



**MALAYSIAN ENGLISH TEACHERS' PERCEPTION ON USING SONGS IN
TEACHING ENGLISH TO YOUNG LEARNERS**

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UALZ 3023 - FYP2 REPORT

**SUBMITTED IN
PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR BACHELOR OF ARTS (HONS) ENGLISH LANGUAGE
FACULTY OF ARTS AND SOCIAL SCIENCE**

MAY TRIMESTER 2021

ACKNOWLEDGEMENTS

This research would have been impossible to complete without the assistance and cooperation of my supervisor, friends and family. I am extremely grateful to Ms. Malvin Kaur a/p Kunden Singh, my supervisor of the project who was ever so patient and gave me guidance for this research study through consultations. I would also like to extend my gratitude to University Tunku Abdul Rahman for giving me this opportunity and platform to conduct my research.

I am very thankful for my parents who supported and encouraged me throughout my university journey. Last but not least, I would like to give special thanks to a few friends who have helped me throughout this research study. When I was stuck with no idea on how to proceed, they have voluntarily shared their time and energy as well. For this, I would like to thank Samuel Zane, Loh Xiu Ming, Loh Xiu Kin, David Seow, Jasmine Chuah as well as Nathanael Kwek for the assistance. Thank you so much to each and everyone of you, this research is now completed with all your efforts and supports.

A handwritten signature in black ink, appearing to read 'Russell Chan Min Leong', with a stylized, cursive script.


Russell Chan Min Leong

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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APPROVAL SHEET

This research paper attached hereto, entitled “Malaysian English Teachers’ Perception on Using Songs in Teaching English to Young Learners” prepared and submitted by Russell Chan Min Leong in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Language is hereby accepted.

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ABSTRACT

This research presents the awareness of Malaysian English teacher towards the usage of songs to teach English to young learners and if they agree to use songs to teach English in the future. Reports have shown that Malaysia has an English proficiency level that is steadily dropping and this could be the effect of students losing interest and motivation to pick up the language as well as various psychological factors. This could be due to the learning materials being too boring and students being afraid to practice the language due to various factors. This study utilizes a quantitative research method via the survey questionnaires in the form of Google Forms. The findings from this research show that Malaysian primary school English teachers are aware of the benefits of songs in an English classroom and acknowledge them. It also shows that they are willing to use songs to teach various aspects of the English language. However, half of the participants in this study reports that they are would rather stick to the traditional teaching method to teach English. In order to produce students who not only score well in their examinations but also decent at using the English language on a daily basis, it is important for teachers to first realize the problem and make an effort in looking for creative solutions as well as implementing them in order to make learning and teaching interesting and enjoyable for both the learners and teachers alike.

Keywords: perception, songs, young learners

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MALAYSIAN ENGLISH TEACHERS' PERCEPTION ON USING SONGS IN

TEACHING ENGLISH TO YOUNG LEARNERS

INTRODUCTION

1.1 BACKGROUND OF STUDY

The English language is recognized as one of the most important languages to learn as it is the world's lingua franca and it is the most used language in international communications. For example, according to Bernadett and Cynthia (2004), the commercial and business sectors require the use of the English language. Opportunities, social status as well as social elasticity are increased by learning English as a second language (Ganaprakasam & Karunaharan, 2020).

Malaysia is a multiracial and multicultural country that is comprised of three main races: Malay, Chinese and Indian. Tan (2008) stated that the Malaysian society is unique because of its characteristics: "The characteristics of Malaysian society, and its social and cultural groups, exist side by side in the same political domain and still maintain their distinctive cultures and traditions" (Tan, 2008, p.105). As a result, Malaysia now has a post-colonial education system, revolving around National Schools and National Type Schools. The culture and language of instruction in these schools are differs into National School, National Chinese Type School as well as National Tamil Type School. One of the main differences in these schools is the language of instruction. The Malay language is used in all national schools; Mandarin is used in National Chinese Type Schools (Sekolah Jenis Kebangsaan Cina) and Tamil is used in National Tamil Type Schools (Sekolah Jenis Kebangsaan Tamil).

It is not uncommon to for a young learner to come upon all sorts of challenges when it comes to picking up the English language in Malaysia, where cultures are so diverse. Different mother tongues play a huge part in a growing child's journey of acquiring the English language. Apart from the child's linguistic environment where he or she grew up in, the classroom also plays a

huge part in a young learner's ability to pick up a language. From natural shyness to the fear of making mistakes, these psychological barriers prevent young Malaysian learners from increasing their command of the English language, which may bring about negative impacts when they grow up (D'Silva, 2019). Dr. Nor Fadzleen Sa'don, an English teacher for more than 18 years, stated that uninspiring teaching materials could be the culprit of students having difficulties when learning the language and students could get bored, have no interest and no motivation due to the grammar-structured approach that the teaching in most Malaysian schools have adopted (as cited by D'Silva, 2019). She also mentioned that students tend to learn less the moment they find the lessons unenjoyable (as cited by D'Silva, 2019). This is why it is important for English to be taught in new and more interesting ways in order to make the class more enjoyable. Almuji Abdul Rahman, an assistant district education officer in charge of the private sector in Johor Bahru and Muhammad Nabil Abdullah, a 32-year-old English teacher from SMK Taman Daya 2, both agreed that students' writing skills can be improved when they speak in English (as cited by D'Silva, 2019). Nor Fadzleen, an English teacher with 18 years of experience mentioned that those who are weaker in the language are more likely to let the teacher or others do the talking (as cited by D'Silva, 2019). The results will be detrimental if a student who is already weak at the language, refuses to practice it.

Having low English proficiency may also bring more harm than good to a Malaysian individual in many ways. For example, when fresh graduates join the workforce. According to Andrews and Higson (2008), coordinating with subordinates and bosses through communication is one of the problems that fresh graduates face when they join the workforce. It also puts those with low proficiency levels in a disadvantage as English is the world's lingua franca. This could be because of the traditional teaching method in classrooms that make students lose interest in learning the language. The critical period hypothesis also states that it is possible for a child to achieve full native competence if the child acquires a language during a period of growth,

which is from the early childhood stage to adolescence stage. Thus, this may make or break a child's level of proficiency in a particular language. In addition, the Covid-19 pandemic has forced teachers to teach online as well, where the traditional teaching method may be even more ineffective or even be rendered obsolete. Teachers have no control over the student's action behind a screen and new methods of teaching may be crucial and vital in capturing young learners' attention.

1.2 STATEMENT OF PROBLEM

Many other countries including Malaysia has accepted English as a second language. However, it can be quite challenging for a growing child to pick up and master English in Malaysia, where the other three main languages are Mandarin, Tamil and Malay. It will be even tougher if the child grew up in a household where either one of those three languages is the main language of communication. Malaysia's national language, Bahasa Malaysia heavily influences Malaysian learners' ability to pick up the English language (Musa, Koo and Azman, 2012).

According to a report by international education firm Education First (EF), Malaysia ranks 30 out of 100 countries in English proficiency, which puts the nation in a 'moderate' proficiency level. The report also shows that Malaysia has an English proficiency trend that is steadily dropping. In 2018, Malaysia ranked 22 out of 88 countries and in 2019, 26 out of 100 countries. From 2011 to 2019, Malaysia has 'high' English proficiency and it dropped to 'moderate' in 2020, according to the index.

There may be a lack of awareness among Malaysian English school teachers regarding the benefits of using songs when it comes to teaching English in the classroom. The highlight of this study sheds some light on the level of awareness towards the benefits of using songs in the

classroom. It is hoped that more teachers will be aware of them and think of ways to integrate songs into the pedagogical materials when teaching English to young learners (TEYL).

1.3 RESEARCH OBJECTIVES

There are two objectives that this research intends to achieve:

- To investigate if Malaysian English teachers are aware of the benefits of using songs to teach English.
- To find out if Malaysian English teachers agree to the use of songs in the classroom.

1.4 RESEARCH QUESTIONS

This research aims to answer these two questions:

- What are the benefits of using songs in the classroom?
- What do Malaysian English teachers think about the effectiveness of using songs in teaching English to young learners?

1.5 SIGNIFICANCE OF STUDY

This study attempts to find out the perception of Malaysian English teachers towards the use of English songs in the classroom. This study will provide an insight to educators on how using English songs can benefit the young English learners in the classroom. The findings of this study will assist educators in how they can use English songs to teach different skills of using the English language, such as listening, reading, speaking and writing. It is also hoped that the findings of this research will encourage the usage of songs in the English classroom, to make

the environment and atmosphere more conducive for learning at an optimum level. As a consequence, young learners will be able to pick up the language more effectively as a more innovative method of teaching makes learning English more interesting compared to the grammar-structured approach that Malaysian teachers are used to. As of right now, there are very little empirical research on using songs to teach English in the Malaysian context. Hence, it is hoped that this research provides a meaningful contribution to the present knowledge regarding to English education and aid teachers in teaching the language as effectively as possible.

1.6 SCOPE AND LIMITATIONS OF STUDY

1.6.1 Scope of Study

The scope of this study covers a minimum of 50 primary school English teachers. The level of teaching is limited because the effectiveness towards different levels of learners may vary. Each participant will be required to complete a short questionnaire in order to obtain their perceptions of using songs in English classrooms.

English teachers that do not teach in primary schools are excluded because the results may vary due to the different education level. Teachers at secondary schools may or may not agree to the usage of songs in secondary level classrooms. This limitation is imposed to keep the findings as consistent as possible.

1.6.2 Limitations of Study

This study is not without its limitations. One of the major limitations is the ability to reach the primary school English teachers as all schools in Malaysia are closed due to the ongoing Covid-19 pandemic. The collection of data will be heavily reliant on both the researcher's and

participants' connections. The pandemic also makes it impossible to distribute physical, hard copies of the questionnaires, which results to the usage of Google Forms to collect the necessary data.

Another limitation to this research is the lack of studies done in the Malaysian primary school context. There are studies that have proven that using songs in ESL classrooms are effective. The benefits and effectiveness of using songs in English classrooms have also been studied quite well in a number of different contexts, but the effectiveness of them in the context of Malaysian young learners' classroom is not studied upon. The awareness of the benefits of using songs in teaching English among Malaysian teachers is not well documented too.

The sample size of this study is not sufficient to generalize the findings of the study as well. Malaysia is a country with rich traditions and cultures that come along with the various ethnicities. Thus, the findings of this study cannot be generalized and apply to the hundreds of Malaysian English teachers.

1.7 DEFINITION OF TERMS

Songs:

“A song is any piece of music featuring vocalization of a melody, rhythm or poetic text. As such, a song is the outcome of various ways of vocalizing, including humming, rapping, melodic speaking, singing, improvising or composing” (Bruscia, 2018)

Perception:

“A personal manifestation of how one views the world which is coloured by many sociocultural elements” (Mcdonald, 2012).

Young learners:

The age range of this term is defined mainly based on the number of years a child spent in a primary or elementary school before progressing to a secondary school (Yuliana, 2003). The age range of young learners for this study will be seven to 12 years old as this research is revolved around the Malaysian primary school context.

LITERATURE REVIEW

2.1 Introduction

This chapter will be a review on past studies regarding important terminologies, theories and concepts such as perception, young learners, the teaching of English to young learners, the advantages of using songs in English classrooms, how songs can affect the learning environment, Malaysian English classrooms as well as the Universal Grammar hypothesis and Interlanguage theory.

2.2 Perception

The term ‘perception’ is a noun which is derived from the word ‘perceive’ which is a verb. According to Merriam-Webster (n.d.), there are multiple definitions to the word ‘perception’: “1 a: a result of observation; b: a mental image; 2 *obsolete*: consciousness; 3 a: awareness of the elements of environment through physical sensation; b: physical sensation interpreted in the light of experience; 4 a: quick, acute, and intuitive cognition; b: a capacity for comprehension.” The Longman Dictionary of Contemporary English (n.d.) also defines ‘perception’ as: “1) The way you think about something and your idea of what it is like; 2) The way that you notice things with your senses of sight, hearing etc; 3) The natural ability to understand or notice things quickly.” However, the definitions and theories regarding ‘perception’ varies in different fields or discipline (McBurney & Collings, 1984), resulting in a very complex field to research on, that is the human perception (Matlin & Foley, 1992). According to Markus and Kitayama (1991), different cultures heavily influence how an individual perceive themselves and others. This shows that every individual has their own way of perceiving the world around as “perception is a personal manifestation of how one views

the world which is coloured by many sociocultural elements” (McDonald, 2012). In general, the term ‘perception’ will be defined and be regarded in this article as “an understanding of the world constructed from information obtained by means of the senses” (Johnson, 1994, as cited in Lewis, n.d.).

Three stages are involved in the process of perception: selection, organization and interpretation. The selection stage is when a stimulus from the environment is converted into a meaningful experience, for example: watching a movie or listening to a song. However, not all information is perceived and converted as information overload may occur. Only certain information is perceived after going through a selective process. After an information is selected, the organization stage happens where external stimuli such as social and physical events or objects are given attributes such as shape and colour in order to be categorized. Lastly, meaning is given to the information or stimulus that is chosen and categorized in the interpretation stage. During this stage, different individuals will interpret the same stimulus differently (Qiong, 2017). McDonald (2012) stated that sensory as well as cognitive processes are utilized in order for us to perceive the things that happen around us and the way that humans interpret sensory information based on experience, information processing and the formation of mental models in order to understand any phenomena is very unique. To put it simply, there are three essential defining attributes that cannot be absent for the process of perception to take place: “1) sensory awareness of cognition of the experience, 2) personal experience and 3) comprehension that can lead to a response” (McDonald, 2012)

Since the study involves the English teachers’ perception towards using English songs in a classroom, they must first be exposed to the stimulus that is teaching English with songs or at least read about it, in order to initiate the first stage of perception, the selection stage. If they are not exposed to it, they will not be able to fully perceive the usage of English songs and

develop their opinions towards it. Hence, this research will also shed some light on whether Malaysian English teachers are aware towards using songs while teaching English.

2.3 Young Learners

There is a myriad of ways on how the term ‘young learners’ are defined in terms of the age range. Stern and Weinrib (1977) gave a definition of ‘young learners’ as children that are in primary or elementary school and are from five to ten years old. However, Pinter (2006) defined ‘young learners’ to be children that are five to fourteen years of age. Yuliana (2003) gave an explanation that the term ‘young learners’ are defined mainly based on how many years are spent in a primary or elementary school before transitioning to a secondary school. Since there are so many different ways when it comes to defining ‘young learners’, Pinter (2006) made a proposition to not define young learners by their age but categorizing them as ‘younger learners’ or ‘older learners’, based on their characteristics. According to Pinter (2006), the characteristics of younger learners are listed as follows:

- a) Attending pre-school or in their first couple of years of schooling.
- b) Can understand meaningful message but not analyze them.
- c) Low levels of awareness about themselves and about the learning process.
- d) Have limited reading and writing skills, even in their first language.
- e) More concerned about themselves than others
- f) Have limited knowledge about the world.
- g) Enjoy fantasy, imagination and movement.

Now that we know what characteristics separate define ‘young learners’, it is important for teachers to also know what their learning characteristics are (Suyanto, 2007). This is important for teachers because it allows them to know how they pick up and learn a new

language and thus, able to come up with the most effective lesson plans and methods to teach young learners. According to Suyanto (2007), the characteristics of young learners are as follows:

- a) They like to learn by playing.
- b) They are able to tell what they did and listened.
- c) They have the ability to debate.
- d) They are able to comprehend the situation around them easily.
- e) Their attention and concentration are short
- f) When playing and working by themselves, they feel happy but they must have other company.
- g) English is acquired by listening, repeating and spelling.
- h) They know that the rules are to be obeyed and they make them feel happier and more enthusiastic.
- i) Children learn better when they are motivated to participate in the activity.

2.4 Teaching English to Young Learners

The age range of the term ‘young learners’ are defined in a lot of ways. Since the context of this research revolves around Malaysian primary schools, the age range for ‘young learners’ in this research will be from the age of seven to twelve years old.

According to Koustoulas (2019), the earlier the start in language education, the better the educational outcomes. However, TEYL is not as easy as most might think. In fact, teaching English gets easier as the child grows older. Rich (2018, p.49) stated that “TEYL is a demanding and skilled process, particularly with children in the early grades of primary school”. Furthermore, as young learners grow older and makes progress to secondary and tertiary level

education, the impact of how well their English is acquired during their primary school days will be more and more evident, no matter if the impact is positive or negative (Rich, 2014, p.1). According to these claims, primary school English teachers play a huge role on whether a child would succeed in their future studies.

Teachers play a huge role in a child's journey of acquiring a language. In an ideal situation, "the teacher functions as language and intercultural awareness model, the teacher models as a reader, as a learner and crucially models the language to be learned" (Bland, 2019). Wilden and Porsch (2017) also stated that a teacher of a foreign language classroom is the centre of the classroom, compared to other general primary education that are more learner centred. With that being said, this could lead some serious implications as teachers transition from being a learner to becoming a teacher (Broadley, Martin & Curtis, 2019). Since the teacher acts as the primary role model in the children's learning process, it is vital for the teacher to be trained and qualified. Without proper training and qualifications, not only the teachers will not be able to succeed in the teaching-learning process, but improper subject deliverance may also take place as well (Ganaprakasam & Karunaharan, 2020). Hu and Hu (2007) found out that the amount of trained and qualified English teachers in primary schools are insufficient. Hence, it is even more important for those who are properly trained and qualified to teach well and ensure that the teaching-learning process succeeds.

2.5 Advantages of Teaching English to Young Learners Using Songs

Linguistic information such as vocabulary items, pronunciation and grammar are also included in songs, which can result in learners gaining new knowledge even when there is direct implication is not intended (Vishnevskaja & Zhou, 2019). Murphey (1992) stated that young learners' listening skills and pronunciation can be improved with the help of songs, which

carries the potential of improving their speaking skills. Moreover, songs are very useful when it comes to learning vocabulary, sentence structures as well as sentence patterns (Murphey, 1992). Millington (2011) stated that teachers tend to overlook pleasure to be an important part of language learning and “songs can add interest to the classroom routine and potentially improve student motivation”. From the gathered information, it is safe to say that not only can songs make learning fun, but they can also help learners acquire English better. The following subsections will discuss how songs can be effective in teaching the different aspects of the English language.

2.5.1 To learn and retain vocabulary

Hatch and Brown (1995) stated that the foundation of language building is vocabulary. Vocabulary is vital when a young learner is acquiring a language as it allows them to express themselves better and understand others as well. Communication will breakdown if an individual has a lack in his/her vocabulary stock (Philips and Walters, 1995). This shows how important it is for a young learner to pick up new vocabulary and more importantly, retain them.

Ma’rifat (2017) found out that the usage of songs can help learners understand vocabulary better in the learning process. According to Li and Brand (2009), Shakerian et al. (2016) and Akbary et al. (2018), they agree that using songs in an English classroom is useful, especially for the acquisition of phrasal verbs. Tomczak and Lew (2019) also agreed that there are positive effects in learning with songs after conducting a research on the acquisition of multi-word units. These studies have shown how versatile songs are in English classrooms.

Besides acquiring new vocabulary, it is equally important, if not more important, to retain those newly acquired vocabulary. Pavia et al. (2019) studied the three types of vocabulary knowledge: spoken-form recognition, form meaning connection and collocation recognition, are affected by songs. They did a test right after the experimental period and

another post-test four weeks later, in order for the vocabulary retention to be central. Shakerian et al. (2016) also did a post-test four weeks after in order to determine how much the learners retained during their incidental vocabulary acquisition. These two groups of researchers agreed that the learning and retaining of new vocabulary are enhanced with songs. A recent study by Lestari and Hardiyanti (2020) further strengthened that claim with an emphasis that results can be further be improved when songs with slow beats are used.

2.5.2 To improve listening

Listening can be defined as an “activity of paying attention to the speaker and trying to find meaning from something that is heard” (Underwood, 1989, as cited in Lestary & Seriadi, 2019). This is one of the most important language skills to pick up as it allows us to comprehend the meaning within any communication, so that we can respond and share with others our ideas (Lestary & Seriadi, 2019). Brown (2001) also stated that “listening is the major component in language learning and teaching because in the classroom, learners do more listening than speaking”. This shows that if the learners are unable to understand what the teacher is teaching, it is impossible for them to learn.

According to Purcell (1992), it can be boring for students to listen to narrations or dialogues on repeat when it comes to picking up new words or phrases in context. However, songs contain rhythm and melody, which makes it less monotonous. According to Saricoban and Metin (2000), students are amused by in-class environments and songs can remove the uncomfortable atmosphere as well as make the learning more enjoyable while a lingual structure is being taught. This is crucial when it comes to teaching young learners. Students can also practice their listening to various forms of intonation and rhythm through songs (Millington, 2011). Moreover, Murphey (1992) stated that “songs work on our short-term and long-term memory”

and they have the ability to leave a lasting impression in us, making teaching English with songs a viable method.

2.5.3 To improve speaking

The spoken English possesses a stress-timed rhythm and these rhythms are quite similar the natural rhythm that most songs have. Since learning new sounds are one of the many things that children love to do, the usage of songs allow these learnings without feeling bored and great for rhythm and stress practices (Millington, 2011). According to Moriya (1988), songs are especially valuable for Asian learners because of how Asian languages differ from the English language. By listening and singing along to the songs, learners will be listening to how the words are pronounced and at the same time, practice their pronunciation as they sing along. According to Ashtiani and Zafarghandi (2015), song-based ESL teaching shows a significant improvement in the learners' speech production. Those that received did not receive musical instructions did not perform as well as those who received musical instructions in the post-test.

2.6 Effects of Songs in The Learning Environment

The management of a classroom and its situations are crucial in determining how successful the process of teaching-learning is. According to Ma'rifat (2017), young learners show a positive response to the teaching of English with songs. The research was conducted using singing activities to teach the young learners and they enjoyed it a lot. The learners who participated in the study also wished that the teacher would continue to teach using songs (Ma'rifat, 2017). Using songs to teach English can also lessen the stress and anxiety that most learners have and motivate them as well (Shakerian et al., 2016). Apart from that, the classroom's atmosphere can be made a little more relaxed and informal by using songs, especially with choral singing (Millington, 2011). Besides the learners, Al-efeshat and

Baniabdelrahman (2020) also found out that teachers found it enjoyable to teach with songs. Therefore, the environment for learning and working can be improved for both the learners and the teachers, further enhancing the teaching-learning process.

2.7 Malaysian English Classrooms

In Malaysia, the language of instruction varies depending on the type of school. As mentioned before, there are three types of public schools in Malaysia: National School, National Chinese Type School and National Tamil Type School. National Schools use the Malay language, National Chinese Type Schools use Mandarin Chinese and National Tamil Type Schools use Tamil respectively. As a consequence, the culture, curriculum, ideas and traditions of different countries such as, Malaysia, China and Indian, heavily influenced how the Malay, Chinese and Tamil schools were formed respectively. In order to maintain the mother tongue of the three major ethnicities in Malaysia, the English language is often overlooked.

Back in 1991, former Prime Minister of Malaysia, Tun Dr. Mahathir bin Mohamad introduced ‘Wawasan 2020’, which translates to ‘Vision 2020’ (Ibrahim, 2008). To summarize Vision 2020, there are nine vision and challenges for Malaysia to achieve as a nation by the year of 2020, with one of them is to prepare students to be future leaders that are going to take responsibility of the future of the nation, humanity and their own, through the combination of the curriculum, content knowledge, learning processes as well as life experiences (Ibrahim, 2008). In order to achieve this, a preliminary report on the “Malaysia Education Blueprint 2013-2025” was created by the Malaysia Ministry of Education (MOE), stating that bilingual proficiency in the Malay language as well as English should be increased (Malaysia Ministry of Education, 2012). As a result, the English language was made to be an important factor in order for Malaysia to move forward as a nation. Instead of seeing English as just a colonial

language, the schools in Malaysia started to see English as more of an “international language of communication” (Malaysias Ministry of Education, 2012, p.10).

Lim (2013) conducted a study to analyze the English classrooms in three different Malaysian primary schools, School M, School C and School T. The analysis was made in the four major aspects of the English language: reading, writing, speaking and listening. The researcher observed that the skill to read at a deeper level was not taught to the students as the teachers were pressured to produce high-achieving exam takers, thus producing students that are only good at studying to answer exam questions. This results in the students lacking the skill to read English at a deeper level. Lim (2013) also noticed that there were not a lot of reading occurring in the Primary 4 and Primary 5 (ten- and eleven-year-olds) classrooms whereas grammar and vocabulary were emphasized a lot. This shows that the strategy to teach young learners how to read depends on vocabulary and grammar building, not on developing reading comprehension, which “revolves around cognitive strategies and skills” (Lim, 2013, p.36). In terms of writing skills, there were lots of writing exercises for the students for School C whereas School M and School T adopts the approach of rote memorization of vocabulary words. Similar to the reading aspect, the teaching of writing in these schools stays on the surface and do not go deep. Most of the writing done were the copying of sentences that are written on the board. In terms of speaking and listening, students in School M and School C were less inclined to talk unless a prompt was given by the teacher whereas students in school T were always ready to speak. The speaking skills of students from School M and School T are limited as their mother tongue will often be mixed with English in their conversations. Students from School C would only speak when they were called by the teacher.

2.8 Universal Grammar (UG) Hypothesis and Interlanguage Theory

One of the most widely used hypothesis in the field of second language acquisition is the Universal Grammar (UG) hypothesis introduced by Chomsky. He saw “language acquisition as more than just social and psychological experiences” and introduced the UG hypothesis as a method to understand how languages are acquired biologically (Friedrichsen, 2020, p.8). According to Menezes (2013), this hypothesis focuses on the brain’s capabilities and believes that the ability of language learning is already programmed in the brain. Chomsky believed that all languages must apply a single grammar and thus, justifying a child’s ability to acquire any language that he or she is exposed to during his or her early years (Pinker, 1984). The languages of the world may be seen to have similar grammar structures, hence the term ‘universal grammar’.

Menezes (2013) also mentioned that Chomsky did not believe in the fact that environmental factors are adequate to describe language acquisition since an individual’s output does not reflect what he or she got during input and what an individual received can be lesser than what he or she outputs. Furthermore, Menezes (2013) claimed that in order for one to acquire and learn his or her first language, one does not need explicit instructions on grammar and thus, biologically, one does not need explicit instructions and large amounts of social experiences for him or her to pick up a second language. Chomsky also explained this phenomenon as the innate UG being used to give an explanation to understand what is beyond the received inputs (White, 2007). Hence, justifying how a child can acquire languages during his or her early years.

The interlanguage theory suggests that an individual’s use of a temporary language to bridge his or her second language is to his or her knowledge and use of first language (Gitsaki, 1998). Ipek (2009) explained interlanguage as a form of grammar which changes all the time

as an individual goes through the process of language acquisition and the rules of the language are applied. This theory was introduced by Selinker in 1972 to apply to adults that were going through second language acquisition as their innate UG were not accessible after puberty (Tarone, 2012).

2.9 Research Gap

There are lots of research that studied how teaching with songs can be effective in teaching the English language in different types of classrooms. However, the results and findings of those studies cannot be generalized due to the different background and culture of a certain location. There is also very little research on the use of songs in the Malaysian context. Hence, this research aims to find out if Malaysian English teachers are even aware of the usage of songs and its advantages before songs can even be integrated into the teaching syllabi.

RESEARCH METHODOLOGY

3.1 Introduction

This chapter will introduce the different aspects of how this research was conducted. The aspects that will be mentioned in this chapter are what instruments are used, who are the target participants, how the data were collected and analyzed.

3.2 Research Instrument

The main research instrument involved in this research will be questionnaires in the form of Google Forms. The questionnaire would comprise of questions regarding the advantages of using songs to teach English, how aware are the teachers towards using songs to teach primary school students and the aforementioned benefits as well as how inclined are they to songs to teach in the coming future. The questionnaire would first inform participants of the aim of this research, their rights and assurance of confidentiality, the contact info of the researcher and an informed consent before the participants get to the questions. The questions in the questionnaire are based on a 4-point Likert Scale.

3.3 Participants

The targeted participants of this study are Malaysian English teachers and the targeted number of participants are a minimum of 50 in order for the results to be as accurate as possible. Only teachers from Malaysian public primary schools were allowed to participate in the research to keep the results as consistent as possible.

3.4 Data Collection

The data would be collected via a quantitative method and from Google Form questionnaires. Due to the global Covid-19 pandemic, physical interactions are not encouraged in order to help curb the transmission of the virus. Hence, this research will not involve the use of physical questionnaires and they will be distributed via an internet link. The link can be sent around and distributed via platforms such as WhatsApp.

3.5 Data Analysis

The questions are based on a 4-point Likert Scale for the ease of analysis as the questionnaire does not provide the participants with a neutral ground. The collected data would be analyzed using Microsoft Excel. It would be transferred into statistics and converted into pie charts and bar charts for easier observation.

3.6 Summary

In a nutshell, this research is conducted via a quantitative method. The instrument that would be used are questionnaires in the form of Google Forms. No physical questionnaires are handed out due to the Covid-19 pandemic. A minimum of 50 Malaysian primary school teachers are the targeted participants for this study. The collected data will be analyzed using Microsoft Excel and the data will be transferred into statistics and converted into pie charts and bar charts.

RESULTS AND FINDINGS

4.1 Introduction

The findings of this study will be highlighted in this chapter. This chapter will also attempt to provide sufficient explanations on the data gathered by a 4-week survey on Malaysian English teachers' perception on using songs in teaching English to young learners.

The data that was collected from the survey over the course of four weeks have been automatically tabulated and transposed by Google Forms into pie charts and bar charts for the ease of viewing and analysis. The questions in the survey were tailored to answer the research questions of this study:

1. What are the benefits of using songs in the classroom?
2. What do Malaysian English teachers think about the effectiveness of using songs in teaching English to young learners?

4.2 Descriptive Data from Survey

The survey was distributed online via Google Forms and the target participants were Malaysian primary school English teachers. A total of 52 responses were collected with a target number of 50 participants.

4.2.1 Participant Demographic Profiles

4.2.1.1 Biological Sex

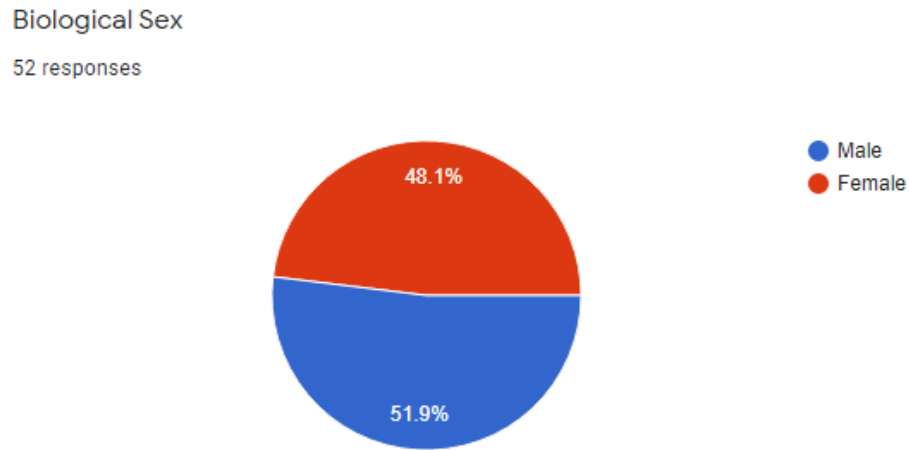


Figure 1 Biological Sex of Participants

Figure 1 shows the percentage of the biological sex of those who participated in this research study. 51.9% of the participants (27 out of 52) who participated in this study are males whereas 48.1% of them are females (25 out of 52).

4.2.1.2 Age Range of the Participants

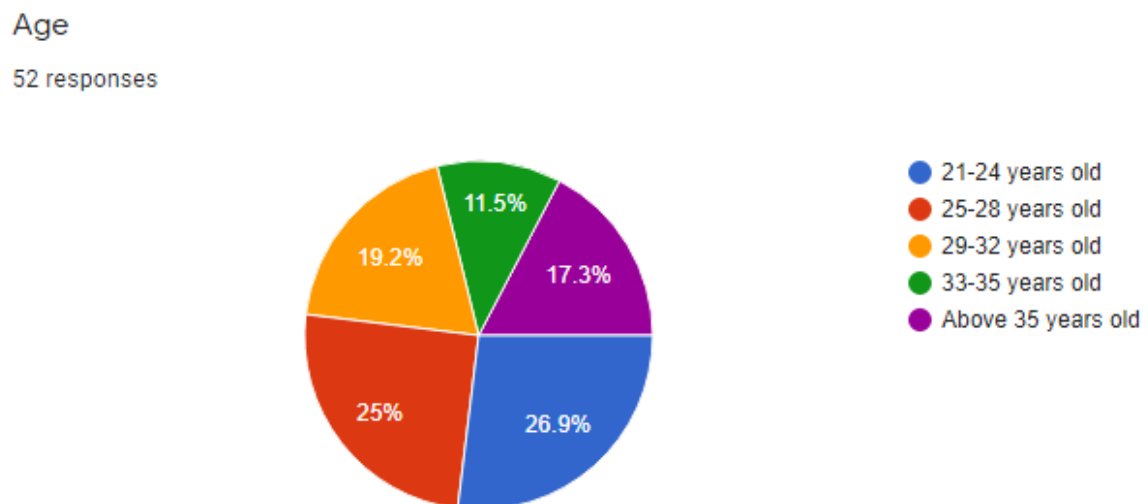


Figure 2 Age Range of the Participants

Figure 2 shows the age range of the participants of this research study. The data collected shows that most of the participants are between the age of 21 to 24 at 26.9% (14 out of 52). 25% of them are between the age range of 25 to 28 at 25% (13 out of 52). Those who are between 29 to 32 years old holds 19.2% (10 out of 52) of the participants whereas those who are of 33 to 35 years of age hold 11.5% (6 out of 52). Finally, 17.3% (9 out of 52) of the participants are above 35 years old.

4.2.1.3 Ethnicity of the Participants

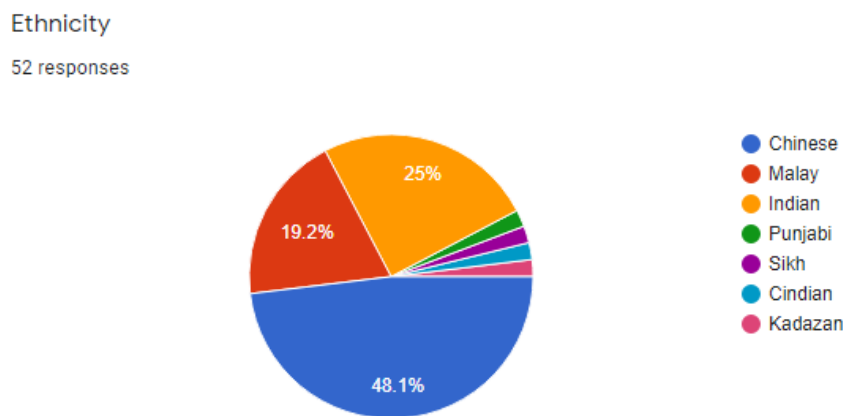


Figure 3 Ethnicity of the Participants

Figure 3 shows participants that are of different ethnicities who participated in this research study. The majority of participants are Chinese at 48.1% (25 out of 52), followed by Indian participants who hold 25% (13 out of 52) and Malay participants hold 19.2% (10 out of 52). Other participants that are not of the three major ethnicities in Malaysia that took part in this study include Punjabi, Sikh, Cindian as well as Kadazan. Each of them holds 1.9% (1 out of 52) of the participants.

4.2.1.4 Years of Teaching Experience

Teaching Experience

52 responses

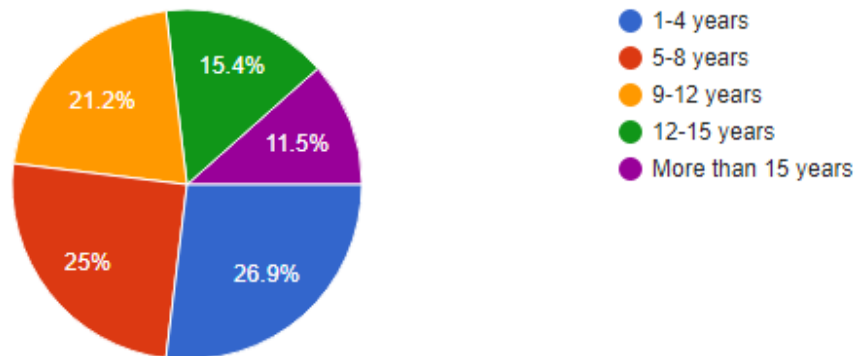


Figure 4 Years of Teaching Experience

Figure 4 above shows the different range of years of teaching experience of the participants. Participants with the range of one to four years of teaching experience holds 26.9% (14 out of 52), followed by those that have five to eight years who hold 25% (13 out of 52) of the participants. Participants with nine to twelve years hold 21.2% (11 out of 52) participants whereas those with 12 to 15 years of teaching experience hold 15.4% (8 out of 52). Last but not least, participants with more than 15 years of experience hold 11.5% (6 out of 52).

4.2.2 RQ1: What are the benefits of using songs in the classroom?

This section will attempt to answer the first research question and provide an insight on what the Malaysian English primary school teachers think about the benefits of using songs in the classroom. Besides that, this section will also show if the teachers are aware of using songs and how often they use them to teach.

4.2.2.1 Awareness towards the usage of songs

1. I am not aware towards the usage of songs to teach English.

52 responses

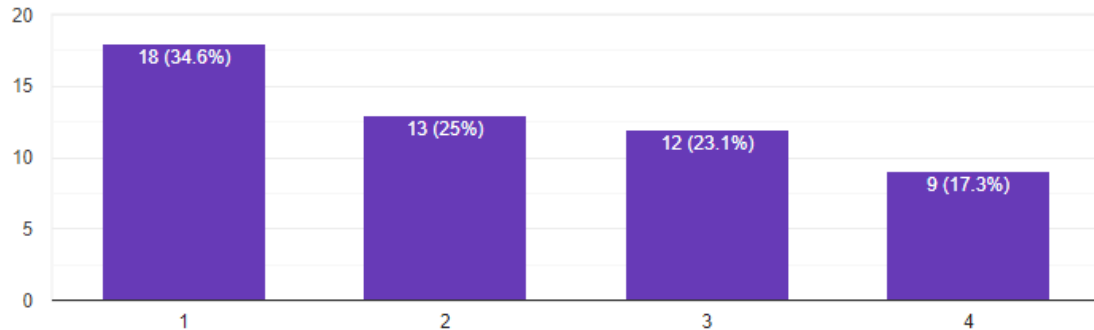


Figure 5 Teachers Awareness Towards the Usage of Songs to Teach English

Figure 5 shows how aware are the teachers towards the usage of songs to teach English to young learners. The majority of participants at a total of 59.6% (31 out of 52) reported that they are aware of the usage of songs to teach English. Out of the 59.6%, 34.6% (18 out of 52) of participants strongly disagree in not beware of using songs whereas 25% (13 out of 52) disagree. The remaining 40.4% (21 out of 52) of participants agree that they are not aware of the usage of songs. 23.1% (12 out of 52) of the 40.4% report that they agree of not being aware whereas 17.3% (9 out of 52) report that they strongly agree of not being aware.

4.2.2.2 Frequency of using songs to teach in classrooms

2. I often use songs to teach English in the classroom

52 responses

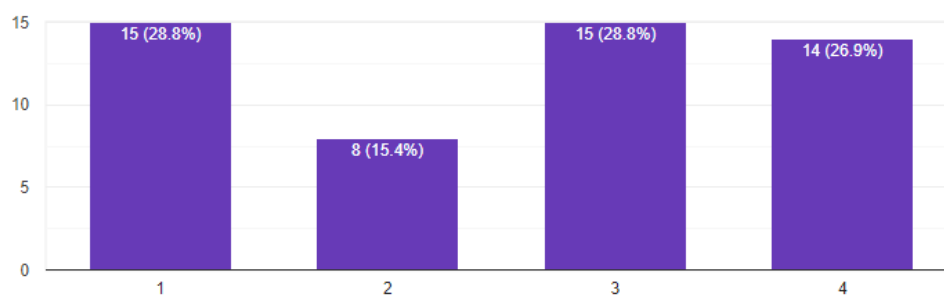


Figure 6 How often teachers use English to teach in the classroom

Figure 6 shows that 28.8% (15 out of 52) of the participants often use songs to teach English to young learners while 26.9 (14 out of 52) of the participants use them even more often while teaching. 28.8% (15 out of 52) of the participants do not really use songs while teaching with the remaining 15.4% (8 out of 52) seldom teach with songs.

4.2.2.3 Do teachers think that songs are effective in teaching vocabulary?

3. I think that songs are effective in helping young learners' pick up and retain new vocabulary.

52 responses

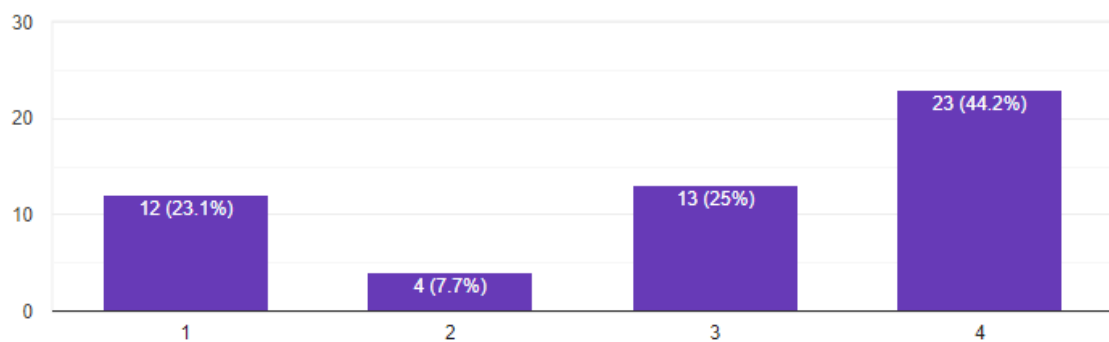


Figure 7 Teachers' opinions on the effectiveness of teaching vocabulary with songs

Figure 7 shows that the majority of the participants strongly agree that songs are effective when it comes to teaching vocabulary, making up a total of 44.2% (23 out of 52) of the participants. Another 25% (13 out of 52) also agree that songs are effective when it comes to teaching vocabulary. 23.1% (12 out of 52) of the participants highly disagree that teaching vocabulary with songs are effective and the smallest minority, making up 7.7% (4 out of 52) disagrees as well.

4.2.2.4 Do teachers think that young learners can effectively improve their speaking skills with songs?

4. I think that songs are effective in improving young learners' speaking skills.

52 responses

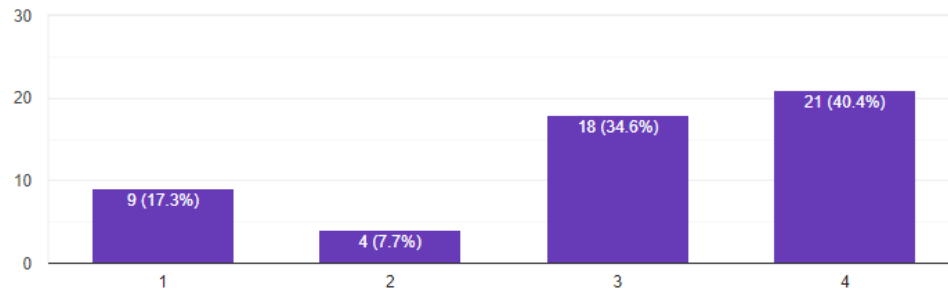


Figure 8 Teachers' opinions on the effectiveness of songs in helping young learners improve their speaking skills

A high majority of the total participants agree that songs are effective in helping young learners improve their speaking skills, with 40.4% (21 out of 52) strongly agreeing and 34.6% (18 out of 52) agreeing. 17.3% (9 out of 52) of the participant strongly disagree and only 7.7% (4 out of 52) disagree that songs are effective in improving young learners' speaking skills.

4.2.2.5 Do teachers think that songs can effectively improve young learners' listening skills?

5. I think that songs are effective in improving young learners' listening skills

52 responses

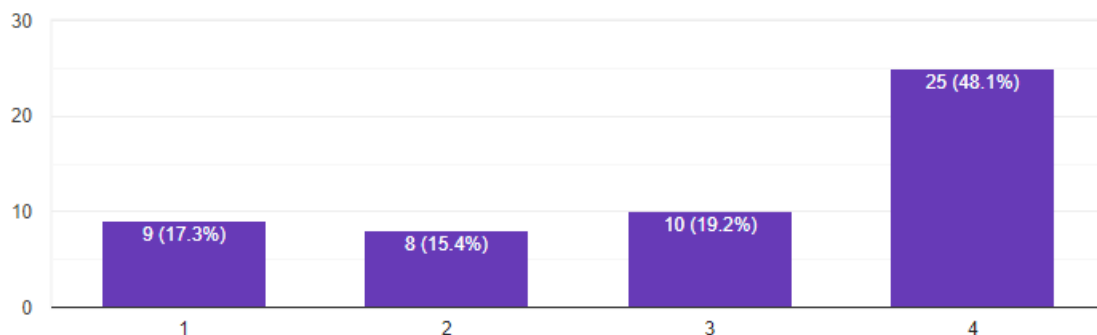


Figure 9 Teachers' opinions on the effectiveness of songs in helping young learners improve their listening skills

Almost half of the total participants, at 48.1% (25 out of 52) strongly agrees that songs are effective in improving young learners' listening skills. Another 19.2% (10 out of 52) agrees with that statement as well. 17.3% (9 out of 52) strongly disagrees and 15.4% (8 out of 52) disagrees with the statement.

4.2.2.6 Do teachers think that songs can motivate young learners to learn English?

6. I think that songs can motivate young learners to learn English

52 responses

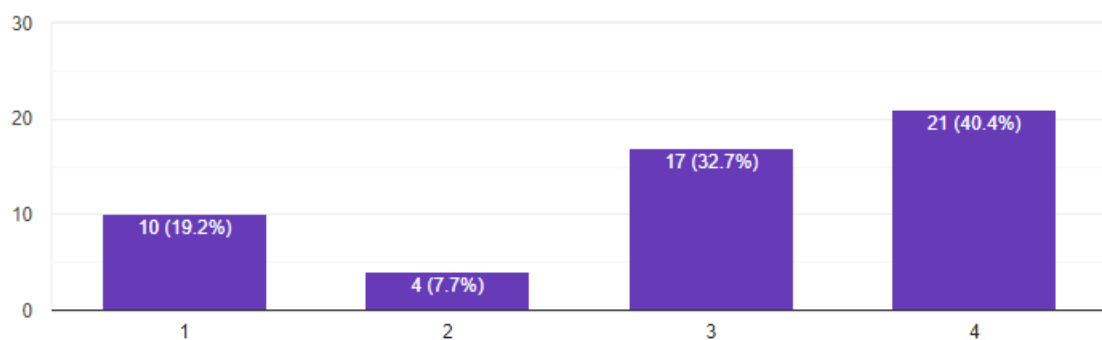


Figure 10 Teachers' opinions on whether songs can motivate young learners to learn English

19.2% (10 out of 52) of the participants strongly disagrees and 7.7% (4 out of 52) of the participants disagrees that songs can increase young learners' motivation to learn English. However, the highest majority that makes up 40.4% (21 out of 52) of the participants are those that strongly agrees, followed by 32.7% (17 out of 52) of them who agrees.

4.2.2.7 Do teachers think that songs can help young learners be less anxious in the classroom?

7. I think that songs make young learners less anxious in the classroom.

52 responses

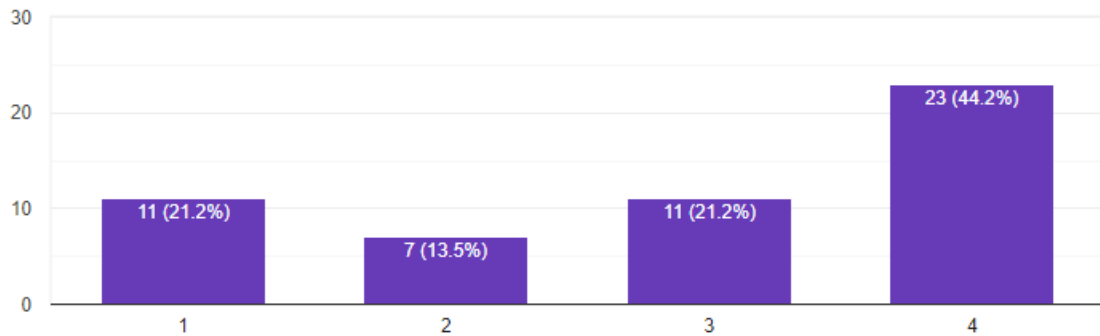


Figure 11 Teachers' opinions on whether songs can make young learners less anxious in the classroom

The majority of the participants strongly agree that songs can make young learners be less anxious while learning English in the classroom and they make up 44.2% (23 out of 52) of the participants. Those who agree and strongly disagree both make up 21.2% (11 out of 52) of participants. Only 13.5% (7 out of 52) of participants disagree that songs can help young learners be more relaxed in classrooms.

4.2.2.8 Do teachers think that young learners can feel less stress when they learn English with songs?

8. I think that songs can reduce the stress that young learners have when learning English.

52 responses

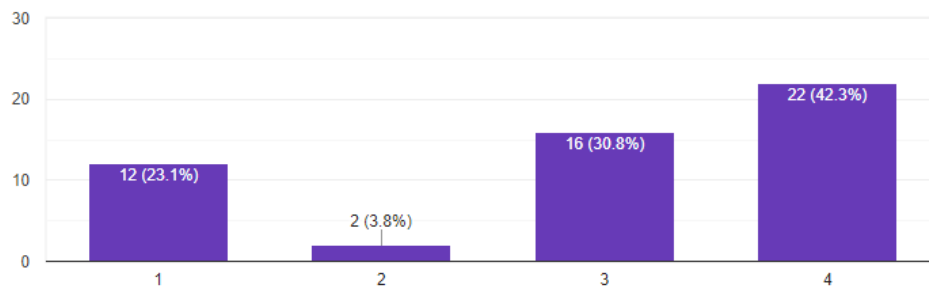


Figure 12 Teachers' opinions on whether songs can make young learners feel less stress when learning English

Figure 12 shows that only 3.8% (2 out of 52) of the participants disagree where as 23.1% (12 out of 52) strongly disagree that songs can reduce the stress that young learners have when learning English. On the other hand, the majority of participants with 42.3% (22 out of 52) and 30.8% (16 out of 52) of them strongly agreeing and agreeing respectively.

4.2.2.9 Do teachers think that using songs can improve the learning environment of the classrooms?

9. I think that songs can lighten the mood and brighten up the atmosphere in the classroom.

52 responses

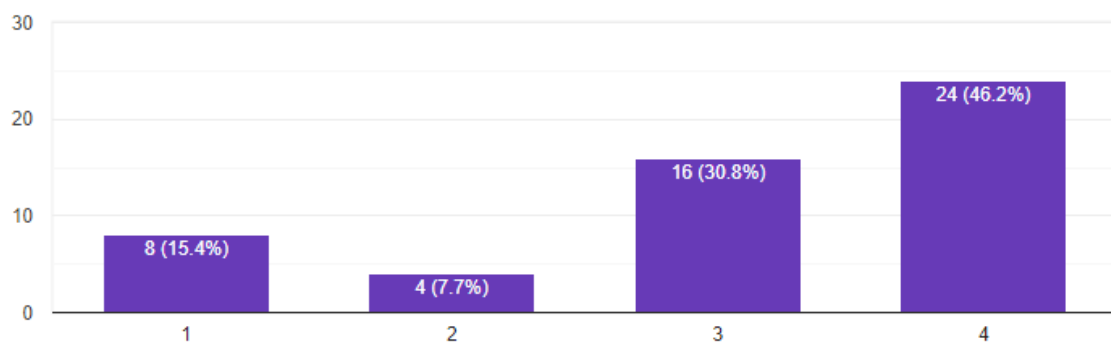


Figure 13 Teachers' opinions of whether songs can improve the atmosphere of classrooms

The data in Figure 13 depicts that only 15.4% (8 out of 52) and 7.7% (4 out of 52) of the total participants strongly disagree and disagree that songs can lighten the mood and brighten up the atmosphere in the classroom. But 46.2% (24 out of 52) strongly agrees with that statement, followed by 30.8% (16 out of 52) that agrees.

4.2.2.10 Do teachers think young learners will find it more enjoyable to learn with songs?

10. I think that teaching English with songs are enjoyable for the young learners.

52 responses

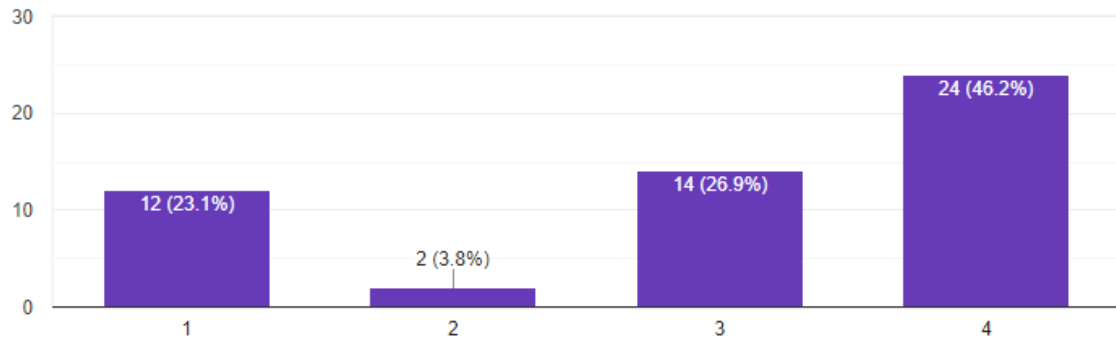


Figure 14 Teachers' opinions on whether songs make learning English more enjoyable for young learners

Figure 14 shows that 46.2% (24 out of 52) strongly agree and 26.9% (14 out of 52) agree that young learners will find it enjoyable to learn English with songs. Only 3.8% (2 out of 52) disagree and 23.1% (12 out of 52) strongly disagrees with the statement.

4.2.2.11 Do teachers find it enjoyable to teach English with songs?

11. I think that teaching English with songs are enjoyable for the teachers.

52 responses

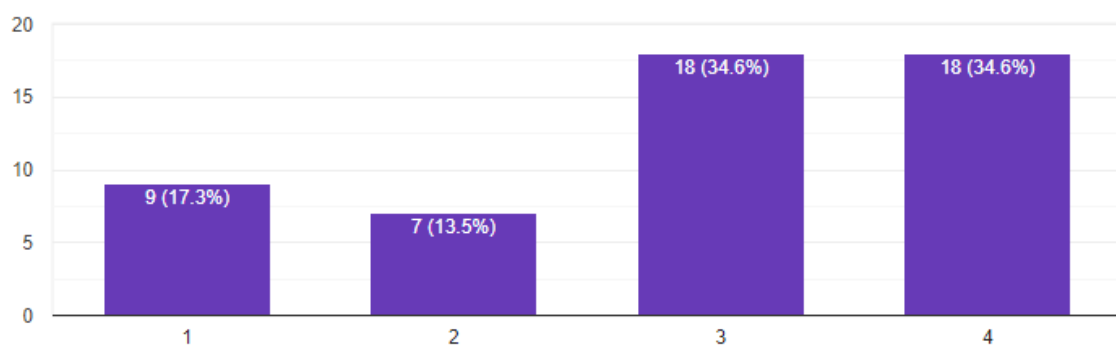


Figure 15 Teachers' opinion on whether they find it enjoyable use songs to teach English

Figure 15 shows that teachers that strongly agree and agree it is enjoyable to teach English with songs both make up 34.6% (18 out of 52) of the participants whereas 17.3% (9 out of 52) of

participants strongly disagree that it is enjoyable for teachings to teach with songs. Lastly, 13.5% (7 out of 52) of the participants disagree as well.

4.2.3 RQ2: What do Malaysian English teachers think about the effectiveness of using songs in teaching English to young learners?

4.2.3.1 Are teachers willing to integrate songs into the young learners' teaching syllabi?

1. I am willing to integrate songs into the young learners' teaching syllabus

52 responses

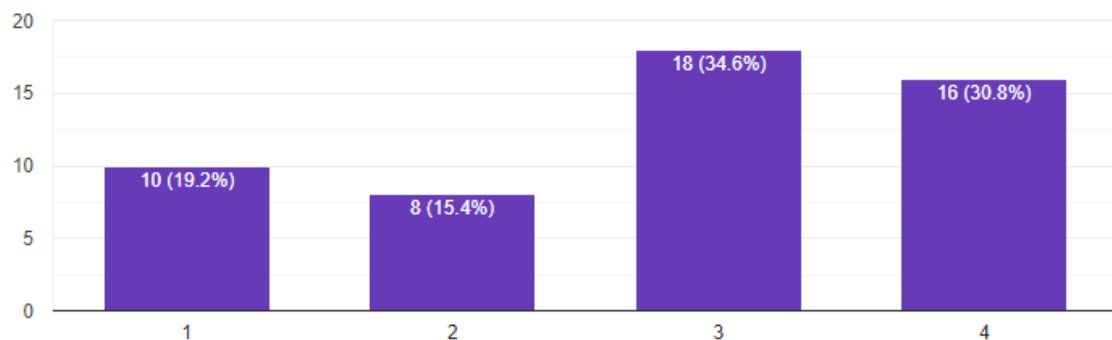


Figure 16 Teachers' willingness to integrate songs into young learners' syllabus

The figure above shows that 30.8% (16 out of 52) of participants show strong willingness to integrate songs into the young learners' teaching syllabi while 34.6% (18 out of 52) agree to doing so. This makes up the majority of the participants at 65.4% (34 out of 52). On the other hand, 19.2% (10 out of 52) participants strongly disagree to integrating songs into the young learners' teaching syllabi and 15.4% (8 out of 52) participants disagree.

4.2.3.2 Are teachers willing to teach vocabulary by sing songs?

2. I am willing to use songs to teach vocabulary.

52 responses

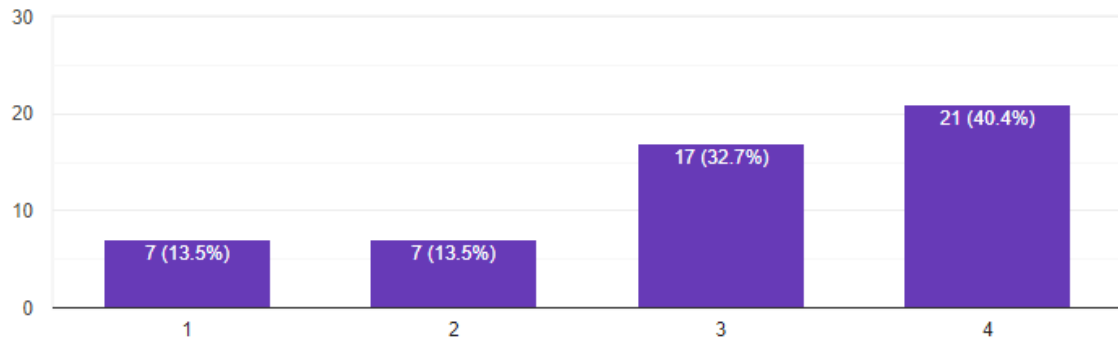


Figure 17 Teachers' willingness to use songs to teach vocabulary

Figure 17 shows if the participants are willing to use songs to teach vocabulary. The majority of the participants show willingness to use songs to teach vocabulary with a total of 73.1% (38 out of 52). 40.4% (21 out of 52) strongly agree and 32.7% (17 out of 52) agree. Those who strongly disagree and disagree share the same percentage at 13.5% (7 out of 52), which makes up a total of 27% (14 out of 52).

4.2.3.3 Are teachers willing to use songs when it comes to helping young learners improve their speaking skills?

3. I am willing to use songs to help young learners improve their speaking skills.

52 responses

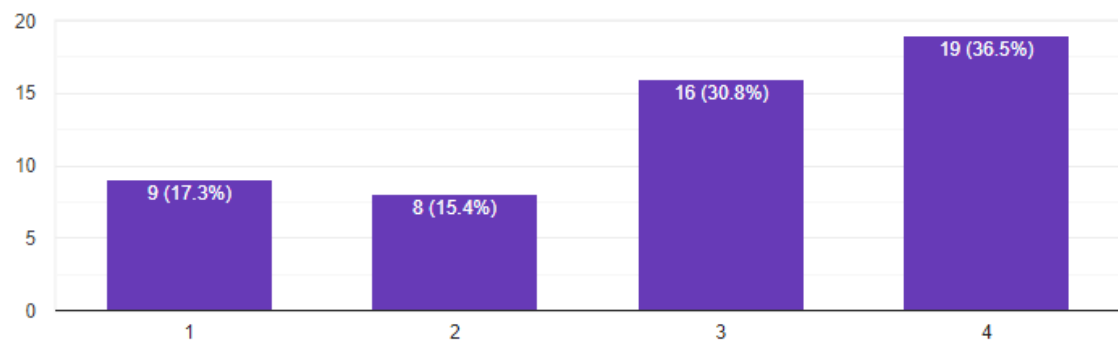


Figure 18 Teachers' willingness to use songs to help young learners improve their speaking skills

36.5% (19 out of 52) of the participants strongly agree that they are willing to use songs to help young learners improve their speaking skills and 30.8% (16 out of 52) agree to it as well. In contrast, 17.3% (9 out of 52) of participants show very low willingness to use songs in helping young learners improve their speaking skills and 15.4% (8 out of 52) disagree as well.

4.2.3.4 Are teachers willing to home young learners hone their listening skills with songs?

4. I am willing to use songs to hone the young learners' listening skills.

52 responses

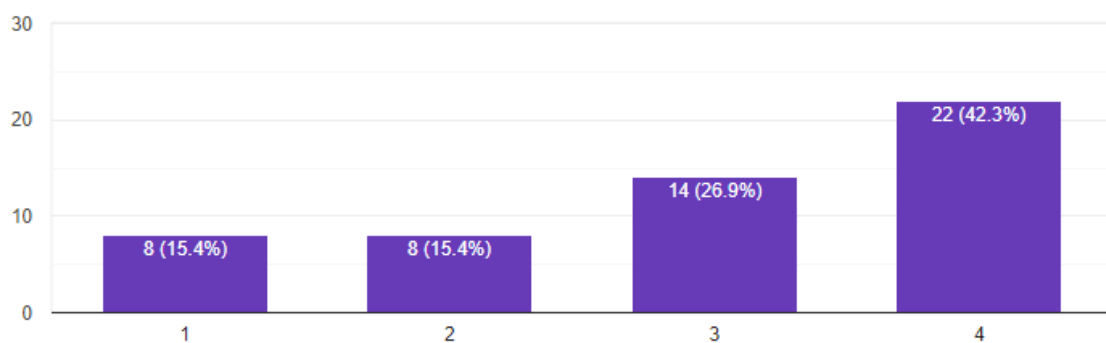


Figure 19 Teachers' willingness to use songs to hone young learners' listening skills

Teachers that are not willing to use songs to hone the listening skills of young learners share the same percentage at 15.4% (8 out of 52), which totals up to 30.8% (16 out of 52) of the total participants whereas a total of 69.2% (36 out of 52) of the participants are willing to do so with 42.3% (22 out of 52) strongly agreeing and 26.9% (14 out of 52) agreeing.

4.2.3.5 Do teachers intend to start or continue to use songs to teach in the future?

5. I intend to start or continue using songs to teach in the future.

52 responses

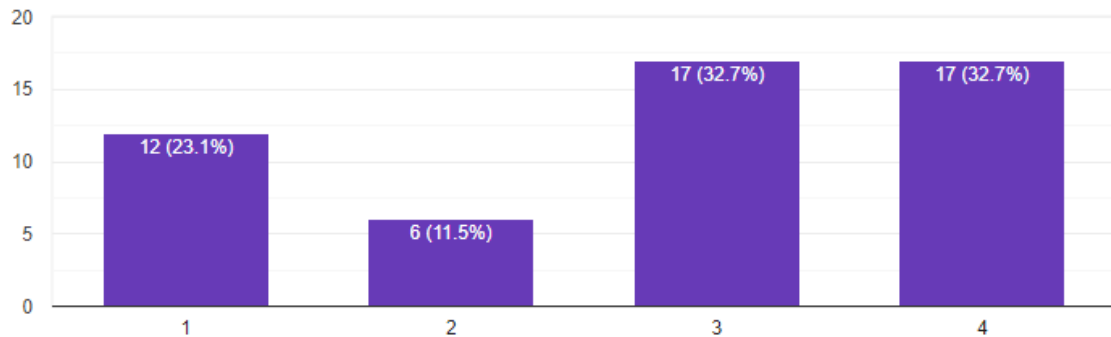


Figure 20 Teachers' intentions to start or continue using songs to teach in the future

Figure 20 shows that the participants who intend to start or continue to use songs to teach English in the future share the same percentage at 32.7% (17 out of 52), which totals up to 65.4% (34 out of 52) of participants. 23.1% (12 out of 52) of participants strongly disagree and 11.5% (6 out of 52) disagree to any intentions of starting or continuing to use songs to teach in the future.

4.2.3.6 Do teachers prefer to use songs to teach or stick to the traditional teaching method to teach English?

6. I am not willing to use songs to teach and prefer to stick to the traditional teaching method to teach English.

52 responses

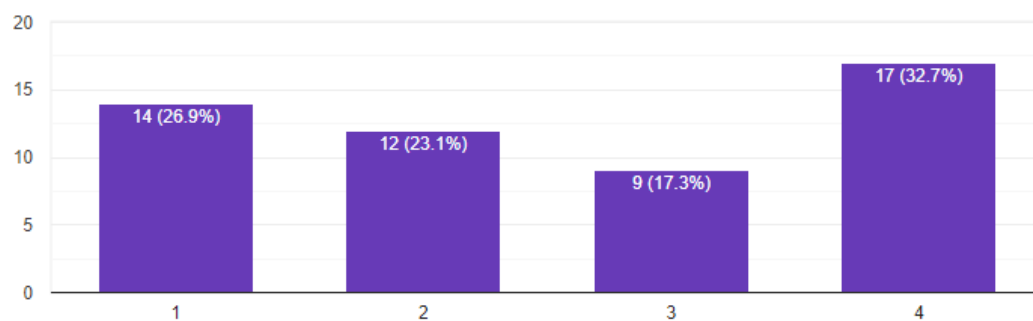


Figure 21 Teachers' preference on whether to use songs or the traditional teaching method to teach English

Last but not least, Figure 21 shows if teachers would rather stick to the traditional teaching method to teach English. Surprisingly, half of the participants prefer to use songs and the other half would rather stick to the traditional teaching method. 32.7% (17 out of 52) strongly agree and 17.3% (9 out of 52) agree that they rather stick to the traditional teaching method whereas 26.9% (14 out of 52) show strong willingness to use songs and 23.1% (12 out of 52) are willing to use songs to teach in the future.

4.3 Summary of Findings

The findings from the survey show that the majority of the teachers are aware and acknowledge the benefits of using songs to teach English to young learners. The majority are also willing to use songs to teach vocabulary as well as help young learners improve their speaking and listening skills.

DISCUSSION AND CONCLUSION

5.1 Discussion

This chapter will further discuss the results of the survey and its relationships with claims made by past researchers. This research study consists of two objectives: 1) to investigate if Malaysian English teachers are aware of the benefits of using songs to teach English and 2) to find out if Malaysian English teachers agree to the use of songs in the classroom. According to the data that was collected, both research objectives have been fulfilled. More than half of the participants are aware and agree to the benefits of using songs to teach English to young learners. Besides that, more than half of the participants are also aware of the usage of songs and often use them when teaching.

First of all, 36 out of 52 (69.2%) participants agreed that using songs to teach English vocabulary is very effective for the learners to help them not only pick up new vocabulary but also to retain them. The perceptions of these teachers go in line with the results obtained in the research done by Pavia et al. (2019) as well as Shakerian et al. (2016). Furthermore, a total of 39 out of 52 (75%) participants agree to the fact that songs are effective in helping young learners improve their speaking skills. The results obtained by Ashtiani and Zafarghandi (2015) goes hand-in-hand with the teachers' perception on how effective songs are when it comes to helping young learners improve their speaking skills. A large majority of 35 out of 52 (67.3%) participants agree that using songs in the classroom can effectively improve the young learners' listening skills. The teachers' perception of the effectiveness of songs on improving young learners' listening skills as they can practice listening to a wide variety of different intonation and rhythm through songs (Millington, 2011).

Majority of the teachers who participated in this survey also agreed that using songs to teach English can have positive effects on the learning environment. 34 out of 52 (65.4%)

participants agree that using songs in the English classroom can make young learners less anxious and 38 out of 52 (73.1%) participants agree that songs can also reduce the stress that young learners have when learning English. These findings align with the claim that Shakerian et al. (2016) made. Besides that, Shakerian et al. (2016) claimed that using songs can motivate young learners to pick up English and 38 out of 52 (73.1%) of participants agree to that claim as well. Also, 40 out of 52 (77%) teachers agree that songs can lighten the mood in the classroom and make it less formal, which goes in line with Millington's (2011) claim. Last but not least, 38 out of 52 (83.1%) teachers agree that teaching English with songs make learning more enjoyable for the young learners and 36 out of 52 (79.2%) teachers agree that songs can make teaching more enjoyable for the teachers too. These findings correspond to the claims made by Ma'rifat (2017) as well as Al-efeshat aand Baniabdelrahman (2020). To conclude, Malaysian primary school English teachers are aware of the benefits of teaching English with songs.

The second research objective was to find out if Malaysian primary school English teachers agree to using songs in the classroom. Firstly, there are 34 out of 52 (65.4%) teachers who are willing to integrate songs into the young learners' teaching syllabi. Secondly, 38 out of 52 (73.1%) teachers show the willingness to use song when teaching vocabulary. In addition, 35 out of 52 (67.3%) teachers agree to use songs to help young learners improve their speaking skills and fourthly, in order to help hone young learners' listening skills, 36 out of 52 (69.2%) teachers are willing to use songs in order to achieve that purpose. In correspondence to the effectiveness of using songs in an English classroom, the conclusion that most teachers do acknowledge the fact that songs are effective when it comes to teaching English to young learners is further strengthened. However, it is quite surprising to see that almost half, 44.2% of the participants do not use songs often to teach although they are aware and agree to the benefits of using songs to teach English. Moreover, 34 out of 52 (65.4%) teachers intend to

either start or to continue using songs to teach young learners. However, there are 26 out of 52 (50%) teachers who would prefer to stick to the traditional teaching method instead of using songs. As a result, the second research objective was fulfilled.

In a nutshell, most teachers are aware and agree to how using songs are effective when it comes to teaching English to young learners. In addition to that, most teachers agree to use songs to help young learners improve their English in terms of their vocabulary, speaking skills and listening skills.

5.2 Implications

As mentioned in previous chapters, English is one of, if not the most important language to pick up as it is the world's lingua franca and is the most used language when it comes to international communications. Because of this, it makes picking up the English language from a young age all the more important. It was also reported that Malaysia's English proficiency trend has been steadily dropping throughout the years. Although results show that the majority of English teachers in Malaysia seem to be aware of the benefits of using songs in the classroom, it is safe to assume that there are still quite a number of teachers who do not use them as 50% of the participants reported that they would rather stick to the tradition teaching method, which is the more grammar-structured approach that most Malaysian schools have adopted (as cited by D'Silva, 2019).

This research would heavily benefit primary school English teachers as it sheds light on the benefits of using songs to teach the different aspects of English, such as vocabulary, speaking and listening. Furthermore, this can help to inspire teachers to start coming up with innovative and creative ideas to make learning more effective, interesting and enjoyable for young learners through songs as well as motivate them to pick up the language, especially when classes are mostly online during this Covid-19 pandemic. This research can also help to raise

awareness among Malaysian English teachers towards the usage of songs, how effective they are in classrooms and encourage them to start implementing them in their teaching syllabi as soon as possible. Apart from that, it is also important for teachers to realize that it is important to not only produce students who ace in their exams but to also produce students who are good at using the language on a daily basis.

This research would benefit future researchers who also plan to study usage of songs in primary school English classrooms. The results obtained from this study has shown the perception of Malaysian primary school English teachers towards the usage of songs in the classroom. This gives future researchers an insight on what current teachers think about the usage of songs when teaching English to young learners, especially in the Malaysian primary school context. One of the biggest findings in this research is that although the majority of teachers who participated in this study are aware of the benefits of songs and intend to start or continue using songs while teaching, only half of the sample size would rather stick to the traditional teaching method. Future researchers can use this information and focus on why some English teachers in Malaysia still prefer to use the traditional grammar-structured approach to teach the language.

5.3 Limitations and Recommendations

This study is not without its weakness and one of the biggest limitations in this study is the small sample size. There are thousands of English teachers who teach at the primary level in Malaysia but this study only surveyed 52 of them. Because of this, it makes generalizing the population of Malaysian primary school English teachers very difficult. It is highly recommended for future researchers to use a bigger sample size for future research of the same field. Apart from this, this study does not study teachers who are from different schools. The way teachers teach in public schools may differ to those who teach in private institutions. The

different examinations adopted by different schools may affect the teachers' teaching methods as well. The age range of the teachers who participated in this study is also very wide, from the age of 21 to 35 and above. Teachers of different ages may have different reasons on why they choose a specific method to teach. All of these limitations can be rectified by doing research that are more refined to investigate the different factors.

Another limitation that this study has is that the findings are all only teachers' perceptions towards the usage of songs in the English classroom. In order to find out if using songs in Malaysian English classroom are as effective as prior research suggests, a long-term study needs to be done where songs are used to teach young learners in Malaysia. A study similar to Ashtiani and Zafarghandi (2015) can be conducted where the students' pre-test and post-test performance are documented to study if songs are effective and enjoyable for Malaysian young learners.

Last but not least, this study was conducted during the Covid-19 pandemic. The ways teachers teach online may differ from the way they teach in a physical classroom. A research on the teaching methods during online classes and in a physical class can be conducted in order to overcome this limitation.

5.4 Conclusion

In a nutshell, this chapter has discussed the possible implications of this research and how Malaysian primary school English teachers can make learning more effective for young learners through the usage of songs. The limitations of this study were covered and recommendations for future studies of the same field were provided as well. To conclude, this research was conducted to find out if the primary school English teachers in Malaysia are aware of the benefits of songs while teaching English as well as if they agree to the usage of them in classrooms. The findings show that most teachers are aware of the benefits of how songs can

be effective in teaching the various aspects of English, such as vocabulary, speaking and listening skills as well as improve the learning environment and atmosphere to make learning more interesting and enjoyable for both students and teachers alike. Last but not least, the findings show although majority of the teachers agree that they intend to start or continue using songs to teach, 50% of them would rather stick to the traditional method of teaching English.

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APPENDIX

Appendix 1: Questionnaire

Malaysian English Teachers' Perception on Using Songs in Teaching English to Young Learners

Dear respondent,

I am an undergraduate student of Bachelors of Art (HONS) English Language, University Tunku Abdul Rahman (UTAR), Kampar Campus. The purpose of this survey is to conduct a research to investigate Malaysian English teachers' perception on using songs in teaching English to young learners and if they are willing to teach with songs in the future. Please answer ALL questions in ALL sections to the best of your knowledge. There are no wrong responses to any of these statements. It would take approximately 5 minutes to complete this form. All responses are collected for academic purposes only and will be kept confidential.

Participating in this research is completely voluntary. You are allowed to change your mind and stop filling this survey at any time. This questionnaire is completely anonymous and hence, the responses will not be traceable back to any participants. All information collected will be strictly confidential and will only be used for the purpose of this study.

If there are any doubts or issues with the contents of this survey, feel free to contact me via email at seowboy96@utar.my or WhatsApp at 012-9172509.

Your participation is very much appreciated. Thank you!

I have been informed about the purpose of this study and I give my consent to participate in this survey. (Note: You may proceed to the next section if you checked 'Yes'. You may leave this webpage if you do not wish to check the 'Yes' box. Thank you for your time and cooperation.) *

☐ Yes

Demographic Profile



Description (optional)

Biological Sex *

Choose only one option.

- ☐ Male
- ☐ Female

Age *

Choose only one option.

- ☐ 21-24 years old
- ☐ 25-28 years old
- ☐ 29-32 years old
- ☐ 33-35 years old
- ☐ Above 35 years old

Ethnicity *

Choose only one option

- ☐ Chinese
- ☐ Malay
- ☐ Indian
- ☐ Other...

Teaching Experience *

- ☐ 1-4 years
- ☐ 5-8 years
- ☐ 9-12 years
- ☐ 12-15 years
- ☐ More than 15 years

What are the benefits of using songs in the classroom?



This section seeks to find out what do Malaysian English teachers about the benefits of using songs to teach in the classroom.

1. I am not aware towards the usage of songs to teach English. *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2. I often use songs to teach English in the classroom *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3. I think that songs are effective in helping young learners' pick up and retain new vocabulary. *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

4. I think that songs are effective in improving young learners' speaking skills. *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

5. I think that songs are effective in improving young learners' listening skills *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

6. I think that songs can motivate young learners to learn English *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

7. I think that songs make young learners less anxious in the classroom. *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

8. I think that songs can reduce the stress that young learners have when learning English. *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

9. I think that songs can lighten the mood and brighten up the atmosphere in the classroom. *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

10. I think that teaching English with songs are enjoyable for the young learners. *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

11. I think that teaching English with songs are enjoyable for the teachers. *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

What do Malaysian English teachers think about the effectiveness of using songs in teaching English to young learners?



This section aims to find out if Malaysian English teachers are willing to use songs to teach the various aspects of English.

1. I am willing to integrate songs into the young learners' teaching syllabus *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2. I am willing to use songs to teach vocabulary. *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3. I am willing to use songs to help young learners improve their speaking skills. *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

4. I am willing to use songs to hone the young learners' listening skills. *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

5. I intend to start or continue using songs to teach in the future. *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

6. I am not willing to use songs to teach and prefer to stick to the traditional teaching method to teach English. *

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree