The Role of Using Songs in Teaching EFL in Iraqi Private Schools

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دور استخدام الأغاني في تدريس اللغة الإنـجليزية كلغة أجنبية في المدارس العراقية الخاصة

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Abstract

The study aims at testing the effect of teaching the four skills of EFL by using songs. The participants were 130 EFL students in the fifth grade. The samples of the study were divided into two groups; the control group and the experimental group. Songs were used to support and reinforce the process of teaching EFL to the second group. The first group had their lesson without the use of songs. The same lesson plan was followed, only songs were excluded for one of the groups. The Arabic language is the native language of students. The two groups are from Al Ameed private school in Kerbala. The first group, consisting of 65 students, was chosen as the control group. The second group, consisting of 65 students, was chosen as the experimental group. The data of the study were collected by students' tests. A comparison of the results of each group was made to conclude the impact of teaching through songs. The results of the study showed that students' levels have improved in vocabulary, grammar, pronunciation, and spelling. Yet, they improved their grammar in the first place, pronunciation, and spelling in the second place, and vocabulary in the last place.

Keywords: songs, four skills, EFL, test, experimental group, control group.

المستخلص

تهدف الدراسة إلى اختبار أثر تعليم مهارات اللغة الإنجليزية الأربع باستخدام الأغاني. كان المشاركون ١٣٠ طالبا من طلاب اللغة الإنجليزية كلغة أجنبية في الصف الخامس. تم تقسيم عينات الدراسة إلى مجموعتين؛ المجموعة الضابطة والمجموعة التجريبية. تم استخدام الأغاني لدعم وتعزيز عملية تدريس اللغة الإنجليزية كلغة أجنبية للمجموعة الثانية. اخذت المجموعة الأولى درسها دون استخدام الأغاني. تم اتباع نفس خطة الدرس، وتم استبعاد الأغاني الخاصة بإحدى المجموعات فقط. تعتبر اللغة العربية هي اللغة الأم للطلاب. كانت المجموعتان من مدرسة العميد الخاصة في كربلاء وقد تم اختيار المجموعة

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الأولى المكونة من ٦٥ طالباً كمجموعة ضابطة. وتم اختيار المجموعة الثانية المكونة من ٦٥ طالباً كمجموعة تجريبية. وتم جمع بيانات الدراسة عن طريق اختبارات الطلاب وتمت مقارنة نتائج كل مجموعة لاستنتاج أثر التدريس من خلال الأغاني. أظهرت نتائج الدراسة تحسن مستويات الطلاب في المفردات والنحو والنطق والتهجئة ومع ذلك، فقد قاموا بتحسين قواعد اللغة في المقام الأول، والنطق، والتهجئة في المقام الثاني، والمفردات في المقام الأخير

الكلمات المفتاحية: الأغاني، المهارات الأربع، اللغة الإنجليزية كلغة أجنبية، اختبار، المجموعة التجريبية، المجموعة الضابطة.

1. Introduction

It is a fact that songs reside in our minds for a long period and we can remember the lyric of an old song spontaneously when we hear its music. Then we can say that songs contribute to the memorization and learning of linguistic structure through their rhythm and musicality. Through this study, we are going to explore the advantages of using songs in acquiring English as a foreign language (EFL).

I still remember back 20 years when I was a student and our English teacher asked: "What is your opinion about English lessons in our school" and the only response she got is: "Boring". The methodology used was based on grammar exercises and written composition beside an endless list of vocabulary to be memorized by heart. No activities were set to improve students' skills in speaking and listening, no communicative interaction was made inside the classroom. Thus, learners felt depressed and lost their desire and the task of learning a foreign language turned into a nightmare.

In some schools, teaching is going the other way. Various kinds of activities are carried out to engage the learners in a positive learning environment. One of the tools used is songs which have been proven, in other studies, to be a successful technique to attract learners' attention and provide them with the motivation needed in the learning process.

Children can memorize and adapt grammatical and lexical structures more easily through songs than through other contexts. For example, weekdays, body parts, jobs, colors, and so on. It's better to create an environment of total linguistics immersion which help children to get involved in the language being taught by understanding the main ideas and being able to follow the explanation through images, gestures, synonyms, etc.

This study aims at investigating the significance of using songs in teaching EFL in Iraqi private schools and to find out whether using songs can facilitate and accelerate learning over the traditional way of learning; without the use of

songs and to explore which aspect, specifically, can be taught effectively through songs. Thus, the paper looks forwards to get answers to the following questions:

1. Can teaching through songs improve language learning in Iraqi private school?
2. Which aspect, specifically, is developed among vocabulary, grammar, spelling, and pronunciation?

1.1. Procedure

This study is divided into two parts: theoretical, and practical. Five sections are settled, the first one is an introductory section with the aims and questions of the research, and the second is about the literature review starting with methods of teaching and then heading toward explaining songs in detail, i.e., songs' significance and its effect on brain's function. The third section is concerned with the practical side of the paper including the method used in selecting and collecting data and conducting the study. Section four is devoted to the discussion of the finding, based on a test answered by the students of Iraqi private schools. The study ends with section five, providing a conclusion that is based on both the theoretical and practical sides of this paper.

1.2. Significance of the Study

The importance of this study lies in shedding light on effective teaching methodologies in delivering the material and motivating students to learn English. Some teachers do not realize the importance of these methods in the education process, including songs, so the research focuses on proving the importance of learning through songs to urge their use as an educational tool.

It is hoped that the finding of this study will help English language teachers in creating effective learning environments by using songs. In addition, it is hoped to stimulate specialists to pay extensive interest in including songs in the syllables of students since they are not only effective tools in teaching but also a way of decreasing tension and stress.

2. Literature Review
2.1. Methods of teaching

To organize an English class, we need to consider both syllabus and method. "Syllabus design is seen as being concerned essentially with the

selection and grading of content, while methodology is concerned with the selection of learning tasks and activities" (Nunan et. al., 1988, p. 5).

Teachers are limited with a fixed syllabus constructed by the ministry of education, but they have the choice to decide the method suitable for their class. It is stated that "the goal of many language teachers is to find the right method" (Kelly, 1969 as cited in Richards and Richards, 1990, p.35). There are many methods used in teaching and conveying the lessons, one of these is called "audio- lingual method" or "aural-oral method". According to House et. al. (2011, p.32)

> "With the audio-lingual method, students learn the foreign language through extensive repetition of a variety of drills so as to project the linguistic patterns of the language into their minds to form a habit. In audiolingualism there is no explicit grammar instruction: the teacher presents the correct model of a decontextualized sentence, introducing new words for the students to sample in the same structure, and the students repeat it until they can use it spontaneously in error-free utterances with the correct pronunciation."

The audio-lingual method is used in teaching EFL. One of its applications is through the use of songs since its focus is on repeating linguistic patterns to create a linguistic habit in the children's minds. It is important to note that children can learn various grammar structures, expressions, and idioms from each song they listen to. Additionally, listening to songs repeatedly can help them memorize words and structures, allowing them to repeat them automatically. Therefore, reiteration, imitation, and routine are essential elements in this process.

Teachers of the English language, usually, adopt various methodologies for teaching EFL, such as Direct Method, Audio Lingual Method, Community Language Learning, Grammar-Translation Method, Total Physical Responses, Natural Approach, Communicative Approach, etc. The most important point for teachers is to know which of these methodologies are most appropriate for their students and if the environment and activities are appropriate and achievable for a particular group of learners. In most cases, teachers in Iraq, as well as in other countries, are concerned about what method should they use in teaching students in order to improve their level of proficiency in the English language. So, the problem for many teachers is how to motivate students to learn the English language.

2.2. The Audio- lingual method: Background

It is a method of foreign language teaching that focuses on the teaching of listening and speaking skills rather than reading and writing. It is based on dialogues and drills as the main training techniques where the mother tongue is discouraged in the classroom.

This method is based on repetition and imitation. Humans learn a language by repeating the same forms and texts until it becomes a habit. Children imitate the sounds and patterns that they hear around them. Brown (1994:57) states that "Audio-Lingual Method is an oral-based approach that is based on behavioural psychology of language learning". Hence, learning a language is based on repeating or imitating certain behavior. This process can be accomplished and facilitated by using music.

The Audiolingual/Audiovisual Method is based on the habit formation model of behaviorist psychology and the Structural Linguistics theory of language. It emphasizes memorization through pattern drilling and conversation practice. This method is a combination of Stimulus-Response theory (B.F. Skinner) and behaviorism. Its main goal is to improve accurate pronunciation and grammar, enhance the ability to respond quickly and accurately in speech situations, and increase knowledge of sufficient vocabulary to use with grammar patterns.

2.3. Drilling

Drilling has been a fundamental aspect of audio-lingual approaches to language teaching for many years. It involves repeating structural patterns through oral practice, with the aim of mastering the language. This approach is based on the Behaviorist view that learning to speak a foreign language is simply a matter of forming correct habits.

Drilling involves listening to a model, which could be the teacher, a tape, or another student, and then repeating what is heard. Many teachers use this technique as a repetition drill when introducing new language items to their students. The teacher says the word or phrase, and the students repeat it.

Children learn easily through routine, which includes repetition and imitation, in which the child imitates and repeats what he hears and sees in the classroom. Song is considered one of the sources for drilling that a teacher can use with a doubled benefit in teaching his students a FL.

2.4. Songs, Rhymes and Chants

Songs are considered as one of the forms of drilling in the classroom. Most of the primary-aged learners respond actively to songs, rhymes, games and chants. It is difficult for these young learners, during learning, to remember saying a complete phrase in a foreign language, but, for them, remembering a whole songs and chants is an easy task, for example, the song **Head, shoulders,**

knees and toes is an active song that provides fun drills of language for learners while learning parts of the body.

Songs and chants can be effective in catering to different learning styles, especially when accompanied by gestures and actions. While older learners may feel self-conscious about singing, chants and raps can still work well. They are particularly helpful in learning different language skills as they involve lots of repetition. Putting words into music makes their meaning more potent and powerful (Hess, 2022).

Songs are considered as one of the most effective resources that teachers can use in primary schools. They provide a refreshing break from the usual classroom activities, and are valuable resources for developing different skills such as listening, speaking, reading, and writing. Songs can also be used to teach a variety of language matters such as pronunciation, sentence patterns, vocabulary, rhythm, adjectives, and more. Learning English with the help of songs provides a relaxed environment for learners, especially for those who feel apprehensive while using the English language in an official classroom situation.

When selecting a song for a lesson, teachers must consider factors such as the learners' age, interests, and the language used in the song. Involving students in this process can be advantageous as it encourages them to use the language communicatively.

Using songs can reduce stress in the classroom, making it easier for learners to absorb language input. Music stimulates the senses and reduces stress, which increases motivation and interest in language learning. Additionally, songs are well-liked by students and can encourage shy students to participate in classroom activities, leading to better listening and learning of English.

In an article by eHow (1999-2013) entitled "How to Use Songs when Teaching English as a Second Language," different tools are presented to teach English grammar, conversation, concepts, and vocabulary. Thus, employing songs and music is an effective tool that teachers can use to teach English as a foreign language, regardless of the learners' age.

2.5. Advantages of Using Songs

Using songs affects blood pressure, posture, breathing rate, pulse rate, and general activity (Benenzon, 1997 as cited in MacIntyre et. al., 2016). It affects teaching EFL is of benefit for several reasons. It Some of the reasons are related to human neurological matters and others are manifested in human psychological factors. The followings are samples:

1. **Songs contain authentic, natural language**: This includes the singer's pronunciation, intonation, and the author's use of words which is mostly different from the contrived, stilted language found in many student texts.

2. **Songs are typically easy to acquire:** either through local sources or through the internet for song downloads.

3. **Songs can be selected to suit the needs and interests of the students**: Teachers can easily select song that contains the required materials for TEFL. This includes the selection of suitable themes, levels and vocabulary. They can also make a choice for complexity or simplicity of language.

4. **Songs is useful in teaching grammar and cultural aspects**: one way to teach grammar is through repetition and drilling features provided by songs. Additionally, many songs have a recurring theme or story, which can be used to introduce cultural elements. However, this is often overlooked.

5. **Time length is easily controlled:** Songs can be used in every lesson since it is considered one of the activities that don't consume a long time in the classroom.

6. **Students can experience a wide range of accents:** Songs can provide students with exposure to a variety of English accents and dialects. They can listen to British English, American English, and Caribbean English through songs. Additionally, songs can feature different accents from various regions, making it a great way to improve listening comprehension skills.

7. **Song lyrics relate to situations of the world around us:** Teachers can select songs that convey events and facts from the real world, in this way they are accomplishing two goals in one task.

8. **Songs can be used for moral values teaching:** Moral values, religious concepts and other helpful instructions can be conveyed effectively through songs.

9. **Songs are natural and fun:** It is a fact that songs are enjoyable and fun for all people and specifically for students since it breaks the classroom routine, and they can be used as a successful tool to gain students' attention.

10. **Songs provide all four skills:** Children who enjoy learning English can improve their listening, speaking, reading, and writing skills through practice.

11. **Reducing anxiety:** As Horwitz and Young. (1991, p.28) state: "Teachers and students generally feel strongly that anxiety is a major obstacle to be

overcome in learning to speak another language". So the teacher's aim must be to reduce stress and anxiety in his class and this can be done by using songs.

12. **Increasing motivation:** songs are useful and can motivate students in the teaching-learning process (Moreti, et. al., 2009). Richard and Schmidt (2013, p. 377) define motivation as "the learner's attitudes, desires, and willingness to expend effort in order to learn the second language". Since songs are used for reducing anxiety, then motivation can be unlocked and can be used as vital in language learning and it can be "triggered by internal causes such as the learner's interest, enthusiasm and desire or by external influences such as peer pressure" (Shen, 2009, p. 90, as cited in Fonseca-Mora& Gant, 2016, p. 134).

Eken (1996, p.46) presents the following reasons for incorporating songs in the English language classroom: -

1. "to present a topic, a language point, lexis, etc".
2. "to practice a language point, lexis, etc".
3. "to focus on common learner errors in a more indirect way".
4. "to encourage extensive and intensive listening".
5. "to stimulate discussions of attitudes and feelings".
6. "to encourage creativity and the use of imagination".
7. "to provide a relaxed classroom atmosphere".
8. "to bring variety and fun to teaching and learning".

2.6. Skills acquired through songs

Musical activities reinforce many aspects of language development. In general, learners can benefit in four of the language skill areas: vocabulary acquisition, grammar, spelling, and pronunciation.

Songs are valuable resources for language teaching as they can be used to teach vocabulary, sentence patterns, rhythm, and four language skills (Sarıçoban and Metin, 2000).

Vocabulary can be developed by the use of songs since it helps students to retrieve them more easily. According to Ward (2005, p. 190) "Songs provide a means of learning new vocabulary in context, and words learned this way are rarely forgotten.". Richards (1969) says that learners can retain vocabulary longer with the aid of songs. In addition, songs' rhythm can assist in learners' memory and helps them to remember structures for a longer time (Lindsay, 2000). Listening skills are effectively developed in the process of language learning by employing the song (Ur, 2012). According to Mobbs and Cuyul (2018), listening to songs can help students in practicing their listening

comprehension since they experience pleasurable listening using listening to songs instead of plain dialogue or speech.

Using songs is beneficial for learning English grammar especially when songs are carefully selected by teachers with a specific grammar focus.

Developing speaking skills involves incorporating sound patterns through melody and lyrics by keeping rhythm while playing musical instruments. This method can aid in vocabulary recall and teaching new words associated with the melody of notes. By creating an interactive learning atmosphere, music can help students focus their attention on sounds, thereby improving their skills of discriminating between different sounds in the language.

Finally, pronunciation can be easily learned by listening and practicing the sounds through songs, since learners will be able to get acquainted with pronouncing the difficult sounds of English. In addition, while students listen to a song, they can realize the stress in words and other aspects of pronunciation Ebong & Sabbadini (2008).

2.7. Music and Language in the Brain

Songs are a combination of language and music. Language and musical processing occur on the same side of the brain with parallels in how linguistic and musical syntax is processed (Maess et. al., 2001, pp. 540-545). Jude Tramo, a neurobiologist at Harvard Medical School, suggests that music represents the biological side of human life and shows the aesthetic part (Jensen, 2002, pp. 3). Thus, music should play an important role in the child's education.

Robert Lake (2002, p. 103) has pointed out that "Music with words uses both brain hemispheres. Emotion and language are one in a song. When coupled with visual images, music becomes a very powerful learning tool." This means that music works as a motivator that sets the brain with a desire to receive what accompanies the music. In this vial, Reid (1999, p. 297) said that "students studying a foreign language respond better in a positive classroom community" which emphasizes the benefit of using songs since it is considered a tool for relaxing and lessening the tension. Moreover, Weinberger (1998, p. 38) mentions that "Brain scans taken during musical performances show that virtually the entire cerebral cortex is active while musicians are playing". In addition, learning through combining words and music is motivated since "music stimulates an endorphin response which acts as an endogenous opiate – a spontaneously secreted analgesic" (Clarke et al., 2010, p. 120 as cited in Fonseca-Mora & Gant, 2016, p. 131) which benefits in lifting mood, reducing tension and anxiety and raising energy levels. Thus, songs have the benefit of effective language learning by motivating learners, increasing their interest and

helping to create a suitable atmosphere for learning (Young, 1991; Gafor & Sihvola Hartmann, 2020).

Music is used in learning at an early age to meet children's expectations and needs. It can activate children's prior knowledge of the target language, and hence it can give positive inputs. According to Lo and Fai Li (1998, p. 8, as cited in Sarıçoban and Metin, 2000), learning English by means of songs creates a relaxing atmosphere for children, especially for those who are anxious when speaking the language in a formal classroom setting. This results from the fact that rhythmic practice with song reinforces the recalling and retention process since they are highly motivating and memorable. **Methodology**

In this study, the mixed method is used in which both quantitative and qualitative research method is involved. A Mixed method is "a research approach whereby researchers collect and analyse both quantitative and qualitative data within the same study" (Creswell 2011; Bowers et al., 2013). The study is based on collecting data, both qualitative and quantitative, and analyzing them. The study depends on a test used to investigate the current situation of teaching English through songs in the primary private schools in Kerbala/Iraq. This section includes the procedure followed throughout the study. It introduces a complete description of the methodology, the sample, the instrumentation, the results of the test, and the discussion of the study findings.

2.8.   Research Design

The practical side of the current study is carried out by applying a test presented to students at Al Ameed primary school for girls. The test is composed of five questions. The Student's Book was used as a guiding document. The first and second questions are vocabulary skill measurements. The third question is about grammar skill measurement. The fourth question is pronunciation skill measurement and the fifth question is spelling skill measurement. The researcher uses a closed-ended question, where students are asked to choose from a list of answer choices. The result is collected and analyzed statistically. The test aims to present answers to the questions of this study.

2.9.   The Sample of The Study

The sample of the study consists of two groups with 130 students that are at Kerbala's private schools for the school year (2022-2023), grade five, females, aged ten. The sample is divided into two groups; the first group is the experimental group which consists of 65 students and the second group is the control group which consists of 65 students as well. The first group is given the selected lesson by using songs, whereas the second group is given the lesson without using songs. The same test is given to both groups simultaneously and

under the same class environment. Then, the answers are collected, corrected, analysed and discussed.

2.10. Instrumentation

To achieve the aim of the study, the researcher used the following tools:

A. Songs

The researcher selected two songs in relation to the lesson to be tested. The first song is chosen from the syllabus presented by the Iraqi Ministry of Education, called "The City Song", and the second one was downloaded from an external source (YouTube), called "The Preposition Song". The songs are related to the theme of Unit 6 Lesson 1 (In The Capital City). (see Appendix C)

B. The four skill test:

This test is prepared by the researcher to measure the subjects' achievement. (Appendix A page 29). It aims at measuring the effect of using songs in teaching EFL. It is built according to the table of specifications. It consists of four test sections for measuring the four skills' achievement, constructed as an objective type of questions. Ten marks are assigned for each test section. The students are provided with options in which they can select one of them.

3. Data Analysis: Finding

The data collected are analyzed on the basis of frequency and percentage. The findings of this paper are presented and discussed in relation to the research questions. The experimental group results offer considerable insights into the level of students' achievement in learning EFL through songs compared with the results of the control group. Both quantitative and qualitative data provide a wide range of responses to the research questions. Table (1) shows students' results of both groups, i.e., the experimental and the control group. It reveals the difference in exam results of both groups. It reveals the degree of improvement in test results and students' performance. The experimental group has a higher result, in general, with a percentage of 61.54 % for the scores (36-40), in comparison with the control group which has a percentage of 40 % for the same scores as shown below:

Table 1: Result of Overall Test

Mark	Experimental group		Control group	
	Frequency	Percentage	Frequency	Percentage
0-5	/	/	/	/
6-10	/	/	/	/
11-15	/	/	/	/
16-20	1	1.54 %	1	1.54 %
21-25	1	1.54 %	6	9.23 %

26-30	8	12.31 %	13	20 %
31-35	15	23.07 %	19	29.23 %
36-40	40	61.54 %	26	40

3.1.   Findings of Vocabulary Test:

The degree of improvement in vocabulary tests is quite slight. Test results show that the experimental group has a higher score than the control group, yet the difference is unnoticeable. Table 2 shows that the experimental group has a percentage of 90.77% for the score 9-10, whereas the control group has a percentage of 83.61% for the same score.

Table 2: Result of Vocabulary Test

Mark	Experimental		Control	
	Frequency	Percentage	Frequency	Percentage
0-2	/	/	/	/
3-4	1	1.54 %	1	1.54 %
5-6	1	1.54 %	3	4.62 %
7-8	4	6.15 %	6	9.23 %
9-10	59	90.77 %	55	84.61 %

3.2.   Findings of Grammar Test:

The grammar test results show a noticeable difference between the two groups. The experimental group has a higher score with a percentage of 32.31% for the score 9-10, whereas the control group has a percentage of 12.31% for the same score. It also shows that the control group has a percentage of 4.62 % for the test score 0-2, whereas the experimental group has not shown any results for these scores as listed in Table 3 below:

Table 3: Result of Grammar Test

Mark	Experimental		Control	
	Frequency	Percentage	Frequency	Percentage
0-2	/		3	4.62 %
3-4	5	7.69 %	10	15.38 %
5-6	15	23.08 %	20	30.77 %
7-8	24	36.92 %	24	36.92 %
9-10	21	32.31 %	8	12.31

3.3.   Findings of Pronunciation Test:

The findings of the pronunciation test show a great difference between the two groups. The experimental group has a higher test result for the test scores 9-10 with a percentage of 50.77 %, while the control group has a lower test result for the same score with a percentage of 33.85 % as shown in table 4:

Table 4: Result of Pronunciation Test

Mark	Experimental		Control	
	Frequency	Percentage	Frequency	Percentage
0-2	2	3.08 %	5	7.69 %
3-4	4	6.15 %	3	4.61 %
5-6	10	15.38 %	5	7.69 %
7-8	16	24.62 %	30	46.15 %
9-10	33	50.77 %	22	33.85 %

3.4. Findings of Spelling Test:

Spelling test findings, as shown in Table 5, show a difference between the two groups. The experimental group scored higher in the test score of 9-10 with a percentage of 63.08 %, while the control group had lower test results with a percentage of 50.77 %. The experimental group has no test results for the test scores 0-2, 3-4, whereas the control group has shown test results for these scores with a percentage of 1.54 %, and 4.62 % for the test scores 0-2, 3-4 respectively.

Table 5: Result of Spelling Test

Mark	Experimental		Control	
	Frequency	Percentage	Frequency	Percentage
0-2	/	/	1	1.54 %
3-4	/	/	3	4.62 %
5-6	6	9.23 %	7	10.77 %
7-8	18	27.69 %	21	32.31 %
9-10	41	63.08 %	33	50.77 %

3.5. Results Discussion

The findings of the study prove that teaching through song is effective and play a significant role in improving students' outcome since it affects the environment of the classroom positively and cast away any psychological issues faced by the learner such as stress, boredom and so on in which the score for the experimental group is higher than those for the control group.

The findings of testing the progress of learning EFL in Al Ameed private primary school have shown varied results according to the skill being tested. This variety is attributed to the role that songs play in teaching EFL. As results have shown, songs play an important role in teaching the four skills. Yet, it affects primarily teaching grammar. This is due to the fact that melodies in a mixture with words help students in remembering the structure of any piece of language. The finding also shows that with songs, students will be able to develop all four aspects and skills related to language learning. All aspects are

developed and scores are improved for the experimental group. Yet, grammar is the most affected aspect in learning EFL through songs. One of the keys to learning grammar is practicing the patterns as much as possible. Phrases mixed with music provide the learner the ability to remember these phrases and thus to remember the structure of these phrases and sentences easily.

Pronunciation and spelling come in second place. The findings have shown that the experimental group got higher scores than the control group. This is due to the effect that listening to words and phrases aid in teaching those skills.

4. Conclusion

This study has revealed that incorporating songs into the process of teaching English as a foreign language (EFL) can help create an effective learning system and encourage positive emotions that promote learning. By analyzing both quantitative and qualitative data, we can conclude that it is crucial to provide students with learning experiences that are meaningful and relevant to their interests, thereby reducing their anxiety and stress. Additionally, the teacher must consider the emotional intelligence of the students, as this can significantly impact the language learning process from the learner's perspective.

The study's findings demonstrated the benefits of presenting materials through songs and highlighted the effects of music on the thoughts and behavior of language learners. The incorporation of music can create an effective teaching method that increases learners' sensitivity, aids in memory retention, and enhances motivation by arousing positive emotions that facilitate the learning of grammar, vocabulary, pronunciation, and spelling in a method that is both enjoyable and easy to use.

Finally, it is worth saying that when we want to accomplish any task perfectly, whether related to learning or some other task if we don't enjoy our journey toward the goal or have an interest to accomplish it, then we are going to suffer and eventually lose our interest for reaching our goal, since enjoyment and happiness pumps our thinking with creativity, intelligence, and productivity. In learning, songs have been shown to be a tool in linking the process of learning with this positive view.

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Appendices

Appendix (A)
Fifth Grade Test/ Unit Six- Lesson One
Total mark: 40
Time: 40 minutes

Name:
Gender: (male/female)
A: Vocabulary test   **(10 Marks)**
Q1: Match the words to the pictures

fruit and vegetables, clothes shop, butcher, shoes shop, bank, pharmacy

strawberries, butcher, bread, bakery

No.	Food	Shops
1		
2		
3		
4		

B: Grammar test **(10 Marks)**

Q3: Choose the correct words between the brackets:
1. The city (is/ are) the best place to visit.
2. I like (go/ going) to the bakery.
3. I like (to look/ to looking) at the toys.
4. There (are/ is) lots of fruit.
5. The pharmacy is (between/ behind) the bank and the toy shop.

C: Pronunciation test **(10 Marks)**

Q4: Read the words then circle the one that doesn't rhyme:
1. hope, boys, toys.
2. too, do, city.
3. strawberries, shop, cherries.
4. weekends, clothes, friends.
5. street, green, see.

D: Spelling test **(10 Marks)**

Q5: Circle the correct spelling:
1. cake/ kake
2. houce/ house
3. market/marcet
4. favourite/ fafourite
5. shop/ shob

Appendix B
Lesson Plans
5th Primary

1. Lesson Plan to Group A (The Experimental group)

Unit: 6 **Lesson:** 1 **Date:** 12-13\3\ 2023

Subject: In The Capital City

Objectives: After finishing the lesson, students are expected to:
1. Identify vocabulary for shops.
2. Pronounce the new vocabulary correctly.
3. Write the words correctly.
4. Talk about which shop sells what things.
5. Classify words into shops and food.

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6. Practice using prepositions.

Procedures:

1. Teacher introduces the new vocabulary using flashcards and sticks them on the board.
2. Teacher plays audio (94) **"The City Song"** while students listen.
3. Teacher plays the audio again while students listen and repeat.
4. Students are asked to repeat the lyrics line by line.
5. Teacher plays audio (76), then asks students to match the words and pictures on SB 74.
6. Teacher asks students "What can you buy at each shop?"
7. Teacher explains and elicits how to answer the question "Which shop do you like to go to?", I **like to go** to the bakery, I **like going to** the bakery.
8. Introduce exercises A, and B. Ask students to find and write the name of shops.
9. Teacher plays audio (77), then asks students to say which shop is it.
10. Teacher plays **"The Preposition Song"** while students listen and repeat.
11. Elicit the meaning and use of prepositions; give students examples.
12. Introduce exercises C, D, and E. Ask students to listen and answer.

Vocabulary: butcher, bakery, clothes shop, shoe shop, toy shop, pharmacy, bank, cherries, strawberries, meat, bread, money.

Language:

1. Question; which shop do you like to go to?
2. Answer: I **like to go** to the toy shop, I **like going to** the clothes shop, etc.
3. Preposition: behind, between, next to, opposite to.

Materials: (SB 74-75, 88), (AB 72-73), Coloured board pen, audio (76, 77, 94), flashcards, Board.

Evaluation: Choose the correct answer:

1. The butcher is (next to/ between) the bakery.
2. I like to (go/going) to a clothes shop.

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2. Lesson Plan to Group B (The Control Group)

Unit: 6   **Lesson:** 1   **Date:** 12-13\3\ 2023

Subject: In The Capital City

Objectives: After finishing the lesson, students are expected to:

1. Identify vocabulary for shops.
2. Pronounce the new vocabulary correctly.
3. Write the words correctly.
4. Talk about which shop sells what things.
5. Classify words into shops and food.
6. Practice using prepositions.

Procedures:

1. Teacher introduces the new vocabulary using flashcards and sticks them on the board.
2. Teacher plays audio (76), then asks students to match the words and pictures on SB 74.
3. Teacher asks students "What can you buy at each shop?"
4. Teacher explains and elicits how to answer the question "Which shop do you like to go to?", I **like to go** to the bakery, I **like going to** the bakery.
5. Introduce exercises A, and B. Ask students to find and write the name of shops.
6. Teacher plays audio (77), then asks students to say which shop is it.
7. Teacher elicits the meaning and use of prepositions; gives students examples.
8. Introduce exercises C, D, and E. Ask students to listen and answer.

Vocabulary: butcher, bakery, clothes shop, shoe shop, toy shop, pharmacy, bank, cherries, strawberries, meat, bread, money.

Language:

1. Question; which shop do you like to go to?
2. Answer: I **like to go** to the toy shop, I **like going to** the clothes shop, etc.
3. Preposition: behind, between, next to, opposite to.

Materials: (SB 74-75, 88), (AB 72-73), Coloured board pen, audio (76, 77, 94), flashcards,
Board.

Evaluation: Choose the correct answer:

1. The butcher is
    (next to/ between) the bakery.
2. I like to
    (go/going) to a clothes shop.

Appendix C
Songs

1. **The City Song**

My favourite places!

The city is my favorite place,
There are lots of things to do.
There are shops with clothes and shoes and toys,
There are butchers and bakeries too.

There are lots of shops on Blue Street,
Where you can buy books and toys.
There are even more shops on Red Street,
For Mums, dads, girls and boys.

I like going to the market,
And I hope we can buy cherries.
I like to look at the bread and cake,
Maybe we'll buy strawberries.

But my favourite place of all
Is where I go at the weekends.
It's near my house and near my school.
And I go there with my friends!

2. **Preposition song**

in, on, under, behind, in front of, next to, between
in, on, under, behind, in front of, next to, between

where is the ball, where is the ball
the ball is in the box, the ball is in the box
the ball is in the box
yeah
where is the ball, where is the ball
the ball is on the box, the ball is on the box
the ball is on the box

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yeah
where is the ball, where is the ball
the ball is under the box, the ball is under the box
the ball is under the box
yeah
where is the ball, where is the ball
the ball is behind the box, the ball is behind the box
the ball is behind the box
yeah
in, on, under, behind, in front of, next to, between
in, on, under, behind, in front of, next to, between

where is the ball, where is the ball
the ball is in front of the box, the ball is in front of the box
the ball is in front of the box
yeah
where is the ball, where is the ball
the ball is next to the box, the ball is next to the box
the ball is next to the box
yeah
where is the ball, where is the ball
the ball is between the boxes, the ball is between the boxes
the ball is between the boxes
yeah