

The researchers used quantitative data to respond to the statements of the questionnaire. The percentage of agreement was used as a statistical method to analyze the questionnaire responses. Numerical data, presented in percentages, were summarized and reported in tables.

3. Results and Discussion:

After collecting the data, the researchers started working on the process of reporting, analyzing and discussing the findings of the study. The data gained from the questionnaire showed the following findings.

Table 1: Teachers' Views of Pedagogical Value of Using Song

<i>Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1. I believe that songs should be an essential part of the English language teaching curriculum for young learners.	28 43%	27 42%	9 14%	0	1 1.5%
2. I believe that songs present opportunities for young learners to show their skills in many language areas, such as, speaking.	15 23%	40 62%	9 14%	0	1 1.5%
3. I believe that songs are important in developing the listening skills of young learners.	19 29%	37 57%	6 9%	3 5%	0
4. I believe that songs are fun and full of pedagogical value.	22 34%	38 58%	3 5%	1 1.5%	1 1.5%

As table 1 shows, (85%) of the participants expressed their agreement to the idea that songs should be an essential part of the English language teaching curriculum for young learners, while only (1.5%) of them expressed their disagreement to the same statement. Responses to statement 2 indicated that (85%) of the teachers believed that songs provide an opportunity for learners to practice different language skills, whereas (14%) of them took a neutral position as a response to the statement. In statement 3, the findings revealed that (86%) of the participants believed that songs are an important tool in developing young learners' listening skills. Moreover, (92%) of them chose that songs are fun and full of pedagogical value.

Based on what was aforementioned, the study findings seemed to be compatible with the findings of earlier research studies, such as Cevikbas, Yumurtaci and Mede (2018), which demonstrated that songs are a valuable pedagogical tool that can be used to teach both listening and speaking skills to young learners. For example, responses to statement 1 indicate that there is a strong agreement on accepting the pedagogical value of songs. Moreover the findings go along with the results of a recent research conducted by Depalina (2018). She found that songs '...help the teacher to teach English but also

provide and interesting way for the students to achieve the learning goals. The media has contributed a lot in making the students understand well the delivered lesson' (p. 5).

Tables 2: Teachers' Views of Challenges of Using Songs

<i>Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
5. I believe that I do not have enough resources to use songs inside my classrooms.	8 12%	22 34%	19 29%	15 23%	1 1.5%
6. I find it difficult to find an appropriate song for every topic of the English language curriculum.	6 9%	20 31%	16 25%	20 31%	2 3%
7. I believe that using songs to teach English may distract students' attention during the lesson.	5 8%	19 29%	10 15%	24 37%	7 11%
8. I believe using songs in my English class can be time consuming.	6 9%	12 18%	28 43%	16 25%	3 5%
9. I believe that I cannot measure students' knowledge of English when I use songs in my classes.	4 6%	11 17%	13 20%	34 52%	3 5%
10. I believe that using songs inside my classes is culturally inappropriate.	3 5%	8 12%	22 34%	25 38%	8 12%

Table 2 illustrates the participants' beliefs in using songs when teaching English to young learners. As it was revealed by the participants' responses, (46%) of them answered that they do not have enough resources to use songs inside their classes. (29%) of them chose to be undecided, while (25%) disagreed with this statement.

Moreover, as a response to statement 6, (40%) of the participants agreed and strongly agreed with the idea that they thought it difficult to find an appropriate song for every topic in the English language curriculum, (24%) had a neutral position, and (33%) of the participants disagreed/strongly disagreed with the statement.

Furthermore, (48%) of teachers disagreed and strongly disagreed that using songs may distract students' attention from the main objective of the EFL

lesson, while (37%) expressed their agreement to this statement, while (15%) preferred to choose undecided option.

As regards statement 8, (27%) of teachers expressed their strong/agreement to the idea that using songs inside their classes is time consuming. (43%) of them were undecided, while (20%) disagreed to the statement.

In statement 9, (23%) of the participants believed that they could not measure students' knowledge of English when using songs while (57%) of them disagreed with this idea, and (20%) of the teachers stated that they chose to be undecided.

Lastly, the responses to statement 10 revealed that (17%) of the participants think that the use of songs inside their EFL classes is culturally inappropriate, while (22 %) were undecided and (50%) disagreed with the statement.

In general, the findings showed that a considerable number of the participants did not have enough resources to use songs in their classrooms. In addition, they might encounter some difficulties to find appropriate songs. These findings indicated that the majority of the Libyan EFL teachers who participated in the study might encounter problems when searching for suitable and appropriate songs. A similar research study conducted by the Saudi researchers, Almutairi and Shukri (2017) resembled similar findings. The Saudi EFL teachers also encountered these challenges. The negative thoughts about the use of songs in the classroom might originate from different reasons. It was highlighted that the classrooms might not well equipped with necessary technological devices or due to some religious and culture restricts which might forbidden playing music in schools.

Moreover, the majority of the participants in this study did not believe that songs distract students' attention away from the goals of the lesson. Therefore, it could be concluded that Libyan teachers can successfully present songs in their classes without distracting the students' attention and the use of songs could be acceptable in the Libyan teaching context.

Table 3: Teachers' Views about The Effectiveness of Using Songs in Teaching English to Young Learners

<i>Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
11. I believe that songs accelerate the memorization of vocabulary.	25 38%	32 49%	5 8%	3 5%	0
12. I believe that songs provide a large amount of repetition, which results in automatic use of the target language.	15 23%	40 62%	7 11%	3 5%	0
13. I believe that use of songs is a highly motivating and entertaining method of teaching English, especially to young learners.	35 54%	24 40%	6 9%	0	0
14. I believe that songs are not very effective in teaching English to young learners.	0	8 12%	4 6%	38 58%	15 23%
15. I believe that using songs can lower students' anxiety toward speaking English.	8 12%	35 54%	9 14%	11 17%	2 3%

According to table 3, responses to statement 11 indicated that (87%) of the participants believed that songs accelerate the memorization of vocabulary, while (8%) chose to be undecided and (5%) disagreed with the statement.

According to the responses to statement 12, the majority of teachers strongly/agreed with the statement with a percentage of (85%), while (11%) of them selected to take an undecided option, and only (5%) of them disagreed to the idea that songs provide a large amount of repetition, which results in automatic use of the target language.

Teachers' answers to statement 13 revealed that (94%) of them believed that use of songs is a highly motivating and entertaining method of teaching English, especially to young learners; although, (9%) of the teachers were undecided about the statement.

As regards statement 15, The majority of the participants (81%) strongly/disagreed to that songs are not effective regarding in teaching English to young learners. However (12%) of them expressed their agreement.

Furthermore, (66%) of the participants agreed that songs could lower students' anxiety toward speaking English, while (20%) of them

strongly/disagreed, and (14%) of the teachers preferred to take a neutral position.

Overall, the results of the current study seemed to be similar to previous studies such as studies undertaken by Romero, Bernal, and Olivares (2012) and Arévalo (2010). Both studies found that using songs inside young learners' classrooms could generate favorable factors like, increasing students' motivation, decreasing their anxiety in speaking in front of others , helping students learn vocabulary more easily and creating a relaxing atmosphere in the class, and enhancing oral production. Therefore, it could be ascertained that Libyan teachers, who participated in this study, have positive thoughts about the effectiveness of using songs when teaching English to young learners.

Table 4: Pre Listening Strategies

Statement	Always	Often	Sometimes	Rarely	Never
1. I consider the language level of the learners when I choose a song.	32 49%	18 28%	13 20%	1 1.5%	1 1.5%
2. I choose songs that are short and simple to understand.	48 74%	8 12%	9 14%	0	0
3. I use the internet to find songs (e.g. YouTube Application).	41 63%	8 12%	13 20%	1 1.5%	1 1.5%
4. I use the songs that come with the textbooks.	22 34%	19 29%	18 28%	4 6%	2 3%

As it is shown in table 4 illustrates the strategies teachers used before using songs in the class. According to responses to statement 1, it was indicated that the majority of the participants (77%) considered the language level of their students when they chose a song, while only 3% rarely or never did so. (86%) of the teachers stated that they always or often chose short and easy songs while (14%) of them selected the option 'sometimes'.

Moreover, (75%) of the participants indicated that they always or often used the internet to find songs used in the class, while (20%) of them preferred to sometimes use it and only (3%) chose that they never or rarely used the internet.

Replies to statement 4 revealed that (63%) of the participants always or usually used songs that come with the textbook, while (28%) of the participants sometimes use textbook and only (9%) rarely or never depend on the textbook to play songs to their students.

Overall, the results showed that the majority of Libyan EFL teachers thought about the learners' language level before choosing the songs they wanted to use.

In addition, they preferred short and simple songs that might suit the level of students.

Table 5: Devices in Using Songs in The Class

Statement	Always	Often	Sometimes	Rarely	Never
5. I use audio aids when using songs in the classroom. (audio speakers set).	34 52%	24 37%	6 9%	1 1.5%	0
6. I use visual aids when using songs. (data show projector).	16 25%	13 20%	16 25%	10 15%	0

Table 5 shows that the majority of participants (89%) indicated that they used audio aids to play songs in classroom most of the time. regarding the use of visual aids, (45%) of participants preferred to choose the options (always and often) when using such devices. The results showed the availability of technological devices in schools such as, projectors and audio speaker sets, could determine teachers' preferences.

Table 6: While-Listening Strategies

Statement	Always	Often	Sometimes	Rarely	Never
7-I first play the songs and let the learners listen to the song several times.	31 47%	22 34%	12 18%	0	0
8-I ask the learners to sing with the audio several times.	29 45%	20 34%	13 20%	3 5%	0

As it is shown in table 6, the responses reflected the participants 'strategies implemented while the students were listening to the songs. The majority of the participants (81%) always/often let the students listen to the songs several times. Moreover, (79%) of them stated that they always/often ask their learners to sing with the song several times. Likely, Simpson (2015) confirmed by that teachers should start using songs by just listening. It is important to remember that it is supposed to be a fun activity not serious or boring.

Table 7: Post-Listening Activities

Statement	Always	Often	Sometimes	Rarely	Never
9. After listening to the songs several times. I ask each learners to sing the song by themselves.	12 18%	23 35%	19 29%	11 17%	0
10. After listening to the song, I explain the meaning of the words to the learners.	35 54%	18 28%	7 11%	5 8%	0
11-I evaluate learners' performance after the songs (quizzes, cards, and picture).	12 18%	13 20%	30 46%	5 8%	5 8%

Table 7 shows that (53%) of the teachers preferred to let the learners sing the song by themselves after they listened to song several times. (29%) of them preferred to use this strategy so often and (17%) rarely used this strategy.

Furthermore, the responses of statement 10 show that the majority of teachers (82%) explained the meaning of the words to the students after listening to the .The results of the last statement revealed that (46%) of participants sometimes used tools such as cards, picture, or quizzes to evaluate learner's performance after the songs.

Overall, it could be concluded that the majority of the study participants were aware of the strategies implemented when using songs as a mean of teaching English to young learners. These findings might come from the belief that 'songs serve as an important motivator in the language learning process' (Džanić & Pejić , 2016, p. 51). Therefore, it could be confirmed that songs have positive influence on the process of teaching a foreign language to young learners.

4. Conclusion and Recommendations:

According to the data collected by the questionnaire which was sent to 65 primary Libyan teachers, it could be concluded at the study participants were aware of the pedagogical value of use songs in teaching English as a foreign language to young learners. Fras and Polona (2015, p.51) concluded that songs '...can be used to teach many aspects of the English language and can be used in a variety of classroom activities'. According to the majority of the participants' view, songs should be an essential part of the English language curriculum for young learners. They believed that songs could create opportunities for young learners to speak the target language in the classroom. As Orlova (1997) identified that 'songs can encourage learners to use English. The English teachers from many non-English speaking countries find the difficulty in stimulating learners to use English in speaking' (as cited in Hentihu, 2012,

p.262). Moreover, the participants in the current study thought that songs to be a very important factor in developing listening skill. In addition to their belief that songs were highly motivating, they emphasized that songs accelerate the memorization of vocabulary, and provide a large amount of required repetition to learn new vocabulary, and lower students' anxiety.

Although the majority of the participants had positive views about the pedagogical value of using songs, a considerable number of the participants found it difficult to select appropriate songs, did not have enough resources to use songs in their classes, and though that using songs might be time consuming. Moreover, some of the participants considered that using songs in their classes to be culturally inappropriate.

Regarding the strategies followed in the use of songs the results indicated that the majority of the participants chose the songs according to their students' language level. In addition, they selected short and simple songs to be understood by the young learners who might have different levels. Furthermore, the results showed that most of the participants preferred to find songs from the internet rather than the songs which were usually a part of the curriculum. Moreover, a high number of the respondents preferred to use audio to visual devices. Besides, the study findings revealed that the majority of participants followed certain strategies while and after using songs. They played the song and then allowed the learners to listen and sing with the song several times. Additionally, many of the participants explained the meaning of the words. Then; they let students repeat the song by themselves several times after the song played. It was found that not all the teachers preferred to evaluate learner's performance after listening to songs.

In conclusion, the researcher found that the majority of the Libyan English teachers had positive thoughts towards use of songs in teaching English to young learners. However, they might vary in the strategies used, and they encounter some problems while implementing songs in the class.

Based on the findings from this study, the researchers recommended that giving workshops to the English language teachers on how to use the classrooms strategies to integrate songs in the teaching process is important. Moreover, English language teachers should place more emphasis on modern educational approaches used for learners, such as using songs, to make the whole process of teaching and learning English attractive and effective for both teachers and students. Finally, the researchers suggested that Ministry of Education in Libya should insert songs as a main part in the curriculum of English in primary stages.

References

- Almutairi, M, and Shukri, N. (2017). Using songs in teaching oral skills to young learners: Teachers' views and attitudes. *International Journal of Linguistics* 8(6),134-153. <https://doi: 10.5296/ijl.v8i1.10464>
- Ara, S. (2009). Use of songs, rhymes and games in teaching english to young learners in Bangladesh. *The Dhaka University Journal of Linguistics* 2(3), 161-172. <https://www.researchgate.netpublication/>
- Arévalo, E. (2010). The use of songs as a tool to work on listening and culture in EFL classes. *Cuadernos de Lingüística Hispánica*, 15(2), 121–138
- Brewster, J. and Ellis, G. (2004). *The primary English teacher's guide*. Essex: Pearson Education limited
- Bsharat, T. R. K., Barahmeh, M. Y. and Turkman, J. M. H. (2021). The influence of music and educational songs on EFL students' achievement from their teachers' perspective in Jenin Region. *African Educational Research Journal*. 9(2), 728-738. <https://doi: 10.30918/AERJ.93.21.106>
- Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal*, (57), 105–112. <https://www.researchgate.net/publication/>
- Cevikbas, G, Yumurtacı, N, and Mede, E. (2018). Effects of songs on the development of vocabulary among first grade EFL learners. *Language and Educational Research (LATER)*, 1(2), 101-120
- Depalina, S. (2018). Using songs as media in teaching English. *LINGUISTIK Jurnal Bahasa dan Sastra*. 3(1), 1-7. <https://doi: 10.31604/linguistik.v3i1.1-7>
- Džanić, N. D. & Pejić, A. (2016). The Effect of using songs on young learners and their motivation for learning English. *NETSOL New Trends in Social and Liberal Sciences*. 1(2), 40-54. <https://doi: 10.24819/netsol2016.8>
- Fras, P., and Polona, F. (2015). Using songs in class: A case study. *Shoin ELTC Forum*, 4, 47-53.
- Fransischa, A, and Syafei, F. (2016). Using songs to teach English to young learners. *Journal of English Language Teaching*. 5(1), 251-258. <http://ejournal.unp.ac.id/>
- Hentihu, I, F. (2012, July 10 – 11). *Teaching English for young learners with songs* [Paper presentation]. The 2nd National Conference on Teaching

- English for Young Learners: Muria Kudus University Indonesia.
[www.https://eprints.umk.ac.id/](https://eprints.umk.ac.id/)
- Keskin, F. (2011). Using songs as audio materials in teaching Turkish as a foreign language. *Turkish Online Journal of Educational Technology*, 10(4),378-383. <https://eric.ed.gov/>
- Romero, M., Bernal, T, and Olivares, C. (2012). Using songs to encourage sixth grades to develop English-speaking skills. *Profile Issues in Teachers Professional Development*,14(1), 11-38.
- Şevik, M. (2012). Teachers' views about using songs in teaching English to young learners. *Educational Research and Reviews*, 6 (21), 1027-1035.
- Shin, J. (2006). Ten helpful ideas for teaching English to young learners. *English Teaching Forum*, 44(2), 2-13.
- Shin, J. K. & Crandall, J. A. (2013). *Teaching young learners English: From theory to practice*. <https://www.google.com.ly/books/>
- Simpson, A. (2015, March 4). *How to use songs in the English language classroom. Six steps for making a song the focus of your class*. British Council. <https://www.britishcouncil.org/voices-magazine/>
- Sowa, K. (2011). *Methods of teaching English to young learners*. (Master's Thesis, Akademia Techniczno-Humanistyczna, Bielsko-Biala, Poland). <https://www.academia.edu/>