



## Indonesian EFL Learners' Beliefs about Advantages of Songs in Language Learning

Received: 01-11-2020; Revised: 22-11-2020; Accepted: 30-12-2020; Published: 31-12-2020

### Suswati Hendriani\*)

Institut Agama Islam Negeri Batusangkar,  
Indonesia

E-mail: [suswati.hendriani@iainbatusangkar.ac.id](mailto:suswati.hendriani@iainbatusangkar.ac.id)

### Mukhaiyar

Universitas Negeri Padang, Indonesia

E-mail: [mukhaiyar@fbs.unp.ac.id](mailto:mukhaiyar@fbs.unp.ac.id)

### Martin Kustati

Universitas Islam Negeri Imam Bonjol Padang,  
Indonesia

E-mail: [martinkustati@uinib.ac.id](mailto:martinkustati@uinib.ac.id)

### Hendra Eka Putra

Institut Agama Islam Negeri Batusangkar,  
Indonesia

E-mail: [Hendraeka.p@iainbatusangkar.ac.id](mailto:Hendraeka.p@iainbatusangkar.ac.id)

### Jepri Ali Saiful

Universitas Muhammadiyah Surabaya, Indonesia

E-mail: [Jepriali1@gmail.com](mailto:Jepriali1@gmail.com)

\*) Corresponding Author

**Abstract:** Despite a considerable body of studies, little attention is given to the advantages of using songs in learning (learner-centred). The study, therefore, is aimed at eliciting Indonesian EFL learners' beliefs about the advantages of using songs for their language learning. Researching the research phenomenon through a qualitative study using a case study design, in-depth interview technique was applied to collect the data of the learners' beliefs from eleven university learners majoring English. This study indicated an interesting finding that it was perceived that the learners believed that there were some advantages of using songs in learning English: increasing their EFL learning in the aspects of language skills (listening and speaking), language components (vocabulary mastery and pronunciation), their knowledge, their confidence and relaxation, and improving their mood and focus. Thus, it is recommended that songs be used either in teachers' EFL teaching and in learners' EFL learning.

**Abstrak:** Meskipun telah banyak penelitian yang dilakukan, namun masih sedikit perhatian yang diberikan tentang manfaat penggunaan lagu dalam pembelajaran (berpusat pada peserta didik). Oleh karena itu, penelitian ini bertujuan untuk mengungkap keyakinan pembelajar Bahasa Inggris sebagai bahasa asing di Indonesia tentang manfaat penggunaan lagu dalam pembelajaran bahasa asing mereka. Meneliti fenomena melalui studi kasus, teknik wawancara mendalam diterapkan untuk mengumpulkan data tentang keyakinan sebelas mahasiswa jurusan Bahasa Inggris. Penelitian ini menunjukkan temuan yang menarik bahwa peserta didik percaya bahwa ada beberapa keuntungan dari pemanfaatan lagu dalam pembelajaran bahasa Inggris mereka pada aspek keterampilan bahasa (menyimak dan berbicara), komponen bahasa (penguasaan kosa kata dan pengucapan), pengetahuan mereka, kepercayaan diri dan relaksasi mereka, serta memperbaiki suasana hati dan fokus mereka. Oleh karena itu, disarankan agar lagu digunakan dalam pengajaran bahasa Inggris oleh guru maupun dalam pembelajaran bahasa Inggris oleh peserta didik.

**Keywords:** Indonesian EFL Learners, belief, advantages, English songs, language learning

## INTRODUCTION

Learners' success in a foreign language learning is determined by many factors deriving from the learners themselves, their teachers, and others. Learners' factors are like motivation (Zoltan, 2008; and Engin, 2009), aptitude (Sekhan, 2013; , attitude (Tahaine & Daana, 2013; Alkaff, 2013; Levine, 2003; Dehbozorgi, 2012; Ahmed, 2015; and Oroujlou & Vahedi, 2011), belief (Saeb & Zamani, 2013; Bernat & Lloyd, 2007; A. Davis, 2008), language learning strategy and style (Gahunga, 2010; Rao, 2006; Rao, 2006) and anxiety. Examples of teachers' factors are like their personality, belief (Borg, 2001), attitude, gender etc. Other factors that may also influence the EFL learners' success in a language learning are like media, materials, learning environment etc. All those factors should be the teachers' concern in EFL learning.

Using songs to teach English has received much attention due its profound advantages as authentic materials, and has been emphasized due to its great benefits (Romero, 2017) to either the first, the second and even the foreign language (Forster, 2006) because it can improve students' motivation and performance in learning a foreign language (Chen & Chen, 2009). Some research regarding songs in EFL teaching and learning proves the advantages of songs. For instance, that conducted in Turkey to find out the elementary school teachers' perspectives on the use songs as listening materials. The research results show that songs improve the learners' listening skills (Sevik, 2011). Other similar studies were also conducted in Malaysia (Razak & Yunus, 2016) in Bangladesh (Razak & Yunus, 2016), in Nigeria (Ajibade & Ndububa, 2008). Through the studies, the effects of three variables including songs were measured and proved to increase learners motivation. Other studies related to the use of songs were also conducted (Albaladejo et al., 2018; Alisaari & Heikkola, 2017). A suggestion is also proposed to teach

grammar (Roslim et al., 2011; Abdul Razak & Yunus, 2016; Akbary et al., 2016), vocabulary (Abidin et al., 2011), pronunciation (Villalobos Ulate, 2008) through songs. Most of the research has strongly recommended the use of songs to teach young learners. Little has recommended the importance of using songs for teen-agers and adult learners. Moreover, the research focused on using songs on teaching language skills and language components in the advantages of using songs for teaching EFL learners. Some other studies which also emphasize such beliefs are the importance of teachers' belief about EFL (Borg, 2001); the beliefs of Malaysian teachers' in using English songs in ELT (Tse, 2015) and attitude towards oral skill teaching (Almutairi & Shukri, 2016).

Most of the previous studies were conducted based on teaching point of view instead of learning point of view. In other words, it is argued that second and EFL foreign learners' beliefs in using songs in their learning have been neglected. In fact, not many studies have been conducted on the learners' belief in EFL learning despite its importance, and the studies are nothing to do with learners' beliefs in songs. In fact, learners' belief is really influential in EFL learning since it is very important construct (Altan, 2006) that influence their thoughts and behaviors (Incecay and Dollar: 2011). In EFL learning context, the learners belief is said to have a big impact on their language learning (Abdi and Asadi: 2015) because "what learners believe affect their language learning much more than their teachers do" (Riley, 1996 : 128, in Abdul & Abid, 2012). In other words, whether the learners will learn or not will depend on the belief that they hold. Thus, researching the EFL learners belief in their EFL learning is a must if the learners' success will be the focus.

It is undeniable that there are some studies on EFL learners' belief, like those about: grammar instruction and error correction conducted in Turkey (Incecay & Dollar, 2011); language learning (Bernat & Gvozdenko, 2005; Bernat & Lloyd, 2007;

Graham, 2006; (Truitt, 1995) Rifkin, 2000), aspects of language learning (A. Davis, 2008), oral corrective feedbacks (Yang, 2019), corrective feedback (Kartchava, 2016), relationship between self-efficacy belief and vocabulary learning strategy in Iranian EFL learners (Heidari et al., 2012), and that between gender, proficiency, learning strategies, and self-efficacy belief in Turkey (Yilmaz, 2010). This study is different since it tries to elicit the Indonesian EFL learners' beliefs in advantages of using songs in their EFL learning. While the previous studies emphasize the use of songs to teach English based on the teaching perspectives, this research sees songs from the adult learners' beliefs. In this study, the focus is on how the learners learn English through English songs.

## METHOD

### Research Design

This study was conducted to investigate Indonesian EFL learners' beliefs in using songs to learn English. Thus, it was conducted by implementing qualitative paradigm and categorized as a case study. By using qualitative paradigm, the learners' feelings, thoughts and behaviours could be elicited. In a higher education context, revealing these is important because the students are adult learners who are expected to do more independent learning as a way to prepare them for their future career. Eliciting their feelings, thoughts and behaviours in their foreign language learning hopefully would help them to get optimum benefit from their EFL to anticipate their future career. However, this study was not intended to be generalized to other EFL learners.

### Research Participants

Eleven Indonesian EFL learners from a higher education institution located Tanah Datar Regency, West Sumatera Province in Indonesia took part in this qualitative research. They already had the ability to listen and the experience in learning English as Foreign Language (EFL). In order to be able to collect data of this research, purposive behaviours -sampling technique

was adopted. This type of sampling technique was used since only those who talked about songs in their English language learning were selected as the sample.

### Data Collection

Data of this research were collected by using In-Depth Interview and with an open-ended questionnaire. To elicit the EFL learners' beliefs, some sophomore EFL learners were asked whether they like listening to English songs outside of the classrooms. Those who answered "yes" were asked the next question. The question was used to reveal whether they used songs to improve their EFL learning. If they answered with "yes", they were asked how the songs improved their English learning. Their answers to the third questions became the data of the research. The authors also reviewed the literature from various sources such as books, internet, journal, and other resources related to research key issues.

### Data Analysis

The data from interviews were analyzed with the proposed steps by Miles, Huberman and Saldaña (2014). They are *data condensation*, *data display*, *conclusion drawing* and *verification*. In data condensation, we reduced the data by choosing the most relevant data to answer the aim of this study. By displaying data, we mean the use of excerpts to infer the presentation, so that the data can be better interpreted and communicated. Finally, in drawing and verifying conclusions stages, the intended data were referred back to the data display and raw data.

## RESULTS AND DISCUSSION

### Results

The results of this study show that there are several advantages of songs based on the informants' beliefs as shown in the Table 1 below:

No	Advantage	Informant
1	Development of listening comprehension	S1, and S2
2	Improvement of pronunciation mastery	S1, S2, S7, S8, and S9
3	Improvement of vocabulary mastery	S1, S2, S7, S8, and S9

No	Advantage	Informant
4	Development of knowledge and confidence	S7, and S8
5	Making them calmed and relaxed	S3, and S6
6	Restoring mood and focus	S3, S10, and S11

The advantages of listening to English songs based on the students' beliefs are more elaborated and classified in following section.

### Development of Listening Comprehension

The interview findings revealed that English songs improved the learners' listening skill. For example, S1 and S2 (coded from Student Participant number 1 and 2) used English songs to improve their listening comprehension. They also acknowledged that the songs were a way to improve their listening comprehension because when they listened to the songs, their listening skills were honed.

Student **S2**, for instance, described her experience in using English songs as follow:

Song is one strategy that I use to understand English listening texts. So, in order to understand English listening texts, I often listen to English songs...**So, listening to English songs can improve my listening** because in my opinion, songs are not only media of entertainment but also media of learning. By listening to English songs more often, I get accustomed English words and their pronunciation. So, when I listen to formal recordings presented by the lecturer of Listening subject, I am already familiar with the words in the texts. They are not new to me anymore.

S5 and S3 informed that they listened to favourite songs to improve their listening comprehension. They liked pop songs like Bruno Mars's and Adele's. From the songs, they got new sentences, new words, and idioms. It indicated that the learners looked for the lyrics and translated and memorized the song to assist their listening comprehension. By listening to English

songs repeatedly, the songs would be stored into their memory. The songs were also fun for some learners as acknowledged by S3, S5, and S6. They chosed their favourite songs to improve listening comprehension. In other word, listening to English songs were certainly very influential in improving the learners' listening skill. Meanwhile, S9 mentioned that in listening subjects, he used taking note strategy to predict new words that he did not know or did not understand.

Another participant, student **S3**, expressed her experience in learning English through English songs in the excerpt below:

Listening to songs makes me relaxed. As a result, I can be more focused on what I am listening to. I like to listen to English songs. They are entertaining for me. Listening to English songs makes my mind calmed, and relaxed. Listening to English songs, increases my English vocabulary, and improves my pronunciation to English words. In other words, for me, songs is more functioning to restore my mood and focus. In listening, if I am more focused and in a good mood, **my listening is improved.**

The next participant student **S5**, for example, mentioned how she learned from English songs:

Every day, I always listen to my favourite songs to improve my listening comprehension. I like pop songs like Bruno Mars's and Adele's. From the songs, I get new knowledge, new sentences, new words, and idioms. I usually look for the lyrics and translate and memorize them. **These improve my listening comprehension.** By listening to English songs repetitively, the songs will be stored into my memory. The songs are also fun. Right? So, I choose my favourite songs to improve my listening ability. Listening to English songs is

certainly very influential in improving my listening skills.

### **Improvement of Pronunciation**

The Interviews also revealed that learners increase their pronunciation by listening to English songs. Pronunciation in this context, assisted the learners to speak and convey the message to listeners. Learners who had good pronunciation ability were more likely to have good understandings even if they make some language mistakes. S2 declared that by listening to English songs, she could pay attention to particular language sounds and speech components that included the individual sounds.

Here is the example of statements got from the participants:

Student **S2**, for instance, described her experience in using English songs as follow:

Song is one strategy that I use to understand English listening texts. So, in order to understand English listening texts, I often listen to English songs...Through songs, I got a lot of new vocabulary and **they improved my pronunciation.**

The other participant (S5) acknowledged that she listened to English songs using British or American style. The pronunciations in the songs sometimes had things to do with the recordings that she heard. In other words, the pronunciations of words that learner hears in English songs are often related to the songs that she hears. Whatever the types of the songs are, whether rap, slow, pop, or jazz, they can train their pronunciation.

### **Improvement of Vocabulary Mastery**

It is pertinent to note that by listening to English songs, learners' vocabulary achievement increases rapidly. As acknowledged by five participants (S1, S2, S7, S8, and S9) of interview, they got a lot of new vocabulary.

S1 and S2 besides, by listening to English songs, they got much new vocabulary and pronunciation. In other words, when listening to English songs, they got many new words and their English

pronunciation got better. It was also noted that the students declare that listening to English songs improved their comprehension. If the learners listened to English song, they are consciously and unconsciously accustomed to hearing English words. It would make them easier to obtain what the speakers meant.

Student **S2**, for instance, described her experience in using English songs as follow:

Song is one strategy that I use to understand English listening texts. So, in order to understand English listening texts, I often listen to English songs...Through songs, **I got a lot of new vocabulary** and they improved my pronunciation.

They also got some new terms and idioms while training their ears to be accustomed to listening to those new words, phrases or sentences and understood the meaning of them based on the context of the language usage.

### **Improvement of Knowledge and Confidence**

From interview findings, it is noted that some comments of participants, for example S7 acknowledged that by listening to English songs, his knowledge and confidence of using English language improved well. It was also confirmed by S8 that her confidence to use English slightly increased because she was accustomed to listening to several words, phrases and sentences in the songs. The learners automatically can use them in their learning activities either for spoken or for written language.

Another students that also expressed his feeling was student **S7**. He informed the improvement that he got from listening to English songs as presented below:

Listening to songs and watching movies can improve my mood and my listening skills. So, by frequently listening foreign, and especially to western songs, I get a lot of new vocabulary. You know, each song has its own vocabulary. Thus, from there, I got a lot of new vocabulary while

training my ears to get used to listening to those new words. Listening to English songs also improves **my knowledge, and my confidence in doing public speaking.**

### **Making Them Calmed and Relaxed**

Two participants (S3 and S6) feel that listening to English songs would reduce their anxiety, encourage their motivation and interest, and make them relaxed to learn English. In other words, the learners viewed English songs entertaining. So far, they felt that learning English independently outside the classrooms. Songs made them calm and relaxed. As acknowledged by S3 and S6 that listening to songs made them relaxed. As a result, they could be more focused on what they are listening to. They liked to listen to English songs because they made their mind calmed, and relaxed, as stated by the informants, such as below:

Listening to songs makes me relaxed...**Listening to English songs makes my mind calmed, and relaxed.** Listening to English songs, increases my English vocabulary, and improves my pronunciation to English words.

### **Restoring Their Mood and Focus**

Other advantages of using songs in English learning were also felt by three participants (S3, S10 and S11). They felt that listening to English songs could restore their mood and focus. They acknowledged that when they were in bad mood, feeling bored and tired due to many tasks, listening to different genres of songs would refresh their mind and feeling so that their mood will be better. Moreover, they felt that after listening to English songs from Western countries, they would be more focused as mentioned.

Listening to songs makes me relaxed...**for me, songs is more functioning to restore my mood and focus.** In listening, if I am more focused and in a good mood, my listening is improved.

Majority of learners in EFL classrooms like singing and usually have good responses

to songs use in EFL learning. As stated in the literary studies that there are some advantages of use English songs use. In this research, can be outside classroom language activities and can be recommended for the EFL learners of higher education. Being independent EFL adult learners will be encouraged when songs are also introduced as the tasks for outside classroom activities. They stimulate the learners' interest and attention that make their motivation improve well. It certainly will make the learner reach good achievement. As acknowledged by T2, T3, T10, and T11, they could improve their mood by listening to English songs. Thus, from this acknowledgement, it could be inferred that songs could assist to provide a relaxing atmosphere that makes EFL learning a nonthreatening environment. By reducing anxiety, the learners' interests to learn the target language became high. Learners assumed that learning English by using songs made them fun and enjoyable. However, to make songs meaningful for their learning no matter how enjoyable or memorable singing songs can be, the learners should use songs in their independent learning outside of the classrooms.

The research findings show that the EFL learners believe that songs improve their listening skill, their pronunciation, expose much new vocabulary, improve their knowledge and confidence, make them calm and relaxed since English songs are entertaining, and fun (to listen to) for them (delete "for them"). The research results also indicate that using songs will restore the learner' mood and focus. The learners' responses, motivation, success, simplicity, and feedback should be the things considered while preparing the learning tasks of English through English songs. Thus, the purposes of learning English by using English songs as media is for enjoyment, for information, for perception, for comprehension and to overcome the learning restrictions because Indonesian learn English as Foreign Language (EFL) context, where there is limited input and response from the environment.

## Discussions

The current research show that the Indonesian EFL learners believe that songs improve their listening, their speaking, their pronunciation, and their vocabulary mastery. Besides, songs increase their knowledge, their confidence, and their motivation, and make them calm and relaxed, because in their opinions, songs are entertaining and fun.

Previous work has also documented the advantages of using songs, especially for young language learners. It was proved that using songs can improve the four skills in a foreign language, stimulate motivation and active participation, and provide enjoyment (Davis & Fan, 2016; (Kuśnierek, 2016)(Aguirre et al., 2016); (Ashtiani & Zafarghandi, 2015);(García Conesa & Juan Rubio, 2015); (Israel, 2013) (Diakou, 2013);”(Kara & Aksel, 2013); (Jarvis, 2013); (Vinyets, 2012); Millington, 2011; (Abidin et al., 2011) (Shen, 2009); (Asrifan, 2009); (Schön et al., 2008); Ajibade & Ndububa, 2008; Saricoban & Metin, 2000). However, these studies have been conducted based on teacher-centred approach, focusing on beginning level of students. These studies were conducted to investigate the ELT results when teachers use songs as the teaching materials to teach English. In other words, the orientation of the studies is teachers' belief. Thus, as long as the teachers believe that songs are good for teaching English, they will use the songs in their teaching learning process. Meanwhile, if they do not have such belief, they will not use the songs in their teaching. Unfortunately, even though the teachers believe that songs are good to teach English, if the students don't, the results will be not as expected. The reason is that “what learners believe affect their language learning much more than their teachers do” Riley ( 1996 : 128) (in Abdul & Abid, 2012). Thus, teachers should encourage the students to take charge of their own learning and support them to find their own ways of learning (Alharbi, 2015)The previous studies have successful discussing teachers' beliefs in

using songs to teach EFL, yet failed discussing learners' beliefs in the advantages of using songs in their language learning independently outside of the classrooms. In other words, Most notably, this is the first study to our knowledge to investigate EFL learners' belief in using songs to learn English among adult learners (university students). Even though the sample of our research believe that songs improve their listening,their speaking, their pronunciation, and their vocabulary mastery, their knowledge, and confidence, increase their motivation, make them calm and relaxed, some limitations are worth noting. Some more research needs conducting to a bigger sample size using qualitative or quantitative methods.

## CONCLUSION

Using songs is believed by Indonesian EFL learners to have some advantages for their English language learning. It is deemed to be beneficial in improving their language skills. Besides, it is also believed that songs can improve their vocabulary mastery and pronunciation skills. Using songs is believed to be advantageous from teaching (teachers) and learning (learners) view-points. Thus, songs can be one kind of authentic materials to be used in the classrooms or outside of the classrooms. English songs are recommended because they are not only enjoyable but also make teaching and learning process more effective. From teaching view-point, a body of research has recommended the use of songs to teach English. This research indicates the same direction from learning view-point. Since the research is done qualitatively and cannot be generalized, some more research needs conducting, either qualitatively or quantitatively

## Acknowledgements

The authors are thankful to Institut Agama Islam Negeri Batusangkar and Universitas Islam Negeri Imam Bonjol Padang, for providing necessary facilities for conducting the research and publishing the article.

## REFERENCES

- Abdolazadeh, E., & Rajae Nia, M. (2014). Language Learning Beliefs of Iranian Learners: Examining the Role of English Language Proficiency. *Procedia - Social and Behavioral Sciences*, 98(1999), 22–28. <https://doi.org/10.1016/j.sbspro.2014.03.384>
- Abdul, R., & Abid, S. (2012). Investigating EFL Iraqi Learners' Beliefs about Learning English as a Foreign Language Abstract: Introduction: *Journal of the College of Arts*, 46(60), 46–81.
- Abdul Razak, N. A. N., & Yunus, M. M. (2016). Using Action Songs in Teaching Verbs to Young ESL Learners. *International Journal of Language Education and Applied Linguistics (IJLEAL)*, 04, 15–24.
- Abidin, M. J. Z., Pour-Mohammadi, M., Singh, K. K. B., Azman, R., & Souriyavongsa, T. (2011). The Effectiveness of Using Songs in YouTube to Improve Vocabulary Competence among Upper Secondary School Studies. *Theory and Practice in Language Studies*, 1(11), 1488–1496. <https://doi.org/10.4304/tpls.1.11.1488-1496>
- Aguirre, D., Bustinza, D., & Garvich, M. (2016). Influence of Songs in Primary School Students' Motivation for Learning English in Lima, Peru. *English Language Teaching*, 9(2), 178–191. <https://doi.org/10.5539/elt.v9n2p178>
- Ahmed, S. (2015). Attitudes towards English Language Learning among EFL Learners at UMSKAL. *Journal of Education and Practice*, 6(18), 6–17.
- Ajibade, Y., & Ndububa, K. (2008). Effects of Word Games, Culturally Relevant Songs, and Stories on Students' Motivation in a Nigerian English Language Class. *TESL Canada Journal*, 25(2), 27–48. <https://doi.org/10.18806/tesl.v26i1.128>
- Akbary, M., Shahriari, H., & Fatemi, A. H. (2016). The Value of Song Lyrics for Teaching and Learning English Phrasal Verbs: A Corpus Investigation of Four Music Genres. *Innovation in Language Learning and Teaching*. <https://doi.org/10.1080/17501229.2016.1216121>
- Albaladejo Albaladejo, S., Coyle, Y., & de Larios, J. R. (2018). Songs, Stories, and Vocabulary Acquisition in Preschool Learners of English as a Foreign Language. *System*, 76, 116–128. <https://doi.org/10.1016/j.system.2018.05.002>
- Alharbi, H. A. (2015). Improving Students' English Speaking Proficiency in Saudi Public schools. *International Journal of Instruction*, 8(1), 105–116. <https://doi.org/10.12973/iji.2015.818a>
- Alisaari, J., & Heikkola, L. M. (2017). Songs and Poems in the Language Classroom: Teachers' Beliefs and Practices. *Teaching and Teacher Education*, 63, 231–242. <https://doi.org/10.1016/j.tate.2016.12.021>
- Alkaff, A. A. (2013). Students Attitudes and Perceptions towards Learning English. *Arab World English Journal*, 4(2), 106–121.
- Almutairi, M., & Shukri, N. (2016). Using Songs in Teaching Oral Skills to Young Learners: Teachers' Views and Attitudes. *International Journal of Linguistics*, 8(6), 133–153. <https://doi.org/10.5296/ijl.v8i6.10464>
- Altan, M. X. (2006). Beliefs about Language Learning of Foreign Language- Major University Students. *Australian Journal of Teacher Education*, 31(2), 45–52.
- Asassfeh, S. M. (2013). Prospective EFL Teachers: What Language Learning Beliefs Do They Hold? *Asia-Pacific Education Researcher*, 24(1), 13–26. <https://doi.org/10.1007/s40299-013-0154-1>
- Ashtiani, F. T., & Zafarghandi, A. M. (2015). The Effect of English Verbal Songs on Connected Speech Aspects of Adult English Learners' Speech Production. *Advances in Language and Literary Studies*, 6(1), 212–226.



- <https://doi.org/10.7575/aiac.all.v.6n.1p.212>
- Asrifan, A. (2009). *Using Songs in Teaching English Language for the Young Learners* (pp. 1–10).
- Bernat, E., & Gvozdenko, I. (2005). Beliefs about Language Learning: Current Knowledge, Pedagogical Implications, and New Research Directions. *Test-Ej*, 9(1).
- Bernat, E., & Lloyd, R. (2007). Exploring the gender effect on EFL learners' beliefs about language learning. *Australian Journal of Educational and Developmental Psychology*, 7(02), 79–91.
- Borg, M. (2001). Key Concepts in ELT. Teachers' Beliefs. *ELT Journal*, 55(2), 186–188.  
<https://doi.org/10.1093/elt/55.2.186>
- Brumen, M. (2011). The Perception of and Motivation for Foreign Language Learning in Pre-School. *Early Child Development and Care*, 181(6), 717–732.  
<https://doi.org/10.1080/03004430.2010.485313>
- Chen, Y.-C., & Chen, P.-C. (2009). The Effect of English Popular Songs on Learning Motivation and Learning Performance. *WHAMPOA - An Interdisciplinary Journal*, 56, 13–28.
- Davis, A. (2008). Teachers' and Students' Beliefs Regarding Aspects of Language Learning. *Evaluation and Research in Education*, 17(4), 207–222.  
<https://doi.org/10.1080/09500790308668303>
- Davis, G. M., & Fan, W. (2016). English Vocabulary Acquisition Through Songs in Chinese Kindergarten Students. *Chinese Journal of Applied Linguistics*, 39(1), 59–71.  
<https://doi.org/10.1515/cjal-2016-0004>
- Dehbozorgi, E. (2012). Effects of Attitude towards Language Learning and Risk-taking on EFL Student's Proficiency. *International Journal of English Linguistics*, 2(2), 41–48.  
<https://doi.org/10.5539/ijel.v2n2p41>
- Diakou, M. (2013). *Using Songs to Enhance Language Learning and Skills in the Cypriot Primary EFL Classroom* [The Open University]. EdD thesis The Open University
- Domoney, L., & Harris, S. (1993). Justified and Ancient: Pop Music in EFL Classrooms. *ELT Journal*, 47(3), 234–241.  
<https://doi.org/10.1093/elt/47.3.234>
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117–135.  
<https://doi.org/10.1017/S026144480001315X>
- Engin, A. O. (2009). Second Language Learning Success and Motivation. *Social Behavior and Personality*, 37(8), 1035–1041.  
<https://doi.org/10.2224/sbp.2009.37.8.1035>
- Forster, E. (2006). The Value of Songs and Chants for Young Learners. *Encuentro*, 16, 63–68.  
<http://www.encuentrojournal.org/textos/16.7.pdf>
- Gahunga, O. (2010). Are Self-Efficacy, Language Learning Strategies, and Foreign Language Ability Interrelated? *The Buckingham Journal of Language and Linguistics*, 2, 47–60.  
<http://www.bjll.org/index.php/bjll/article/view/14/22>
- García Conesa, I. M., & Juan Rubio, A. D. (2015). The Use of Rhymes and Songs in the Teaching of English in Primary Education. *Docencia e Investigación: Revista de La Escuela Universitaria de Magisterio de Toledo*, 40(25), 83–101.
- Gea, N. L. V. (2013). Learning and Teaching of English in a Foreign Language Classroom of Primary Education through Current Songs and Cartoons. *Odisea*, 14, 183–204.
- Graham, S. (2006). A Study of Students' Metacognitive Beliefs about Foreign Language Study and Their Impact on Learning. *Foreign Language Annals*, 39(2), 296–309.  
<https://doi.org/10.1111/j.1944-9720.2006.tb02267.x>
- Heidari, F., Izadi, M., & Ahmadian, M. V.

- (2012). The Relationship between Iranian EFL learners' Self-Efficacy Beliefs and Use of Vocabulary Learning Strategies. *English Language Teaching*, 5(2), 174–182. <https://doi.org/10.5539/elt.v5n2p174>
- Incecay, V., & Dollar, Y. K. (2011). Foreign Language Learners' Beliefs about Grammar Instruction and Error Correction. *Procedia - Social and Behavioral Sciences*, 15, 3394–3398. <https://doi.org/10.1016/j.sbspro.2011.04.307>
- Israel, H. F. (2013). Language Learning Enhanced by Music and Song. *Literacy Information and Computer Education Journal, Special* 2(1), 1360–1366. <https://doi.org/10.20533/licej.2040.2589.2013.0180>
- Jarvis, S. (2013). How Effective Is It to Teach a Foreign Language in the Foundation Stage through Songs and Rhymes? *Education 3-13*, 41(1), 47–54. <https://doi.org/10.1080/03004279.2012.710099>
- Kara, Z. E., & Aksel, A. S. (2013). The Effectiveness of Music in Grammar Teaching on the Motivation and Success of the Students at Preparatory School at Uludağ University. *Procedia - Social and Behavioral Sciences*, 106, 2739–2745. <https://doi.org/10.1016/j.sbspro.2013.12.314>
- Kartchava, E. (2016). Learners' Beliefs about Corrective Feedback in the Language Classroom: Perspectives from Two International Contexts. *TESL Canada Journal*, 33(2), 19–45. <https://doi.org/10.18806/tesl.v33i2.1235>
- Kuśnierek, A. (2016). The Role of Music and Songs in Teaching English Vocabulary to Students. *WSN World Scientific News*, 43(431), 1–55. [www.worldscientificnews.com](http://www.worldscientificnews.com)
- Levine, G. S. (2003). Student and Instructor Beliefs and Attitudes about Target Language Use, First Language Use, and Anxiety: Report of a Questionnaire Study. *The Modern Language Journal*, 87(3), 343–364. <https://doi.org/10.1111/1540-4781.00194>
- Linse, C. (2006). Using Favorite Songs and Poems with Young Learners. *English Teaching Forum*, 44(2), 38–42. <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1107895&site=ehost-live&scope=site>
- Metin, E., & Saricoban, A. (2000). Songs, Verse and Games for Teaching Grammar. *The Internet TESL Journal*, 6(10), 1–7.
- Millington, N. T. (2011). Using Songs Effectively to Teach English to Young Learners. *Language Education in Asia*, 2(1), 134–141. <https://doi.org/10.5746/leia/11/v2/i1/a11/millington>
- Oroujlou, N., & Vahedi, M. (2011). Motivation, Attitude, and Language Learning. *Procedia - Social and Behavioral Sciences*, 29, 994–1000. <https://doi.org/10.1016/j.sbspro.2011.11.333>
- Rao, Z. (2006). Understanding Chinese Students' Use of language learning strategies from cultural and educational perspectives. *Journal of Multilingual and Multicultural Development*, 27(6), 491–508. <https://doi.org/10.2167/jmmd449.1>
- Razak, N. A. N. A., & Yunus, M. M. (2016). Using Action Songs in Teaching Verbs to Young ESL Learners. *International Journal of Language Education and Applied Linguistics (IJLEAL)*, 04, 109.
- Richard Schmidt. (1995). Consciousness and Foreign Language Learning: A tutorial On The Role Of Attention And Awareness In Learning. In *Attention and awareness in foreign language learning* (Vol. 9, pp. 1–63). [http://nflrc.hawaii.edu/PDFs/SCHMIDT\\_A\\_tutorial\\_on\\_the\\_role\\_of\\_attention\\_and\\_awareness\\_in\\_learning.pdf](http://nflrc.hawaii.edu/PDFs/SCHMIDT_A_tutorial_on_the_role_of_attention_and_awareness_in_learning.pdf)
- Richardson, V. (1996). The Role of Attitudes and Beliefs in Learning to Teach. In *Handbook of Research on Teacher Education* (pp. 102–119).
- Rifkin, B. (2000). Revisiting Beliefs about Foreign Language Learning. *Foreign Language Annals*, 33(4), 394–408. <https://doi.org/10.1111/j.1944->

- 9720.2000.tb00621.x
- Romero, P. X. (2017). Teaching and Learning English through Songs: A Literature Review. *MSU Working Papers in SLS*, 8, 40–45. <http://sls.msu.edu/soslap/journal/index.php/sls/article/view/104/75>
- Roslim, N., Azizul, A. F., & Mohd Zain, M. (2011). Using Songs in Enhancing the Teaching of Grammar. *Advances in Language and Literary Studies*, 2(2), 118–128. <https://doi.org/10.7575/aiac.all.v.2n.2p.118>
- Saeb, F., & Zamani, E. (2013). Language Learning Strategies and Beliefs about Language Learning in High-School Students and Students Attending English Institutes: Are They Different? *English Language Teaching*, 6(12), 79–86. <https://doi.org/10.5539/elt.v6n12p79>
- Saricoban, A., & Metin, E. (2000). Saricoban & Metin - Songs, Verse and Games for Teaching Grammar (TESL/TEFL). In *The Internet Tesol Journal* (Vol. 6, Issue 10). <http://iteslj.org/Techniques/Saricoban-Songs.html>
- Schoepp, K. (2001). Reasons for Using Songs in the ESL/EFL Classroom. *The Internet TESL Journal*, 7(2), 1–4. [https://www.researchgate.net/publication/309390126\\_Reasons\\_for\\_Using\\_Songs\\_in\\_the\\_ESLEFL\\_Classroom](https://www.researchgate.net/publication/309390126_Reasons_for_Using_Songs_in_the_ESLEFL_Classroom)
- Schön, D., Boyer, M., Moreno, S., Besson, M., Peretz, I., & Kolinsky, R. (2008). Songs as an Aid for Language Acquisition. *Cognition*, 106(2), 975–983. <https://doi.org/10.1016/j.cognition.2007.03.005>
- Setia, R., Rahim, R. A., Nair, G. K. S., Adam, A. F. binti M., Husin, N., Sabaphaty, E., Mohamad, R., So'od, S. M. M., Yusoff, N. I. M., Razlan, R. M., Jalil, N. A. A., Kassi, R. M., & Seman, N. A. (2012). English songs as means of aiding students' proficiency development. *Asian Social Science*, 8(7), 270–274. <https://doi.org/10.5539/ass.v8n7p270>
- Sevik, M. (2011). Teacher views about using songs in teaching English to young learners. *Educational Research and Review*, 6(21), 1027–1035. <https://doi.org/10.5897/ERR11.250>
- Shen, C. (2009). Using English Songs: An Enjoyable and Effective Approach to ELT. *English Language Teaching*, 2(1), 88–94.
- Tahaine, Y., & Daana, H. (2013). Jordanian Undergraduates' Motivations and Attitudes towards Learning English in EFL Context. *International Review of Social Sciences and Humanities*, 4(2), 159–180.
- Truitt, S. N. (1995). Beliefs about Language Learning: A Study of Korean University Students Learning English. *Texas Papers in Foreign Language Education*, 2(1), 16. <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&D=eric3&AN=ED416703%5Cnhttp://jabega.uma.es:4550/resserv?sid=SP:ericdb&id=pmid:&id=&issn=0898-8471&isbn=&volume=2&issue=1&spage=&pages=&date=%3Cp010/%3E&title=Texas+Papers+in+Foreign+Langu>
- Tse, A. Y. H. (2015). Malaysian Teachers' Perspectives on Using Songs in English Language Teaching. *International Journal of Social Science and Humanity*, 5(1), 87–89. <https://doi.org/10.7763/ijssh.2015.v5.428>
- Villalobos Ulate, N. (2008). Using Songs to Improve EFL Students' Pronunciation. *Letras*, 2(44), 93–108.
- Vinyets, N. B. (2012). *Using Songs in Primary Education: Advantages and Challenges*. Universit de Vic.
- Yang, S. (2019). The Comparative Study of College Students' Beliefs about Oral Corrective Feedback in English Classes. *Modern Linguistics*, 07(02), 193–199. <https://doi.org/10.12677/ml.2019.72025>
- Yilmaz, C. (2010). The Relationship between Language Learning Strategies, Gender, Proficiency and Self-Efficacy Beliefs: A study of ELT Learners in Turkey. *Procedia - Social and*

*Behavioral Sciences*, 2(2), 682–687.  
<https://doi.org/10.1016/j.sbspro.2010.03.084>

Zoltan, D. (2008). Motivation and

Motivating in the Foreign Language Classroom. *The Modern Language Journal*, 78(3), 273–284.