

The influence of music and educational songs on EFL students' achievement from their teachers' perspective in Jenin Region

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ABSTRACT

Music and songs are part of the lives of all. They bring a lot of knowledge about the culture and identity from which they were produced, as a cultural phenomenon. They influence the emotional domain of the lives of individuals and give their minds a deeper insight (Vishnevskaja and Zhou, 2019). This paper desires to explore the influence of music and educational songs on EFL students' achievement from their teachers' perspective in the Jenin region. The research has been designed to probe the role of songs in teaching English to EFL students. Literary research on songs has helped to highlight the importance of Educational songs in teaching EFL students. In this respect, the researchers adopt a mixed-method (qualitative and quantitative). Likewise, data was collected through a questionnaire administered to English teachers and interviews of ten English teachers. The findings analysis shows that music and educational songs are barely used to develop learners' language skills. The ongoing research work suggests that EFL teachers should be trained on the effective use of educational songs and music in English classes. Moreover, schools and curriculum should be provided with educational songs teaching materials.

Keywords: Music, educational songs, teaching, EFL students, students' achievement.

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INTRODUCTION

For different purposes, most individuals use English as a medium and a communication tool. This goes to prove that it has become one of the languages spoken and written all over the world. A wide variety of vocabulary can contribute to an efficient process of communication. It is undeniable that in language learning, vocabulary plays a crucial role. In English, in order to be a professional language practitioner, learners need to have a solid base and a broader range of vocabulary (Sohot and Yunus, 2019). Furthermore, in learning English, songs are seen as popular and efficient media, but they are not fully exploited and developed (Frieferike Tegge, 2017), and studies have found that both students and teachers believe that songs have helped them learn English

vocabulary and good practice (Al-efeshat and Baniabdelrahman, 2020) Besides that, EFL students at tertiary level consider cloze tests essential for improving their English proficiency and agree with the statement that the use of music in their classes is beneficial for improving their skills (Janković, 2020).

The presentation of the song in ELT provides a pleasant environment for the learners. Teaching vocabulary by combining words and rhythmic sounds gives the students a soothing atmosphere. Shakerian et al. (2016) discovered that increasing the motivation of students to learn can be achieved by creating a multi-stimulant environment. By using song, this multi-stimulant environment can be established in the class because of

its contexts in a pleasant way. In addition to that "It is difficult to clarify the notion of motivation since" different people are driven by different things. Kids need to be inspired individually or within a group. The teacher encourages and prompts an interest in English by encouraging an individual child. Teachers prompt and also vary the dynamics of the community and encourage the production of social interaction within a group of learners (Džanić and Pejić, 2016).

Techniques should be prepared in advance for each lesson in order to retain positive motivation. It is important to build up the morale of young foreign language learners gradually, ensuring that the goal systems are implemented in an easily achievable order. Songs act as a great way to gain inspiration for this purpose. Kids can get the feeling of accomplishment at an individual level, but also as part of a group, by using songs. They should not feel coerced but encouraged and inspired to engage in the activity at any time, as well as have a sense of pleasure in singing with the rest of the community (Džanić and Pejić, 2016).

In both their native language (L1) and foreign language (L2), young learners process knowledge differently from adult learners because the former identify words from an early age, related to specific artefacts. Young learners, who do not even completely understand why or how to do something, tend to engage in an activity more actively, vigorously, and energetically than adult learners. Young learners tend to lose focus quicker and are less able to hold themselves engaged in demanding activities. Young learners are interested in motion and creativity. In other words, since they do not sit for too long in one position, they are energetic and physically active (Nguyen and Nguyen, 2020).

One type of listening activity with a wide potential is songs. Music and songs are important parts of learning. Children enjoy music, and teachers use songs inherently in a fun way to teach them concepts and language. Some of the essential aspects of songs are that they are enjoyable and can keep students excited. The most significant trait of songs, though, is repetition. They have language patterns, but they also improve listening ability, rhythm and pronunciation, and provide a fun atmosphere. Even if teachers were to play songs many times a day, most students would still not get bored. In fact, songs are very beneficial. There are so many facets of a language with the use of songs that can be delivered and recycled. Also, at every point of a lesson, they can be used and there are several ways to integrate them into a lesson. They are often used only as gap fillers and warm-ups, sometimes as the primary part of a lesson, but they are also there to create a nice environment (Džanić and Pejić, 2016).

The use of songs for second language teaching should be noted. There is a lot of time students spend listening to them. Particularly at pre-school and lower primary

levels, teaching English using songs has been a common practice in schools (Kusnierek, 2016). Thus Engh (2013) stated that many teachers instinctively feel that music is helpful in teaching English, but because of the lack of a theoretical framework to support their effort, their effort is very limited. Engh (2013) concluded that, since several scientific pieces of evidence have proved their usefulness, the use of songs in language learning should be further examined. The use of songs at the tertiary level, however, is bound by the college or university's rules and regulations, and the socio-cultural norms of that place (where the songs will be used). For instance, the use of songs featuring graphic content such as sex, drugs, and violence in classrooms is not acceptable for teachers. Similarly, it is not permissible for educators to use songs that contradict the religious conviction or moral code of conduct maintained by the authority of the institution.

Recent studies have shown that songs are one of the sources of most successful acquisitions of child language, showing that lexical objects must be repeated several times before children internalize them. Songs offer an excellent means of repeating, improving, and expanding vocabulary and are appropriate for children. For example, a song like Head, Shoulders, Knees and Toes may be used effectively to incorporate or revise body parts for immediate use. That is, to feed, to smell, to listen, to see. For checking color names, the song I Can Sing a Rainbow could be really useful (Limbong, 2012).

Defining songs

Songs are a singing work of art and can be accompanied by or go without instrumental accompaniments (Almutairi and Shukri, 2016). The song may also be referred to as a relatively short musical composition with words or lyrics for the human voice (Kayyis, 2015). Songs, however, vary from the scientific and formal text as they contain rhymes and an informal style of expression. Songs captivate and immerse learners in a culturally rich resource, and since they are less daunting, they can be used as part of classroom activity. In addition, by using songs as part of the classroom practice, language learning can be facilitated by improving the language skills of learners listening, speaking, reading, and writing, as well as pronunciation, rhythm, grammar and vocabulary (Razak and Yunus, 2016).

According to Middleton (2002) and Kusnierek (2016), there are two meanings of singing. Middleton (2002) described a song as a brief musical arrangement comprising words or lyrics from the voice that human beings produce. The music and tuning help the song's words to make it more fun to listen to them. Kusnierek (2016), however, clarified that a song is more than a mixture of lyrics and tunes. It also provides or creates

meaning within it. Song lyrics contain details that a singer uses about the language. The data is connected to the message the singer wants to send. The nature of the lyrics and music used in the album affects the listener's interpretation of the song's meaning.

Engh (2013) defined four types of disciplines that encourage the use of music and songs in EFL classrooms based on a literature review: (1) sociological considerations; (2) cognitive science; (3) acquisition of the first language; (4) acquisition of the second language and (5) realistic pedagogical tools. Four distinct exploration sections include sociological considerations: anthropological claims, society, borders being violated, and culture.

Haghverdi (2015) conducted an experimental study involving 60 male and female high school students aged 15 to 17 years at the Saeed Learning English Institute in Dehdasht, Iran, to examine the influence of the use of song and film on the language achievement of high school students. The findings showed that the introduction of songs and movies had a substantial influence on the language achievement of students in their listening, reading, vocabulary and grammar.

Correspondingly, it is clear that the use of songs leads to young learners' language learning. Songs are considered practical because, besides being entertaining, they are rich in vocabulary. They are based on a common theme or subject that also provides meaning for the learning of vocabulary. Songs can simply be used as powerful pedagogical tools to encourage vocabulary, grammar, phrase structure and increase motivation when teaching young learners English (Çevikbas et al., 2018).

Vocabulary and pronunciation are the abilities that are assumed to be primarily encouraged by the above-mentioned means, without removing and diminishing their positive influence on other facets of the entire language. In addition, the use of music, lyrics and poetry gives teenagers a tentative benefit relative to younger learners in terms of learning basic skills/sub-skills (grammar and vocabulary), as revealed by Kanonidou and Papachristou (2018).

Benefits of the usage of songs in an English class

Many researchers also mention that it would be very useful to learn English by using songs in their English class (Burhayani, 2013). And if a number of songs are available in the class, the students will be able to pick their favorite songs and they will be more inspired to learn the English language. Songs encourage students to improve their vocabulary, English learning abilities and the habit of learning the English language with more excitement (Alefshat, 2019). Several studies have generally recognized the positive influence of music and songs on EFL learning. Some research (Schön et al.,

2008; Mashayekh and Hashemi, 2011) found that the learning of language is facilitated by music and song. They facilitate the acquisition of language because their motivational characteristics promote a more comfortable learning atmosphere (Coyle and Gracia, 2014) and enable vocabulary and language learning (Chou, 2014; Coyle and Gracia, 2014; Davis and Fan, 2016).

Some other experts (Mora, 2000; Salcedo, 2010) explain how teachers are assisted by music and songs to create a learning atmosphere of varied activities that encourage creativity. Integrating music and songs into foreign languages also offers redundant resources for teachers to inspire and collocate pupils. Paquette and Rieg (2008) revealed that the continuous use of music in language learning both offers a refreshing means of supporting the growth of various language skills and provides an inspiring way to promote the cultural understanding of students.

Music is a stimulation of the mind and includes multiple parts of the brain, including the right hemisphere of the brain, and it can be a more calming and systematic activity by involving different parts of the brain. The class uses music and songs to have a fun aspect, also entertaining and to engage learners in various activities. There are several benefits of including songs in English class because it improves the students and improves their grammar skills and pronunciation. It helps to develop your speaking skills by playing music in class, and these are the views of (Alefshat, 2019).

As understandable feedback for students, songs can be very helpful because they help them to better understand the language and acquire new rules, as well as inspire learners and make them feel more relaxed. Songs are a useful instrument for teachers when dealing with language by generating a low affective filter and a curiosity about what is to be taught. In addition, songs provide an opportunity to learn the language of the songs. For Supeno (2019), encouragement is as much a matter of concern as for the learner. Of course, it relies as much on the teacher's attitudes as on the students' attitudes. Since motivation in a foreign language classroom is an important factor, learners need to feel motivated in real-life circumstances to learn and use the target language (Supeno, 2019).

Furthermore, the use of songs in the classroom promotes engagement and creates community in the classroom. It can create students or students' groups while fostering teaching and learning processes using songs as media since they communicate with each other as they sing the songs and the good expression of the classroom is created. Finally, create an enjoyable classroom atmosphere, as songs in the classroom will create an enjoyable environment because when they learn English through songs, the students will call fun and happy. Thus, in the learning process in the classroom, songs will influence students. The teaching and learning

method can be productive by using songs as the media on the basis of some of the above advantages (A'yun and Andayani, 2019).

Most importantly, music and songs are very closely connected to the learning styles of the students. Some students learn through seeing and some others through listening and doing. Consequently, this often allows the methods of teaching to differ. If there are mismatches between the learning styles of many students in a class and the teaching style of the teacher, the students may get bored and discouraged by the course. In this case, listening to songs takes advantage of the various learning styles students have and students can practice the language the way they want by doing exercises with songs (Supeno, 2019).

Influence of music and songs on EFL vocabulary improvement

The vocabulary retention of young learners is positively influenced by songs. Whatever environment is used, aural or aural/visual, the findings show that songs are acceptable for various types of learning, promote positive learning experiences, and develop student awareness. Songs support inspiration and help students grow a passion for language learning. In this way, motivated students are innovative, inventive, and ready to learn and excel (Džanić and Pejić, 2016). In addition, teachers had favorable impressions of songs used in vocabulary training for young learners, according to the Nguyen and Nguyen (2020) description. The results also give teachers insightful views of the efficacy of implementing songs in promoting the vocabulary of young learners and serve as a helpful guide for teachers and practitioners by recommending how to use songs to promote the vocabulary of young learners.

Zamin et al. (2020) investigated how the use of songs in English language classrooms could help tertiary learners increase their repertoire of verb vocabulary and found that the use of songs could increase vocabulary acquisition repetition among English language learners. The use of songs will provide a fun way to pick up new phrases. Students are also very interested in improving their informal vocabulary load by using songs with lyrics as a new learning style, according to Zeroual and Bechoua (2018) results, which in turn will strengthen two essential skills in the classroom, listening and reading.

Also, study results from Çevikbas et al. (2018) revealed that songs help young learners develop their vocabulary and their teachers often view them as powerful pedagogical resources to encourage vocabulary while teaching young learners English.

The research on pupils in primary schools was conducted by Rahmawati (2010), Kusnierek (2016) and Maneshi (2017). The key focus of Rahmawati (2010) was

on the acquisition of nouns using children's songs, while both Kusnierek (2016) and Maneshi (2017) concentrated on vocabulary acquisition. Their research used popular songs in the mass media that are readily accessible. These are also in keeping with the Critical Time Hypothesis of Lenneberg (Friedmann and Rusou, 2015). Learning starts, according to them, at the maturation of one's brain. They also added that when one's brain loses its plasticity, learning ceases. As learners also learn about the culture of the target language (Segal, 2014) through songs, it is therefore strongly recommended that teachers carefully choose songs that they intend to use in class.

Current songs are common among young people, but they should not be shown to students if they contain explicit content. However, this led to feelings of dissatisfaction among the students and their teachers when teachers do not use contemporary songs. The emotions of frustration are due to different tastes of music (Kusnierek, 2016). Therefore, in terms of song collection, educators can speak with their peers and pupils. Such an initiative could lead to open classroom discussions where learners could practice what they have learned. Segal (2014) further indicated that it could result in disturbing the teaching flow if teachers are not well trained or well-versed in the song lyrics they select. To stop this from happening, until using it as a classroom activity, teachers can take some time to plan and study the song and its lyrics.

Influence of music and songs on EFL pronunciation improvement

Another consequence of using songs as a pedagogical instrument is that they have a significant impact on the production of the words' pronunciation and stress. Džanić and Pejić (2016) believed that songs assist learners outside the classroom to practice the language and thus develop their confidence. By pointing out the term "Questioning Period," which is characterized as learners make out the new language forms and meaning of new words on their own as they need them for the activity, the researcher points out an essential feature of language learning, which amounts to enabling the learner to associate new things with previously learned ones. In addition, it is stressed that the relationship between music and the use of lyrics in songs is positive. When the lyrics of songs are combined with the target language (e.g. English) learners may improve their vocabulary. Singing English songs has a direct influence on the pronunciation skills of students. An instructor can make the process of learning more enjoyable and exciting by using songs. Students will be inspired to learn how to pronounce the words in the text. In the teaching and learning process, songs often help students relax more.

Pimwan (2012) said that Songs provide students with great inspiration and stimulate positive feelings.

The study results of Ridhayatullah et al. (2020) showed that the English songs would affect the accomplishment of students in pronouncing English words. The post-test concludes that there was a statistical disparity between the experimental and the control group in the mean score. In addition, the z-test result showed that the students taught by using an English song had a better improvement in the pronunciation of the English in which z-score (9.05) was greater than the critical value (1.96), concluding that the English song strategy effectively increased the achievement of students in pronouncing English words. Similarly, Amalia et al. (2019) found that the use of rap songs had a major impact on the achievement of the pronunciation of students, stating that using rap songs provides teachers with a way to easily integrate music into their teaching.

Songs are a strong way of enhancing pronunciation for students. Some researchers have researched how songs boost the pronunciation of students. In the study conducted by Ratnasari (2007) entitled "Songs to Increase the Achievement of Students in Pronouncing English Terms," Ratnasari recorded that students in seventh grade frequently have trouble pronouncing words.

Research on Rahmawati and Yunus (2020) was planned to enhance student pronunciation through songs at MTs Almaarif 01 Singosari, Malang. The researcher found in the preliminary sample that the students had difficulty pronouncing words correctly and this difficulty was by the outcome of their oral test English test, which was 57.20. In addition to 43 students at MTs Almaarif 01 Singosari in VIII A class, Malang as the study sample, this analysis consists of two cycles; Cycle One with three meetings and Cycle Two with two meetings. The researcher drew up a lesson plan, prepared materials, and formulated the requirements for success at the planning level. The performance criterion was 70 or more. In addition, Cycle One's first result was 63.25. In the end, there was another improvement in the outcome of Cycle Two, 71.16, concluding that the use of songs in teaching pronunciation would enhance student pronunciation. Ahna (2019) noted that English songs are an effective tool to teach English pronunciation since the teacher believes that songs will assist them in pronouncing words. Using English songs as a tool will help students correctly pronounce English words since the expression comes from native speakers; when the instructor uses songs in the learning process.

Using songs in English classrooms in Palestine and Arab countries

Shehadeh and Farrah (2016), investigated the impact of

using children's songs in improving the vocabulary and pronunciation of elementary graders and examined the attitudes of teachers towards the use of songs in their English classes, found that test results showed that due to the use of songs in learning, students have improved their vocabulary and pronunciation. The results of the questionnaire showed that teachers have positive attitudes to the use of songs in their classrooms, as songs have positive effects on the achievement, interest and motivation of students. Finally, the findings showed that the accomplishments of students were not influenced by gender.

El-Nahhal (2011) investigated the efficacy of the use of children's songs in improving the English Vocabulary of fourth graders in governmental schools in Rafah, where the findings showed that there are statistically significant differences in mean vocabulary test scores in favor of the post-application experimental group. It also revealed that statistically significant differences in mean vocabulary test scores were found due to gender in favor of the female experimental community in the vocabulary test. In order to investigate the influence of the use of children's songs in improving the vocabulary and pronunciation of third and fourth graders and the attitudes of teachers towards the use of songs in their English classes, Ghaith (2018) included (97) fourth and third grade students whose mother tongue is Arabic. To shape the experimental group, (49) students were selected. Exam results showed that in terms of learning and recognizing vocabulary and improving the standard of pronunciation, learners had an increase in the performance of the experimental community. The results of the teachers' questionnaire showed that teachers have positive attitudes about the use of songs in their classrooms, as songs have positive effects on the achievement, interest and motivation of students. The results of the students' questionnaire showed that students also have positive attitudes towards learning English using songs.

Reasons for using music in the classroom

Pursuant to Kuśnierek (2016), in the classroom, there are cognitive and affective explanations for the use of music. Affective causes are correlated with the Affective Filter Theory of Krashen, which offers an interpretation of why certain students learn while others do not. Songs can enhance the four skills of speaking, listening, reading, and writing, according to Saricoban and Metin (2000). The main thing is that a positive attitude towards learning needs to be established by students (Eken 1996). For successful learning, the affective filter must be low, according to Krashen (Krashen in Kuśnierek). A poor affective filter means that there is a positive attitude to learning. "Music in the classroom will create a positive environment and therefore lower the affective filter."

Other scholars have also noted the assumption that songs help enhance the environment in the classroom and help develop language skills (Griffiee, 1992; Domoney and Harris, 1993; Gardner, 1993; Speh and Ahramjian, 2011). Eken (1996) lists eight reasons for the use of song in a language classroom to present a subject, new vocabulary, or a language point to practice lexis as a thorough and intensive listening material to focus more indirectly on frequent learner errors toward stimulating discussions about feelings and attitudes to provide a relaxed atmosphere in the classroom to bring variety and fun.

Using songs can contribute to automatic language pattern recognition and usage. Pursuant to Kuśnierek (2016), in general, the automated process is fast, unstoppable, without the cost of attendance. Songs will help automate the process of improving languages. In essence, students should be put in an atmosphere in which communicative use of the target language is possible (Vishnevskaja and Zhou, 2019).

Statement of the problem

Teaching EFL, especially for young learners, requires using creative and motivating methodologies and techniques, since students may have problems in learning vocabulary and pronunciation. The use of songs and music in teaching English is one methodology that is used to simplify and enhance learning. Music plays an important role in setting the attitude of the classroom, developing skills and concepts, helping children expression make evolutions, and developing a sense of community, and by looking to the Palestinian English Curriculum (English for Palestine), we notice that it has the limited number of songs, therefore, this study aims to investigate the influence of using educational songs and music in enhancing EFL students' achievement with a focus on vocabulary and pronunciation.

Questions of the study

1. How often do you use educational music and songs in your English Language Classroom?
2. What are the teachers' perceptions about songs role in vocabulary instruction?
3. What are the teachers' perceptions about songs role in pronunciation skills?

Hypotheses of the study

There are no significant differences at 0.05 in the teachers' views due to gender.

There are no significant differences at 0.05 in the

teachers' views due to age.

There are no significant differences at 0.05 in the teachers' views due to experience.

Significance of the study

Although using modern and creative methods of teaching in the classroom has been a field of interest for many educators such as songs, some teachers are unaware of its influence on students' achievement and learning as a whole, as such, the current study sheds light on the influence of using songs in the classroom and their effects on teaching EFL students achievement focusing on vocabulary and pronunciation from the perspective of teachers, believing that the results of this study may help Palestinian English language teachers to create an effective learning environment through utilizing songs in their classes. Moreover, it may stimulate specialists' and supervisors' interest in conducting training courses for their teachers to use children's songs in their classes.

METHODOLOGY

Design

The researcher used a mixed-method approach, quantitative and qualitative, in gathering the study data. For the quantitative section, the descriptive analytical approach was firstly utilized, through which the researcher can study reality very accurately, as the researcher identifies the reasons that led to the occurrence of the phenomenon and contributes to discovering solutions to it and analyzing the phenomenon studied, facilitating the way to making comparisons between it and other phenomena and then analyzing it. For the qualitative part, the researcher adopted the interview as data collection using a structured interview of 4 questions conducted through the team's app.

Population and sampling

The research target population was English language teachers located in Jenin city. The sample was chosen conveniently and encompassed 38 teachers, 57.9% of them were females, 31-40 years was the age range of 50% of the participating teachers and 52.6% of them reported having over 10 years of experience in the field of English language teaching (Figure 1).

The sample of the interviewees included 10 teachers, 5 (50%) were male teachers and 5 (50%) were female teachers of various teaching experiences and backgrounds.

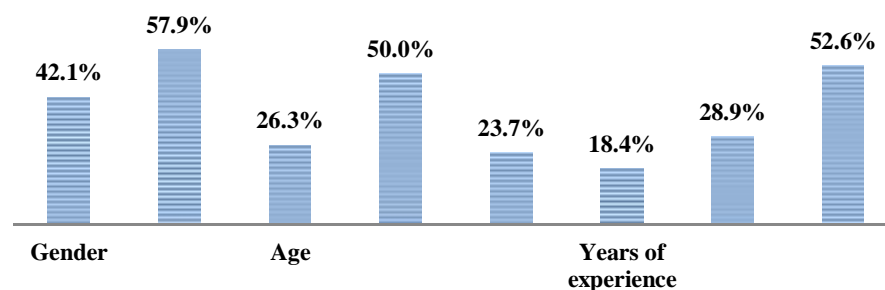


Figure 1. Characteristics of the study sample.

Instrumentation

The participants filled a self-administered questionnaire consisting of (20) items distributed to two dimensions developed by Shehadeh (2014) with some modifications performed by the researchers. The questionnaire responses were assessed using a 4-point Likert scale (1-always, 2-usually, 3-sometimes, 4-never) transformed into the levels between high and low. The questionnaire was distributed using Google forms through a link generated by the site and then shared among participants. The validity of the questionnaire was examined using Cronbach alpha that was (0.91).

Also, the researchers based on the questionnaire outcomes developed a structured question interview that included 4 questions that thoroughly explore aspects that the questionnaire did not cover.

Data analysis

The data was analysed using SPSS v. 23. The analytical methods included performing descriptive analysis. The independent sample t-test was performed to detect differences between male and female participants. The analysis of variance (One-way anova) was utilized to explore the differences, if any, between the participants depending on their experience and age.

The interview outcomes were analysed following the thematic analysis approach, where the researcher firstly read the interviews, then coded them according to themes, then the researchers summarized the interviewees' answers following the coded themes upon which the final results were coined.

RESULTS AND DISCUSSION

Songs are a source of daily life language and colloquial vocabulary, as songs always contain words, expressions and useful phrases, whereby listening to songs in English it is possible to get accustomed to the pronunciation in English, consequently, in this study we at assessing the

utilization of music and songs in the Palestinian English classroom and the teachers' perceptions of it, and as Figure 2 shows, only 31.6% of the English language teachers utilize educational music and songs in their classrooms compared to 68.4% who do not use it.

As for the teachers' perceptions about songs in vocabulary instruction, as shown in the following table, the teachers reported highly positive perceptions about using educational songs and music in their classrooms ($M = 3.53$, $SD = 0.54$), where their belief that songs provide young learners with opportunities to practice vocabulary is the most shared agreement point among them ($M = 3.81$, $SD = 0.92$), followed by their highly agreed-upon notion that songs create a meaningful context for young learners to gain vocabulary ($M = 3.71$, $SD = 0.89$). Although they have a positive perception of the impact of educational songs on vocabulary instruction, their least positive attitude was related to the notion that songs and music help students learn some cultural perspectives ($M = 3.31$, $SD = 0.70$) and that Songs help students to better understand the culture of the target language ($M = 3.34$, $SD = 0.78$) (Table 1).

The study also explored the teachers' attitudes and perceptions about the role of educational songs and music help students to better understanding pronunciation skills enhancement as shown in Table 2.

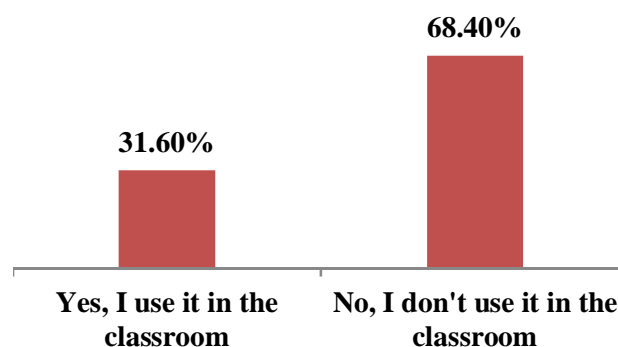


Figure 2. The usage of educational music and songs in the English classroom by teachers in Jenin.

Table 1. Teachers' perceptions about songs' role in vocabulary instruction.

Item	M	SD	Degree
I think It is necessary to use songs to teach vocabulary to young learners.	3.3947	.85549	High
I feel that Songs allow young learners to learn more vocabulary than usual.	3.6842	.47107	High
Using songs to teach vocabulary to young learners is effective.	3.6316	.48885	High
Songs help learners become familiar with word stress, intonation and rhythm	3.4211	.75808	High
Songs enable learners to remember chunks of language	3.5000	.83017	High
Songs provide students with opportunity for great exposure to improve vocabulary acquisition	3.6053	.78978	High
Songs help improve students' speaking skills	3.6053	.71809	High
Songs help students to better understanding of the culture of the target language	3.3421	.78072	High
Songs provide young learners with opportunities to practice vocabulary.	3.8158	.92577	High
songs create a meaningful context for young learners to gain vocabulary	3.7105	.89768	High
Songs help learners improve their listening and pronunciation skills	3.4737	1.05873	High
Songs & music help students learn some cultural perspectives.	3.3158	.70155	High
Singing the teacher with students encourages them to learn	3.3947	.94553	High
Teachers' perceptions about songs in vocabulary instruction	3.5304	.54972	High

Table 2. The teachers' perceptions about songs' role in pronunciation skills.

Item	M	SD	Degree
Songs increasing students' enjoyment of learning English	3.4211	.97625	High
Songs add interest to the classroom routine.	3.2368	.91339	Moderate
Songs improve student's motivation	3.1053	1.20336	Moderate
Songs help create a relaxed and non-threatening environment of learning.	3.3947	.59455	High
Songs can be used to practice the four skills.	3.5000	.60404	High
Songs help create more students' participation.	3.4737	.60345	High
Songs lower students' anxiety toward learning English.	3.2632	.72351	High
Pronunciation skills	3.3421	.49547	High

According to the outcomes shown in Table 2, the teachers have high positive perceptions about the role of educational songs and music in the enhancement of pronunciation skills, where the teachers stated that songs can be used to practice the four skills ($M = 3.50$, $SD = 0.60$) and that SONGS HELP CREATE MORE STUDENT participation ($M = 3.47$, $SD = 0.60$). The LOWEST mean score despite high positive perception is the teachers' belief that songs improve students' motivation ($M = 3.10$, $SD = 1.20$) and that songs add interest to the classroom routine ($M = 3.23$, $SD = 0.91$).

Hypotheses of the study

First hypothesis:

There are no significant differences at 0.05 in the teachers' views due to gender: To examine the first hypothesis, t-test was used to see the level of significance. Results are shown in Table 3.

The analysis showed that there are no statistically

significant differences in the influence of music and educational songs on enhancing EFL students' achievement from the teachers' perspective in Jenin region related to the teachers' gender, still, the mean score shows slight differences in favor of female teachers.

Second hypothesis:

There are no significant differences at 0.05 in the teachers' views due to age.

The analysis presented in Table 4 indicates that there are no statistically significant differences in the influence of music and educational songs on enhancing EFL students' achievement from the teachers' perspective in Jenin region related to the teachers' age.

Third hypothesis:

There are no significant differences at 0.05 in the

Table 3. The independent sample t-test for the differences between the teachers' views related to gender.

Dimension	Gender	N	M	df	Sig
Teachers' perceptions about songs in vocabulary instruction	Male	16	3.3942	36	.77
	Female	22	3.6294		
Pronunciation skills	Male	16	3.1964	36	.95
	Female	22	3.4481		
Role of educational music and songs on EFL students' achievement enhancement	Male	16	3.3250	36	.78
	Female	22	3.5659		

Table 4. The One Way- ANOVA between the teachers' views related to age.

Dimension		Sum of Squares	df	Mean Square	F	P-value
Teachers' perceptions about songs in vocabulary instruction	Between Groups	.318	2	.159	.512	.604
	Within Groups	10.863	35	.310		
	Total	11.181	37			
Pronunciation skills	Between Groups	.510	2	.255	1.042	.363
	Within Groups	8.573	35	.245		
	Total	9.083	37			
Role of music and songs on EFL students' achievement enhancement	Between Groups	.378	2	.189	.736	.487
	Within Groups	9.001	35	.257		
	Total	9.380	37			

teachers' views due to experience.

The analysis presented in Table 5 indicates that there are no statistically significant differences in the influence

of music and educational songs on enhancing EFL students' achievement from the teachers' perspective in Jenin region related to the teachers' experience.

Table 5. The One Way- ANOVA between the teachers' views related to experience.

Dimension		Sum of Squares	df	Mean Square	F	P-value
Teachers' perceptions about songs in vocabulary instruction	Between Groups	.490	2	.245	.802	.456
	Within Groups	10.691	35	.305		
	Total	11.181	37			
Pronunciation skills	Between Groups	.379	2	.190	.763	.474
	Within Groups	8.704	35	.249		
	Total	9.083	37			
Role of music and songs on EFL students' achievement enhancement	Between Groups	.449	2	.225	.880	.424
	Within Groups	8.930	35	.255		
	Total	9.380	37			

The interview

The researchers conducted structured interviews with 10

English language teachers, half of the participants were males, and the other half were females. The participants answered 4 questions regarding the use of educational

songs and music in their classrooms.

The first question explored the most suitable methods for utilizing educational songs in the English classroom from the viewpoint of the teachers, whose opinions diverged on various multiple aspects of the educational process, yet, the teachers agreed that the simplicity of the song vocabulary and its relatability to the lesson being taught is a must, and songs that tell a story are a unique addition to the class. In addition to repeating it along with the students, familiarize the student's student with the song. Other teachers proposed using technology as a medium for using songs in the classroom, using songs and music as warm-up exercises and some suggested choosing the songs and music in agreement with the students' likings. One of the teachers, on the other hand, explained that songs and music can be used to teach vocabulary, in gap-filling activities, role-play, educational games, and dictation.

Although the teachers showed positive attitudes towards using educational songs and music in their classes and expressed their encouragement to take such a step, they reported several barriers that hinder using songs and music in the classrooms. These obstacles include lack of musical skills and expertise among teaching staff, practical and financial resources, available time to dedicate to musical activities, internet connection, students' discipline, individual differences between the students, students' anxiety and lack of confidence, shyness, number of pupils inside classroom and way they are seated and the fact that students are not accustomed to listening to songs and music in an organized way.

Then again, the teachers were asked to provide suggestions to overcome these difficulties, the suggestions included following an organized way of presenting the song, working collaboratively in order to strengthen the relationships between the classroom educational parties, choosing interesting songs and creating a comfortable atmosphere to acquire English and practice situations simulates reality, providing devices for each class and emphasizing the presence of the net within the school.

As for the effect educational songs EFL students' achievement, the teachers reported significantly shared views of positive impact, indicating that they make the students feel motivated, they make it more attractive for the students to understand the language, better aware of the correct pronunciation, contain colloquial language with ample repetitions that make language learning more interesting and effective, leading to the perfect acquisition of listening and pronunciation and a more realistic perspective of the foreign culture. Also, it makes it easier for them to remember and recall information in the improvement of their pronunciation as it teaches and develops every aspect of a language. Furthermore, they help students to understand, perceive and memorize other school subjects, familiarize the student with

memorization, recollection and analysis since it exposes EFL students to real English so that it can help them acquire the language naturally and thus improve students' conversation skills.

Limitations and possible present scope

The study is limited to the influence of music and educational songs on enhancing EFL students' achievement from the teachers' perspective in Jenin region due to the current barriers brought about by the COVID-19 pandemic.

CONCLUSION

Music has a tangible effect on the soul and human sensations, as it moves a person from one state to another, makes it clearer and more capable of listening and understanding. It is a social and educational means of a high level, and it has a tangible role in the learning-teaching process for the teachers and the students. Furthermore, the music and educational songs will make the whole process of teaching-learning enjoyable and far away from the traditional and boring way.

RECOMMENDATIONS

1. The researchers recommended using music and educational songs and giving the English language teachers workshops on how to use the classrooms.
2. English language teachers should pay more attention and place more emphasis on modern educational methods such as using music and educational songs to make the whole process of teaching and learning the English language attractive, fun, and effective for both teachers and students.
3. Finally, the researchers recommended using music and educational songs for the Ministry of Education to adopt in the curriculum.

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