

**Employment of Music in Teaching English Grammar:
Private School Students of the Fourth Grade of
Greek Orthodox Schools/ Madaba**

توظيف الموسيقى في قواعد اللغة الإنجليزية:
طلاب المدارس الخاصة للصف الرابع من مدارس الأرثوذكسية في مادبا

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**A Thesis Submitted in Partial Fulfillment for the Master's Degree in
English Language and Literature**

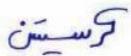
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Authorization

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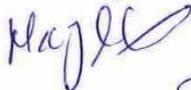
Thesis Committee Decision

This thesis "Employment of Music in Teaching English Grammar: Private School Students of the Fourth Grade Greek Orthodox Schools/ Madaba", was discussed and certified on 21 /1 /2019.

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Dedication

To my beloved family ... who have borne all my actions during writing this thesis.

This thesis is dedicated to all people who helped me to face all the obstacles and believed that for each beginning there is an incredible end.

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Abstract

This study aims at highlighting the employment of music in teaching English courses. The study raises the following questions:

1. Is it possible to use music in the process of teaching English?
2. What are the effects of adopting music inside the classroom?

To attain the aims of the study, the researcher used two methods: A quantitative approach in which students of private primary schools were pre-tested and post-tested so as to accomplish the reliability and validity of the results and a qualitative approach using interviews with teachers at the same private primary school.

The main results the study reaches can be summed up as follows: Students performance in the post test is better than the pre-test. Because in the post-test the researcher employed music in teaching grammar and gave students extra drills by using music to make the grammatical rules easy to understand. Music should be used as a tool in teaching English grammar in schools so as to facilitate the process of learning.

Keywords: Music, Language, Private Schools, Private School Students.

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طلاب المدارس الخاصة للصف الرابع من مدارس الأرتوذكسية في مادبا

إعداد

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بإشراف

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الملخص

هدفت هذه الدراسة إلى توظيف الموسيقى في قواعد اللغة الإنجليزية. وقد طرحت الدراسة

السؤالين التاليين:

1. هل تستخدم الموسيقى في عملية تدريس اللغة الإنجليزية؟

2. ما تأثير توظيف الموسيقى داخل الغرفة الدراسية؟

للإجابة عن أسئلة الدراسة، استخدمت الباحثة طريقتين:

- الأسلوب الكمي: حيث أجري اختبار قبلي لطلاب المدارس الخاصة وإختبار بعدي

لغرض تحقيق الموثوقية وصحة النتائج.

- الأسلوب النوعي: استخدام المقابلات مع معلمين ومعلمات المدارس الأساسية الخاصة.

لقد توصلت الرسالة بعد البحث والتقصي إلى النتائج التالية والتي تتلخص فيما يلي:

أداء الطلاب في الاختبار البعدي أفضل من الإختبار القبلي. استخدم الباحث الموسيقى في

تدريس قواعد اللغة وقام بإعطاء الطلاب تدريبات إضافية باستخدام الموسيقى لجعل القواعد

النحوية سهلة الفهم. الموسيقى يجب أن يتم استخدامها كوسيلة تعليمية في المدارس لتسهيل عملية

التعليم.

الكلمات المفتاحية: الموسيقى، اللغة، المدارس الخاصة، طلاب المدارس الخاصة.

Chapter one

Introduction

1.0. Introduction

This chapter starts with the background of the study, followed by statement of the problem, objectives and questions of the study. It also sheds light on the significance of the study and its limitation and limits. Finally, it ends with definitions of terms.

1.1. Background of the Study

Language and music are both comprehend at the preliminary stages of language learning. Koelsch (2011:16) assumed that "the brain of normal human, especially at an early stage, does not treat language and music such as firmly discrete areas, nonetheless rather treats language by way of a special circumstance of music."

Children learn song lyrics more quickly than words and tunes because it can be stored easier in the memory in which the meaning of the words may be obvious. "Through the employment of songs, rhymes and music, children are capable to keep in mind much larger amounts of information's" (Ortiz, 2008:207). Consequently children can get a lot of stuff through the use of music in the learning process.

Songs subscribe to four language learning fields: Listening, speaking, reading and writing (Whittaker, 1981). Rhymes and chants are two forceful implements used inside the classroom to enhance students learning English. Students can practice learning English as a second language by spending time singing in the classroom (Chang, 2001).

Music and language contain sounds and each of them has rhythm, pitch, volume, stress and pauses. So, they look like to be rather parallel for the reason that they share a sum of features on the structural level (Mora, 2000; Lowe, 1995). Moreover, Saffran's studies (2003) point to important similarities in the ways children learn music and language. This structural and evolutionary resemblance between music and language may not appear impressive, nevertheless there are also essential differences. The most obvious is their diverse roles in terms of communication: Language frequently expresses a suggested meaning, while music can merely transmit additional delicate meanings such as emotions or influence (Jackendoff, 2006). To sum up, the linkage between music and language is exceedingly sophisticated certainly and can be analyzed on an assortment of different levels with reference to structural, evolutionary and functional properties.

Music tends to leave a profound impact on children recollections, which is probable because it is associated with emotional and unconscious factors besides the possibility of low energy demanding for the reason that musical awareness starts before birth (Mora, 1999). In addition, teachers of English as a second language use music as an instrument in the process of teaching and it has been the center of consideration to researchers for several years. The similarity between music and language is that they are irreplaceable and inevitable to the human kinds (Leith, 1979).

The employment of music and song in the English language learning classroom is not something recent. As early as Bartle (1962), Richards (1969) and Jolly (1975), scientists have been disagreeing for use of music in a language acquisition context for both its linguistic advantages and for the motivational benefit it creates in language learners.

Music plays a vigorous role and exerts profound impact on teaching students of fourth grade English courses. Successfully, the key case of using music is to relax children and to make sure that the process of learning becomes easier. Music is unforgettable and is used to reinforce learning especially in memorizing an enormous number of words. Music and language are the two utmost forceful and complex communication systems. The connection between music and language supports music exercising and also know how to advance children's language aptitudes.

Music making appears to happen, in a number of form or another, in all human society. Even though musical behavior differs in evolution, music itself looks universal through all human cultures and plays a crucial role in rituals of all diversities. The roots of these practices display to be very old. Furthermore, a study into child improvement looks like to point out that musical training is the lonely technique confirmed to progress mental, linguistic and sentimental abilities in children.

The atmosphere of the classroom plays an important role in learning English. The employment of music makes students feel happy and relaxed while receiving any piece of information. Everything teachers say in the class will be meaningful and easy to understand and realize it effortlessly (Moore, 2000).

Language is to enable humans to communicate and interact with each other while music is a natural means for children and seems like to be naturally wired for sound and rhythm. Language and music involve two distinguished brain mechanisms: The first one in the left brain hemisphere is speech functions and the second one in the right where language is produced.

Children have different levels of intelligence. This means that teachers in the class must know how to deal with them by using multiple techniques. Everyone has strength and weakness and that is why teachers' requirement is to be alert and finding various tasks that suite more than one intelligence at a time. So, music is not the perfect method for all children to learn the language because not all of them have the same grade of music intelligence (Brualdi, 2000).

Music becomes as an escape method from pupils life's complications. Lots of children have a tough time sharing their feelings with others. Thus, most young people use music as motivation, control their mood and enrich emotional circumstances like loneliness or distraction from their troubles (Roberts, Donald and Christenson, 2001).

Music appears at each stage as well as age of human growth from infancy to childhood and into adulthood. Music comprehends informal and reliable language that is natural to the ear. Songs are one of the greatest resources that advance students' capacities in listening, speaking, reading and writing. Music connects people, meaning that even strangers who have nothing else in mutual can form a relation through melodies and lyrics because it is a language that everybody understands. It makes

people close together even though they don't know each other (Saricoban and Metin, 2000).

1.2. Statement of the Problem

When students begin learning foreign language, grammar should be at the heart of instruction. In order to communicate well in a foreign language, students should acquire an adequate number of grammatical rules and should know how to apply them accurately. However, for many students learning English language, they look at grammar instruction in the same way as simply looking up the word in a translation dictionary. This process seems to frustrate the learners because they simply cannot remember what grammatical instructions thereare. Music would be one of the solutions for such a trouble.

1.3. Objectives of the Study

This study aims at:

1. Investigating the effectiveness of using music in the process of teaching English grammar.
2. Providing advice to teachers to use music instead of traditional ways of teaching English as a second language.

1.4. Questions of the Study

In order to accomplish the aforementioned objectives, the study tries to answer the following questions:

1. Is it possible to use music in the process of teaching English?
2. What are the effects of adopting music inside the classroom?

1.5. Significance of the Study

Many studies have been conducted in the world on language learning through music. However, this study explains the employment of Music in Teaching Private School Students of the Fourth Grade English grammar in the first place, and how music plays an important role to make the process of learning easier and at the same time memorable, particularly in the field of teaching grammar.

1.6. Limitations of the Study

The findings of the study are limited to the 2018/2019. The study is limited to the instruments which are implemented in the study, namely, a test and interviews. Additionally, the findings of this study are limited to its sample and cannot be generalized beyond the sample of the study.

1.7. Limits of the Study

The study is conducted in Middle East University during the first semester of the academic year 2018/2019.

1.8. Definition of Terms

The following terms have the following definitions:

Music: Theoretically, Cross and Morley (2008) postulated that music as the art of uniting sounds of voices or tools therefore to accomplish attractiveness of form and expression of passion and the knowledge of ordering sounds in notes and rhythms to give a desired form or result.

Operationally music is described as language of sensations. This means that it is related to the positive and negative emotions. It is considered as universal language because all humankind can communicate by using it.

Language: Theoretically, language is frequently defined as a representative intermediate for communication, consisting of a lexicon of meanings and syntax to allow people to express their necessities. Speaking is a process to send a message to others in order to know their wants. Depending on how one listens, the same stimuli can be perceived as language or music (Deutsch et al., 2011).

Operationally language is a set of symbols and rules put together to allow humans to create utterances and sounds in a way that others can understand. Language refers to words and the way these words are used to share ideas or reactions.

Private Schools: Theoretically, are educational institutions run independently of the government. As described by (Baker, Han, Keil and Broughman, 1996).

Operationally private schools are established, conducted, and mainly supported by a nongovernmental agency.

School Students: Theoretically, they are learners, or someone who attends an educational institution (Crowther, 1995).

Operationally, students who are provided with primary education after kindergarten and before secondary education.

Chapter Two

Review of Literature

2.0. Introduction

This chapter aims at reviewing the related theoretical and empirical literature. The theoretical literature discusses theories of using music in teaching private school English courses and the idea behind acquiring the second language in a short time. As for empirical studies, the researcher reviews some studies that use employment of music in teaching private school students.

2.1. Review of Theoretical Studies

Corbeil, Trehub and Peretz (2016) used videos which include educational materials to teach children. These videos are very effective to understand the lesson in such a way that children could recall the information without any difficulties. On the other hand, the traditional way of teaching is not a good choice to charm children for a new material.

Including music in the classroom, can benefit from classroom management and organization, for instance, cleanup activities. It can also be used to time accomplishments, and to be responsible for consideration indications in order to invigorate and motivate students (Carmen & Gant, 2016).

According to Khaghaninejad (2016), children's awareness of rhythm has a substantial impact on their use of diverse morphological characteristics, for instance, using verbs in the simple past. Previous studies have compared brain reactions to sentences ending with "incongruous" words, for example, a singular noun where a plural one has been expected. Scholars established that the brain replies appeared important interactions, proposing that musical syntax and linguistic interfere in the brain.

Educationalist are attentive in discovering whether alternative teaching techniques founded on musical approaches possibly will help learners come language learning complications or simply make them learn at a quicker rate and at the same time the information that the learners got will be stored for a long time (Fonseca , Gomez , Jara 2015).

Brand, Gebrain and Slevc (2012) indicated that music has an advantaged rank that allows students to acquire not only the musical custom of their native beliefs, but also empowers them to learn their native language. Moreover, there are similarities between music and language. Both of them are based on auditory information, holding a constrained number of categorical characteristic or classes.

In addition, practicing musical activities and exercises could preserve the acoustic system to be good without any problem by making it more strength for the use of music and speech processing. Hence, these activities of using music improve the cognitive mechanisms (Kraus, Strait &Parbery- Clark, 2012).

Speech and music demonstrate contrasting styles of hemispheric supremacy, with communication processing relying further on the left hemisphere and music relying supplementary on the right. The brain regulates all movements of the body which means that the right brain governs the movement of the left side of the body and the left side governs the movement of the right side of the body. The left one is associated with reasoning, planning and rational belief while the other one is associated with feelings and imaginative thinking (Merrill, Sammler, Bangert, Goldhahn, Lohmann, Turner and Friederici, 2012).

There is evidence that newborns display vast interfere activation to infant directed speech and to effective role of music by way of comparing neural reactions to speech and music in infants Kotilahti, Nissila, Nasi, Lipiainen, Nojonen, Merilainen, Huotilainen and Fellman (2010) proposed that handling differences in adult brains may possibly have appeared progressively over the course of development.

Research has generally focused on the avails of musical cognition for pronunciation and the awareness of linguistic sounds. Milovanov (2010) established that in Finnish-speaking children and adults, musical talent connects significantly with superior pronunciation skills in English. This might be the reason that neural resources and passageways are partially shared between language and music and that people with advanced musical aptitude and training use the right hemisphere of their brain further for processing of linguistic sounds.

Gabrieli (2007) revealed that acoustical exercising is able to assist young readers through serving them to choose quick sound alterations within syllables. Musical

training supports people observe sound tones more excellently and increase verbal memory. The influence of musical experience advances the way people's brainpowers process moment changes in sounds and tones which are used in speaking and it may perhaps influence the phonetic and aural skills needed for learning English as a Second language and reading.

According to Bigand and Poulin- Charronnat (2006), the correlation between language and music keeps going past the initial year of life time. On the other hand, one of the challenges that compared the improvement of language and music in later childhood is that, whereas speech capability is measured in contrast to the common population, musical capacity is frequently indirectly measured in contradiction of the artfulness and expertise of professional musicians.

Mishan (2005) claimed that because music is a realistic activity that takes place between the users of the first language in terms of discussion of common music as well as in the group singing in public occasions. It, moreover, proves encouraging to use for language pupils in a schoolroom situation.

McMullen and Saffron (2004) assumed that language and music share related processing mechanisms, particularly in childhood. One shared mechanism in babyhood is the sound classification learning mechanism. Accordingly, an association between language sound classes (i.e. phonemes) and melodic sound categories (i.e. notes) would be evident. To examine this relationship, the current study has applied a tentative design to discover the effect of a music program on phonological consciousness in schools.

Intellectual knowledge study approves that there are essential links between music and language. Like language, music is a human global including understanding unconnected components systematized into hierarchically a structured series. Both of them can accordingly function as foils for each one in the study of brain mechanisms underlying difficult sound processing. Moreover, comparative research can provide a novel vision into practical and neural architecture of both fields (Patel, 2003).

Brophy (2002) showed that young music teachers, with less than fifteen years of teaching experience, were more inclined to say that "method classes" were most helpful in "preparing" them to teach. However, that this may alternatively be representative of an interactive, micro-level change we have begun to see in music education in the last decade. As music programs have developed myriad ways to approximate conceptualization and practice, "methods" courses have become more dynamic and focused more intently and directly on creative practices and problem solving; data shows syllabi content only and practice can be accounted for merely anecdotally. The challenge, then is how to capitalize on and optimize this interactive or micro-level trend into a more pervasive and structural change.

Schoepp (2001) stated that songs have become a primary part of our language experience and that they can be of great significance if used in harmonization with a language object lesson. They are able to incorporate into a multiplicity of activities completely fostering language skills: listening, reading, writing and speaking, as well as language systems for example articulation, grammar and vocabulary. Additionally,

using songs could generate a peaceful and enjoyable schoolroom atmosphere and considerably increase pupils' inherent incentive to learn English.

Early language learners want to experience a new language equally to natural exposure and it is exceedingly crucial that the teacher practices the target language most of the time during language lessons. Scholars' statement that there are sum of explanations for the lack of achievement on the part of several foreign language learners, such as the fact that the students are not associated in meaningful interaction in the foreign language during class (Polio and Duff, 1994).

Gardner (1983) presented a theory of multiple intelligences and indicated the necessity to upsurge musical access and ecosystem used for learning by music. He realized that numerous schools provided little chance for musical improvement in the elementary grades, except the parents supplied this chance for their own children. Probably, the kind of cleverness that produces the most ingenious and holistic human developmental model is the intelligence of coherence that derives from experiencing the rhythm and music of nature.

2.2. Review of Empirical Studies

Khaghaninejad (2016), found that children's perception of rhythm also has a significant impact on their use of dissimilar morphological and syntactic features, such as the usage of verbs in the past tense. Previous studies have compared brain replies to sentences ending with "incongruous" words, such as a singular noun where a plural one would have been expected. Scholars found that the answers displayed significant interactions, powerfully proposing that linguistic and musical syntax overlap in the brain. There is escalating evidence that linguistic and musical processing involves similar cognitive resources (e.g., Gordon, 2013). Attached with the formal similarities, there looks to be strong evidence that an important part of what is known as Universal Grammar, also underlies the music faculty. The strongest and boldest hypothesis is that, apart from their basic building blocks, language and music are in fact identical. Given what is known about brain malleability and changes in synaptic and neural passageways as a response to practicing something throughout a person's lifetime, it is not surprising that the grander use of language will show up in musical ability and vice versa. Investigators for the first time have shown that mastering a musical instrument advances the way the human brain processes parts of spoken language. The findings could bolster efforts to make music as much a part of elementary school education as reading and mathematics. In two Stanford studies, researchers have proven that people with musical experience found it easier than non-musicians to detect small differences in word syllables. They also revealed that musical training helps the brain work more professionally in distinguishing split-second differences between rapidly changing sounds that are crucial to processing language.

Reilly (2000) showed a trial, dividing the class into two groups, one group heard a story sung; another had it told to them. All of the participants reported enjoying song stories more than regular stories and only the ones in the "singing" group were able to rebuild the story and remembered the words used. A lesson in which two groups of children learned a grammatical concept in English, one group using traditional methods and the other using songs, reported the same results. After two months, only the children who learned through song could remember the grammar rule. The singing children obviously continued to sing the song after the initial class, which repetition deep-rooted the concept along with lyrics and melody. Songs also give children knowledge of culture, expand their sensory awareness, embolden turn taking, and extend improvisation skills and the sociality of the group growths. Singing, chanting, or clapping in groups help children reduce their nervousness and increase their self-confidence. With these results, the musical enrichment of language teaching content becomes not an option, but a compelling next step in effectiveness. Music and language should be used together in the EFL (English as a Foreign Language) classroom. Verbal practice connected with musical information appears to be more memorable, foreign sounds paired with music are stored in long-term musical memory and accessible for mental rehearsal and memorization. Repetition is one of the basic ways the brain recollects material. This is why using a melodic approach works. Music and the musicality of language teaching provide a rich atmosphere of sound and get rid of other auditory distractions. The musical-linguistic method develops the learner's awareness of sounds, rhythms, pauses, and intonations and advances linguistic fluency through imitation and repetition.

McElhinney and Annett (1996) tried to duplicate the main studies of Prickett and Moore (1991) but with non-Alzheimer participants. They inspected the effect of music on recall of verbal material using non-familiar tunes and lyrics. They used non-familiar tunes to decrease any confusing effect in previous connotation of alternative lyrics since they believed it is unlikely that the tune and the words of a song are stored independently. The lyrics to be reminisced were whichever sung or read aloud by the teacher. Two conditions, prose and song, were the variables for three trials. Subjects were 20 volunteers. All were final year students in psychology with a mean age of 21, and an equal number of males and females. Every group listened to their respective tapes three times. After each presentation, they were asked to freely recollect and to write as much as they could recall from the tape. Memory was assessed by counting the number of words correctly recalled by each participant without regard to order. For trial 1 there was no important difference between the groups in the number of words recalled. Over consequent trials, the total number of words recalled was greater than before. Findings exhibited that using song to aid recollection was operative. Subjects had better overall recall when song was utilized to present information. Matched-pair tests presented that the number of words per unit recalled by the song group was significantly higher than that for the prose group on all three trials. There was indication for greater chunking of material in the song condition. No unfamiliar words in this study could have contributed to the desired results.

Wallace (1994), while comparing recollection ability, found that spoken text was the least often recalled, followed by rhyming text, and then with musical text as the easiest to recollect. Wallace made a comparison between instant and long-term recall of spoken texts to texts learned with music. Consequences of the study showed that recall

was significantly superior for the music condition than for the spoken condition, revealing that "music, when repeated, simple, and facily learned can make a text further easily learned and well recalled than when the same text is learned without any melody". The study proposed that simple musical song converts normal text into information that is successfully retained and remembered when wanted. Furthermore, melody supplies consecutive information, line and syllable length information, chunk linking, and rhythmical information which have the potential for making precise reform of the text. Even when there was missing unrecalled text that, the subjects for the music condition more obviously indicated what was missing, such as how several lines, words, and even syllables. As Wallace clarified, a repeating, simple melody can provide a recall support above and beyond what is provided in the text alone or even in the poetic properties of a text such as rhyme. He concluded that, music expedites recall in the primary learning phase as well as in the delayed-recall task; simply, remember of the text is better when the text is sung than when it is spoken.

Murphy (1992) discusses the benefits of songs, and asserts that songs aid the development of language in young children and influence short- and long-term memory. He adds that songs are short, self- contained texts and recordings which contain simple, repetitive, conversational language. Due to their joyful nature they provide variety and fun and aid relaxation and group dynamics. Therefore, it can be concluded that by listening to songs in English lessons children may benefit in many areas. Being repetitive does not mean that songs are dull, but instead they offer children opportunity to drill and acquire the language in a fun way. Furthermore, songs assist learners in developing their vocabulary and in addition, songs are a great opportunity to teach a

foreign language and culture. This cultural element can be found in, for example, children's songs, Christmas carols, and counting songs.

A study done by Prickett and Moore (1991) examined ten patients with Alzheimer's disease who lived in an intermediate care facility. They were evaluated for recall of material, both sung and spoken, with which there was lifelong familiarity. They were also evaluated in the same fashion when offered new information. Songs and spoken pieces such as "What a friend we have in Jesus," "Amazing Grace," and Psalm 23 were selected because of their familiarity for lifelong residents of a region frequently known as "the Bible Belt." The Disney song "It's a small world" was chosen as the unfamiliar song, as no patient seemed to recognize the song. In each session, the therapist sat with the patient at the keyboard. Another therapist videotaped the patient's faces, and their voices were provided with a remote microphone. Patients were invited to sing along as soon as they recognized the song. Patients recollected the words to songs evidently better than they remembered spoken words, comprising rhymed speech or newly presented information. Across all attempts for all participants, performance percentages were comparatively similar for reciting long-familiar words (Mean= 47.43), remembering a newly presented song (Mean= 42.19), and narrating a simple new poem (Mean= 39.33), but definitely more precise for the words to long-familiar songs (Mean= 71.8). This submits that the musical context noticeably facilitated recall. Although the poem contained rhyme and rhythm, was a great deal shorter, and dealt with supposedly familiar ideations, in actual practice it looked to be as challenging to recall as a much longer song.

Morrongiello and Roes (1990) tried to examine whether preschool children reminisced a song chiefly by the tune, the words, or a mixture of these two features. They assessed whether components were unified in memory, or stored independently. For this study, adults were used for a comparison containing 40 subjects, 20 children (Mean age = 5.6 years), and 20 adults (Mean age =23.4 years). The results exposed some incorporation of the text and tune for both children's and adults' memory of a song, on the other hand, the degree of combination was greater for adults than for children. For adults, tune and text were extremely integrated in memory, and the attendance of one familiar component simplified their memory for the other- but not as much for children. It was the words that were principally salient in children's memory of a song, and subsequently, their ruling of song similarity varied directly with the words. Therefore, both adult and child listeners are more possibly to judge as old, those songs that include the precise word-tune pairing originally presented to them.

In Albuquerque, New Mexico public schools, a study of children inspected whether students in music programs performed better on CTBS (California Test of Basic Skills) tests than those who did not participate in the programs. Outcomes demonstrated that in all areas of comparison containing CTBS scores, fifth graders who participated in instrumental music classes scored higher than their peers who had no music instruction. The longer pupils were registered, the better they achieved. Those students who were involved in music programs for two or more years scored consistently higher than those who participated for one year. In 1979, students with two or more years in band scored 10% higher in reading than the total group of fifth graders. They scored 12% higher in language than the others (Robitaille& O 'Neal, 1981).

A study done with third-grade students was stated by Madsen (1979). A randomly selected class from the public school system was divided; half were shown listening differentiation being taught via televised tapes that could be done by a classroom teacher with no musical training, the other half was the control group. Data were analyzed on the basis of correct academic responses and pre-posttest music gain scores. Results showed that although both groups were getting regular music instruction from their music teacher, the control group evidenced almost no gain in music listening skills, while the group that received special music lessons on tape evidenced significant enhancement in music listening skills.

Chapter Three Methods and Procedures

3.0. Introduction

This chapter presents the method and procedures followed in this study. The methodology starts with the sample, research instruments, validity and reliability of the instruments. It also elaborates on test analysis and procedures used in this study.

3.1. Study Design

The study adopts a quantitative approach in which students of private primary schools were conducted a pre-test and post-test so as to achieve the reliability and validity of the consequences, and a qualitative approach using interviews with teachers to comment on the employment of music in teaching grammar courses.

3.2. Population and Sample of the Study

The population of the current study consists of the following:

- 1- 10 male and 9 female primary school students of the international section of the academic year (2018/2019). (Greek Orthodox Patriarchate of Jerusalem Schools) (Madaba - Jordan).
- 2- All female and male English teachers who teach "English Courses" for 4th graders in private school.

3.3. Selection of the Sample

A random sample of 19 students was selected from private primary school for boys and girls containing 10 male and 9 female students. Furthermore, two teachers holding a B.A. degree and one teacher holding an M.A. degree.

3.4. Study Instruments

To serve the purpose of the study, the researcher used the following instruments:

3.4.1. Pre-Test

Pre-test included one question divided into five sentences which is designed to examine the difficulties that students face when dealing with the traditional way of teaching English grammar courses. After looking at the test results, the students are given a pedagogical solution in order to avoid the difficulties that faced them in using the traditional way of teaching grammar.

3.4.2. Post-Test

The post-test is hand- delivered by the researcher to the school students during the third week of October of the academic year 2018-2019. Students were asked to do the test in their classroom. Clear instruction were given by the researcher in order to clarify the sentences. After that, the researcher corrected the post-test. Then, the test was analyzed (average, each question) in terms of the frequencies and percentages of the student's errors.

3.4.3. Teachers Open-Ended Interviews

The researcher made use of this instrument to collect qualitative data about the employment of music in teaching English courses of 4th graders. The researcher conducted the interviews by meeting the interviewees. Although, the researcher started by asking questions to collect demographic data about the participants. Then three teachers were interviewed informally. Moreover, "two open-ended questions" were asked to form a clear idea about the employment of music in teaching English courses. All the appointments were set in advance and conducted at schools. The researcher introduced herself and clarified the interview questions to the participants to make them comfortable while they are responding. The interview questions were as follows:

1. Is it possible to use music in the process of teaching English?
2. What are the effects of adopting music inside the classroom?

Table (1) below shows the demographic Distributions of Interviewees in terms of gender, age range, educational background and work experience. It is worth mentioning that the sample of teachers is not so big because the study only covers one school. Additionally, a qualitative approach does not need a large number of respondents. Therefore, the sample involves all teachers who welcome the idea of being interviewed.

Table (1): Demographic Distributions of Interviewees

Gender	No
Male	1
Female	2
Age	
28-33	2
33-39	1
Nationality	
Jordanian	2
American	1
Work experience	
1-5	2
5-15	1
Educational Background	
B.A. degree	2
M.A. degree	1

3.5. Validity and Reliability of the Instruments

The test will be given to a panel of jury to judge the suitability and reliability. Therefore, a pre-test would be designed to meet such requirements of the validity of the test and the interviews. The experts were elected according to their broad experiences in this field. Below is a table presented panel of experts in terms of name, rank and place of work.

Table (2): Panel of Jury

<i>No</i>	<i>Name</i>	<i>Rank</i>	<i>Place of Work</i>	<i>Specialization</i>	<i>Experience</i>
1.	Dr. Mohammed Jassim	Professor	Baghdad University	Language Teaching	More than 25 years
2.	Dr. Nihal Omira	Assist Professor	Petra University	Linguistics	30
3.	Dr. Ali Mohammed Falih	Assist Professor	Oman University	Linguistics	More than 20 years

3.6. Procedures of the Study

The researcher tracking the following procedures:

1. Reviewing the theoretical literature and empirical studies related to issue under investigation.
2. Developing two instruments: pre-test, post-test and interviews and submitting them to experts to verify their validity.
3. Identify the population and sample of the study.
4. Preparing the test and the interview.
5. Establishing the validity and reliability of both instruments.
6. Obtaining a letter of permission from the Middle East University to facilitate the research.
7. Analyzing and interpreting data whose results are illustrated via tables and discussion.
8. Presenting the results of the pre-test, post-test and the interviews.
9. Findings are tabulated and results are discussed with reference to some studies mentioned in literature reviews.
10. Drawing conclusion, provide recommendation and suggestions for further studies.
11. All references were listed according to APA style.
12. Useful appendices are added at the end of the study.

Chapter Four

Results of Data Analysis

4.0. Introduction

This chapter provides answers to the questions of the study which aimed at highlighting the effects of adopting music inside the classroom, and the possibility of using music in teaching English. As mentioned before, the study attempted to answer the following two questions:

1. Is it possible to use music in the process of teaching English?
2. What are the effects of adopting music inside the classroom?

4.1. Results of Pre-Test

It is of mighty significance to display the pre-test and its consequences concerning the questions that have formerly been mentioned in chapter one, section 1.4.

4.1.1. Results of the Pre-Test Related to Question One

In order to answer the first question of the study, the researcher has prepared a pre-test which included one question consisting of five sentences and students were asked to write the answers.

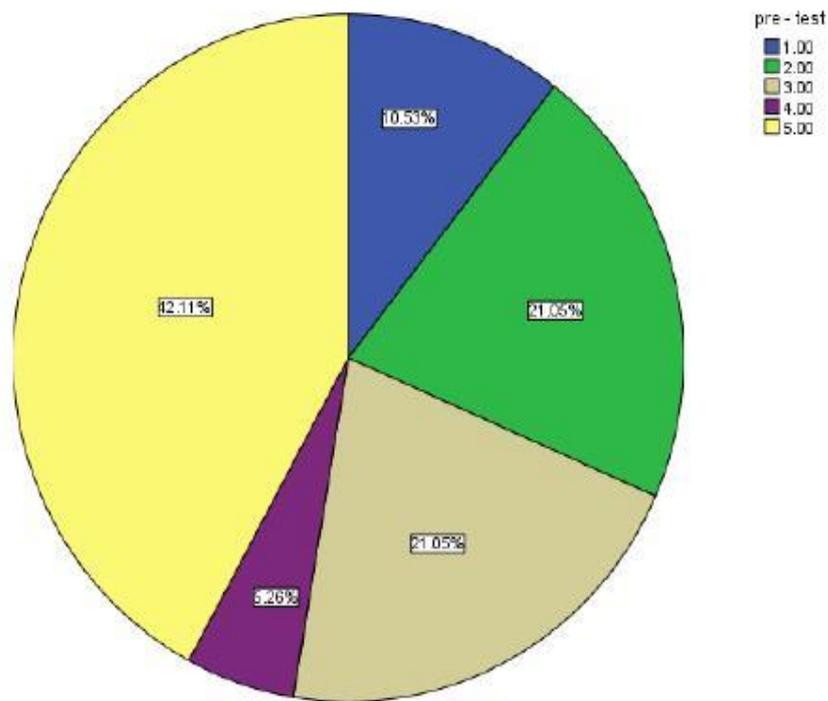
Question one: included five sentences which were needed to label each sentence or phrase with the suitable answer. Below are the details that give us a panoramic view of the question itself.

1. Total mark for this question was 5.
2. Number of students 19 (10 boys, 9 girls).
3. Number of passing students: 13 students and the percent was: 68.4 %
4. Number of failed students: 6 students and the percent was: 31.6 %
5. Highest mark was 5 while the lowest mark was 1.

Table (3): The frequency and percentages of students' performance in the pre-test

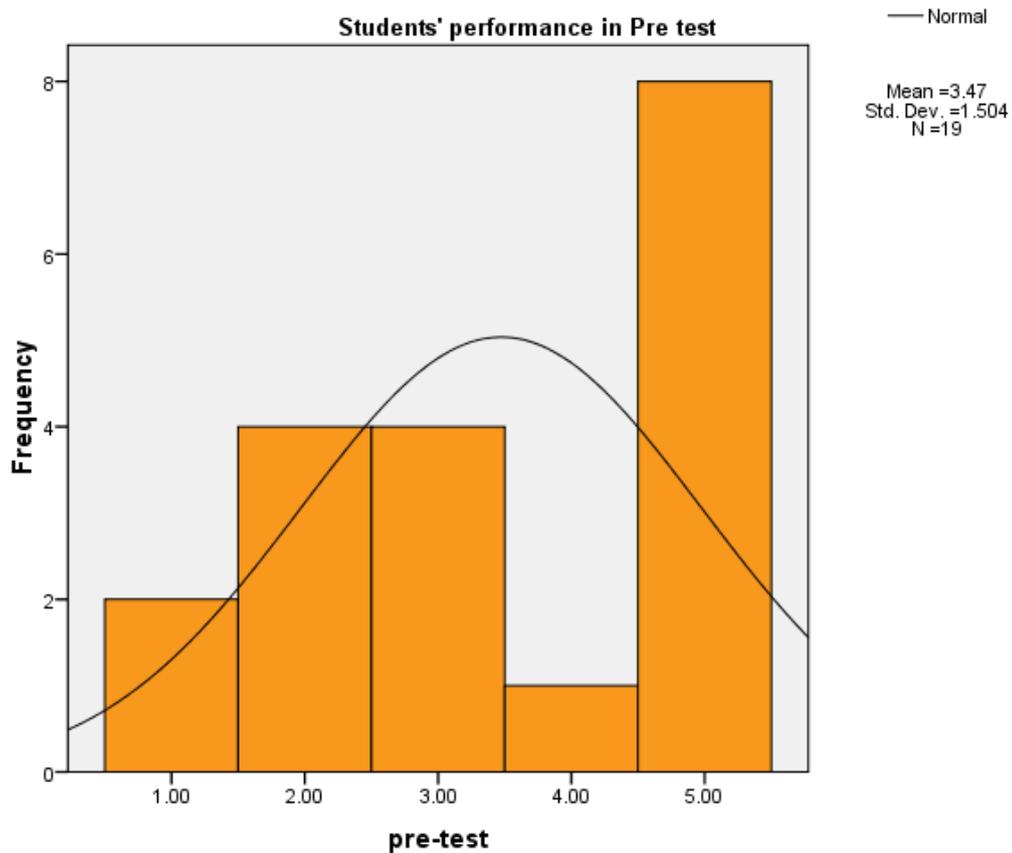
Scores	Frequency	Percent
1	2	10.5
2	4	21.1
3	4	21.1
4	1	5.3
5	8	42.1
Total	19	100.0

This table demonstrates that the total number of students are 19. Each one of them has a score, but the number of low scores is higher than the number of high scores because students conducted the pre-test according to the traditional way of teaching grammar. Whereas, Frequency of every score starts from 2 to 8 and the percentages show only 8 students of 19 obtain a high marks.

Figure (1):Pre-test performance

It expresses the students' performance on the pre-test. Moreover, it demonstrates that the percentage of students who obtained the grade (5) is 42.1% higher than the other marks. It is noted that the percentage of students obtaining the two (2) and (3) was close to (21.05%).

Figure (2): Distribution of marks on Pre-performance



The statistical charts contain that those who receive the mark 5 are among the highest marks, and then those ranging from 2 up to 3 get a little bit lower percentage than the preceding one. Other marks obtain divergent percentages of low degrees. Based on the traditional way that is used to teach grammar failed and students still face some complications with regard to learning grammar rules.

Table (4): The results of the test of the normal distribution of students' performance in pre-test.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.266	19	.001	.830	19	.003

a. Lilliefors Significance Correction

Table (4) shows that the value of Kolmogorov-Smirnov test is 0.266 with an indication level of (0.001), the value of Shapiro- Wilk (0.830) was at a level of (0.003), and these values are statistically significant at the level of statistical significance ($\alpha=0.05$). This indicates that the form of distribution of marks in pre- performance differs from the normal distribution. Also, this may be due to the small sample size.

4.2. Results of the Post-Test

The post-test has been taken since two weeks after the pre-test. It is anticipated that the results acquired by the pre-test would be transformed into preferable ones. The researcher has prepared two lectures of ninety minutes teaching students through music English grammar.

4.2.1. Results of Post-Test Related to Question One

After giving students the correct use of the present, past and future tenses, the students were given another short test (post) including one question to examine their skill in using tenses in the correct way after giving them some tips.

Question one: include two sentences needed to choose the correct answer.

1. Total mark for this question was 5.
2. Number of passing students: 18 and the percent was: 94.7 %
3. Number of failed students: 1 and the percent was: 5.3%
4. Highest mark was 5 while the lowest mark was 2.

Table (5): The frequency and percentages of students' performance in the post-test

Scores	Frequency	Percent
2	1	5.3
3	1	5.3
4	5	26.3
5	12	63.2
Total	19	100.0

This table demonstrates that the total number of students in the post-test are also 19. Each one of them has a score, but the number of low scores is less than the pre-test because students conducted the post-test by the employment of music in teaching grammar. However, Frequency of every score starts from 1 up to 12 and the percentages show a large amount of students obtain very high marks.

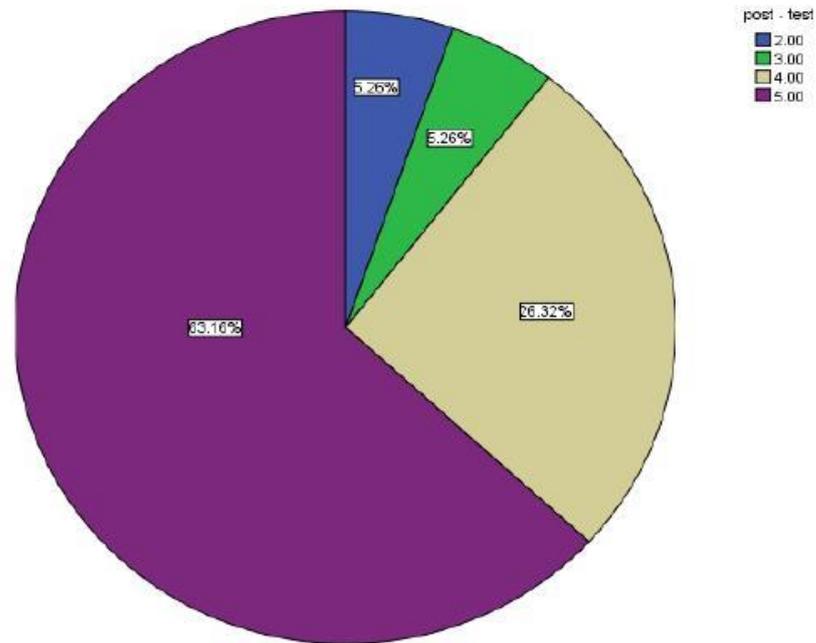
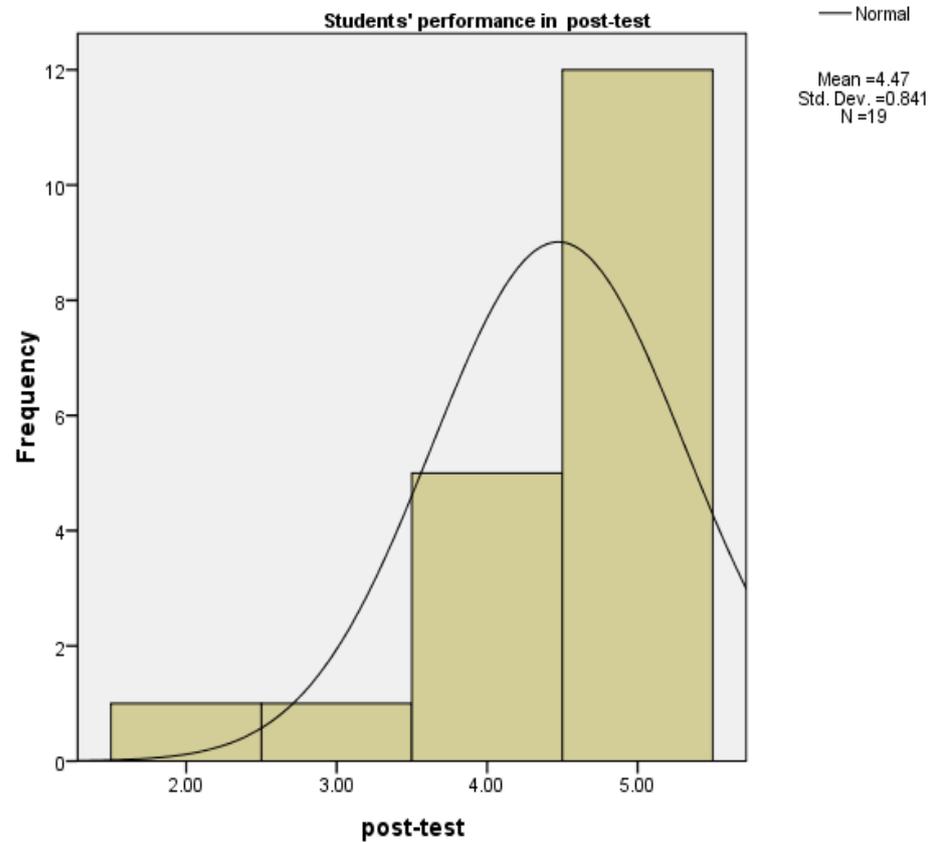
Figure (3): Post-test performance

Figure (3) shows the performance of students in the post-test. Moreover, it elucidates that the percentage of students who obtained the mark (5) is 63.16 % higher than the other marks. It is noted that the percentage of students who receive the mark (4) is equal to (26.32 %). The percentage of students who obtained the mark (2) and (3) was increased by (5.26), and the student in the post-performance did not receive the mark (1).

Figure (4): The distribution of marks on post-performance



The statistical charts contain that those who receive the mark 5 are among the highest marks, and then those ranging from 2 up to 3 get a little bit lower percentage than the preceding one. Other marks obtain divergent percentages of low degrees. Based on that the employment of music to teach grammar lessons has highscored with more than imaginary results.

Table (6): The results of the test of the normal distribution of students' performance in the post –test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest	.366	19	.000	.677	19	.000

a. Lilliefors Significance Correction

The results shown in table (6) indicate that the value of (Kolmogorov-Smirnov) test is equal to (0.366) with an indication level of (0.00), the value of (Shapiro- Wilk) (0.677) was at a level of (0.003), and these values are statistically significant at the level of statistical significance ($\alpha=0.05$). This reveals that the form of distribution of marks in post- performance differs from the normal distribution. Also, this may be due to the small sample size.

Finally, the following are tables and figures which elucidate the students' performance in the pre-test and post-test and the results of the pre-test and post-test.

Table (7): Standard Meanings and Standard Deviations

Performance	Mean Averages	Standard Deviation
Pre-test	3.47	1.50
Post-test	4.47	0.84

Having a scrutinizing look at table (7), the results of the analysis show that the mean of the mathematical average of the students' performance in the post-test is the highest and is equal to (4.47) by standard deviation (0.84). While the mean of the pre-test performance (3.47) is a standard deviation (1.50).

Figure (5): The performance of students in the pre-test and post-test

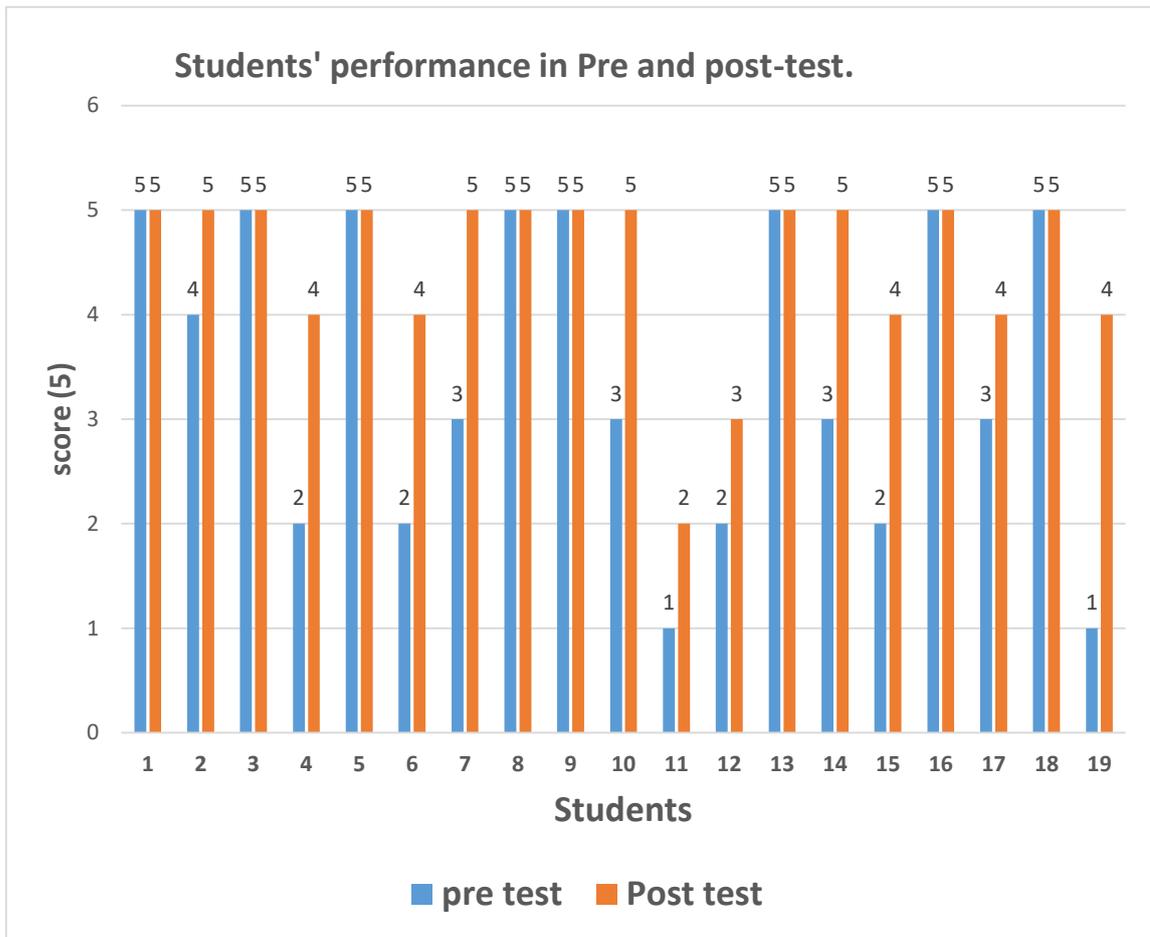


Figure (5) proves a significant improvement in post- performance compared to pre- performance, due to the use of music in English language teaching. The results of the pre-test and post-test confirm that the students' performance is better than in the post-test performance.

Table (8): Test results of (T)

Performance	Calculation Average	standard deviations	Degrees of freedom	The value of (T)	Level of significance	Eta squared
Pre-test	3.47	1.50	18	4.36	** 0.00	0.15
Post-test	4.47	0.84				

**it means: statistical function at ($\alpha=0.05$).

The results of the analysis indicate that there is a statistically significant difference ($\alpha=0.05$) in the pre-test and post-test performance. Where the value of (4.36) with a level of significance (0.00) and this value is a statistical function at ($\alpha=0.05$). The difference was in favor of the post-performance, in the sense that the post- performance is higher than the pre- performance, where the mean of the mathematical average of the post-performance is (4.47) and which is the highest compared to the performance of the group in the pre-test, where the calculation averages is (3.47). The volume of impact is (0.15) which means that (15 %) of the variance between pre- performance and post-performance is attributable to the use of music in English language teaching.

Table (9): Correlations

		Pretest	Posttest
Pretest	Pearson Correlation	1	.779**
	Sig.(2-tailed)		.000
	N	19	19
Posttest	Pearson Correlation	.779**	1
	Sig. (2-tailed)	.000	
	N	19	19

** Correlation is significant at the 0.01 level (2-tailed).

The researcher calculated the value of the coefficient of correlation between pre and post-performance, Pearson correlation coefficient (0.779) and this value was statistically significant ($\alpha=0.05$), in addition it indicates the strength of the relationship between pre and post-performance.

4.3. Results of the Interview

Confirming the results of the test, the researcher interviewed two female and male teachers who taught the 4th grade. The interviews were conducted in English. The researcher asked them two questions: (i.e. the study questions)

1. What are the effects of adopting music inside the classroom?
2. Is it possible to use music in the process of teaching English?

4.3.1. Results of the Interview Related to Question One

All of the interviews come to an agreement that the effect of adopting music inside the classroom make the students more interested while learning grammar. More prominently, the students saw the videos and they paid more attention to the screen and all of them were singing with the videos. In other words, music has contributed to make students more activated in dealing with their own English courses. Students wanted to answer and they were eager to answer because they had a quiz at the end of the lesson. The quiz was at the screen and lot of them were competed to give the right answer for the quiz. Accordingly, students' participation has vitally been reinforced and above all their spirit of competition has also been triggered in the light of teaching courses via music and songs. Students became familiar to take courses via music videos and this, in turn, leads to "music- via- courses" something fossilized in their competence. It is a promising means because if teachers don't use music, the students will only hear their voice and they see them a lot, but if teachers manipulate videos, students have something else to look at and make them more interested. Using music inside the classroom is good for variation. It makes students to be far from boring and routine

styles methods that are adopted in teaching traditional courses. Music encourages more vividly and actively children to learn English as a second language and it helps them remember the information that the teacher covered in the class. In addition, using music inside the classroom is looked up as being a two-sided facet: students are going to have entertainment while learning. For difficult topics such as grammar, music seems to be the best remedy for students to involve in the realm of grammatical structures, word orders and the like.

4.3.2. Results of the Interview Related to Question Two

It has been appeared that it is possible to use music in the process of teaching English and it is easier now because every class has an internet access and there are also speakers and smart boards. Furthermore, the students like the use of music and they feel that they are doing something fun while they are learning. The students find it a challenging way to move into the class and to learn English with music. Accordingly to the students' need, they want new chances, strategies and horizons to learn English.

Chapter Five

Discussions, Conclusion and Recommendations

5.0. Introduction

This chapter is mostly dedicated to point out the findings of replying the questions of the study. It correspondingly buttresses the basic conclusion reached when the study as a whole is finally conducted. The final section of the chapter concludes with the prospective recommendations that the researcher hopes may contribute to open new vistas for additional studies.

5.1. Discussions of the Results Related to Question One

In view of the findings of the study, results exhibited that the statistical data and analysis point out that there are minor dissimilarities between the pre-test and post-test performance. The post-test record the highest mean averages and standard deviation for the reason that music has a fundamental role in teaching English as a second language. There are several effects of adopting music inside the classroom: the student's level of creativity increased in a very rapid way. The students can express their emotional state more when dealing with music, i.e. they can sing grammar rules together. For students' memory, it develops significantly so that they can store a huge amount of words, vocabulary, and rules in the brain for a long time.

Music is a forceful method to employ for teaching English as a foreign language and it fits whole pupils of all ages and levels. It moves pleasure, creativity and profundity into the classrooms and unfolds new and exciting potentials for second language teachers. Music will have a bright future since it will be more audible and can be taught in all English classes.

Music activities supply the students with an opportunity to practice the second language. Students can be able to emphasis on their pronunciation in gratifying and imaginative ways. Moreover, students evolve self-skills through collaboration with their colleagues in group activities. This study might benefit both English and music teachers in the pursuit of continuous teaching and the development of comprehensive consecutive educational curricula for their students.

Additionally, the results of this study are harmonize with Reilly (2000) who presented a lesson in which two groups of children learned a grammatical concept in English, where one group used traditional methods and the other using songs and after two months the children who learned through song could remember the grammar rule.

5.2. Discussions of the Results Related to Question Two

According to the second study question which requires teachers' views about the possibility of using music in the process of teaching English, the results demonstrate the following:

Music can be manipulated inside the classroom without difficulty because all the classes are equipped enough to indulge music in the process of learning. Students already need new strategies in the class to change the process of learning from traditional to such an amazing process of learning English without any troubles. Every level of learning has different requirements, therefore it is necessary to use music and songs in the primary level.

Music aids to enlarge vocabulary rapidly in a short period of time and learn phrases or sentences necessary to achieve meaningful and effective communication. Activating music inside the classroom quickly affects the atmosphere. Music helps break down barriers among students and teachers and students themselves. Plus, singing music connects both sides of the brain. However, music is one of the best ways to teach at all.

5.3. Conclusion

The study finds the following conclusions:

1. This study has been able to reach the positives of teaching grammar through using music.
2. Teachers suffer from using the traditional way in teaching grammar rules because it does not cope with what has been familiar nowadays in the field of communicative approach of teaching English in general.
3. The style with which music and videos explain the grammar rules is very simple and attracts the attention of students.
4. English language teachers in general have no experience of treating students' weakness which leads to intractable learning problems. However, music is able to facilitate things and be comprehensible to all categories.
5. Music creates an atmosphere of harmony between teachers and students, and this kind of homogeneity helps them reach a high level of education.
6. Music has been overshadowed by all strategies and methods of teaching because it does not focus only on grammar, but it accustoms students to hearing more and speaking fluently and writing by using voluminous vocabulary.

5.4. Recommendations

Taking into consideration the findings of the study, the researcher recommends the following:

1. English rules must be given by using music so that the student can understand a large number of examples and learn the lesson in a quick way without wasting time and effort.
2. Teachers must be more innovative while teaching students, i.e. they can use music to warm up the students and make them full of vitality.
3. The Ministry of Education has to give emphasis to the chief role of using songs in class and embolden teachers to use it.
4. The Ministry of Education should offer special training courses that help teachers improve themselves and provide them with the essential techniques and activities that increase the level of student production in the classroom.

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Appendices

Appendix A Pre-test

Name: -----

Date: -----

Simile and Metaphor

Label each sentence or phrase below as a simile or metaphor:

1. Her hair is bone white.

-----.

2. His lips were soft, like a baby's skin.

-----.

3. Ideas are wings.

-----.

4. Small as a peanut, big as an elephant.

-----.

5. He has a heart of gold.

-----.

Appendix B

Samples of post-test

Name: -----

Date: -----

Past, Present and Future

Choose the correct answer by using the present simple:

1- It ----- a lot in winter.

- a) Rain
- b) Is raining
- c) Rains
- d) Rainy

2- My sister ----- to the cinema very often.

- a) Don't go
- b) Doesn't go
- c) Goes not
- d) Didn't go

Appendix B

Samples of post-test

Name: -----

Date: -----

Past, Present and Future

Choose the correct answer by using the present simple:

1- The bus ----- every morning at 8 am.

- a) Leaves
- b) Leave
- c) Is leaving
- d) Was leaving

2- They always ----- TV in the evening.

- a) Are watch
- b) Watches
- c) Watch
- d) Watched

Appendix C Middle East University Permission Letter

MEU جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY

مكتب رئيس الجامعة
President's Office

الرقم: در/خ/109/25
التاريخ: 2018/10/07

الأستاذة مديرة مدرسة "البطركية الأرثوذكس- حنيننا 2 المقدسية /
محافظة مادبا" المحترمة
عمان - المملكة الأردنية الهاشمية

تحية طيبة وبعد،

أرجو التكرم بتسهيل مهمة الطالبة كرستين أمجد سميح الحوراني ورقمها الجامعي
(401620030) ماجستير اللغة الإنجليزية وآدابها في جامعة الشرق الأوسط لمقابلة المدرسين
وإمتحان الطلبة من أجل تطبيق الأداة المعدة للبحث المعنون بـ:

" Employment of Music in Teaching Private School Students of the Fourth Grade
Greek Orthodox Patriarchate of Jerusalem Schools – Hanina English courses. "

وتفضلوا بقبول فائق الاحترام ...

رئيس الجامعة

7.10.2018
أ.د. محمد محمود الحيليت

