



# مجلة التربوي

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المعبد السادس والعشرين  
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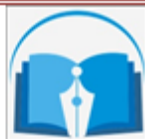
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## Sing, Learn and Grow; The benefits of English Educational Songs in the Nursery stage

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### Abstract

Educational songs are a widely used pedagogical tool in early childhood settings, yet their impact on young children's learning and development is not fully understood. This paper aims to synthesize the existing research on the role of English educational songs in the nursery classroom and explore their multifaceted benefits. This paper explores the benefits of incorporating English educational songs into the curriculum for young pupils at the nursery stage in Libya. An open-ended interview was conducted with 7 Libyan EFL teachers to get the wanted data. The key findings from this paper appealed that the English educational songs have a great effect on children English learning and proposes practical strategies for effectively integrating educational songs into the nursery classroom. Children ability to speak English improved and they gain more vocabulary.

**Key words:** English Educational songs (EESs), speaking skills, teachers' views, Libyan young pupils.

### ملخص

الأغاني التعليمية هي أداة تربوية تستخدم على نطاق واسع في بيئات الطفولة المبكرة، ومع ذلك فإن تأثيرها على تعلم الأطفال الصغار ونموهم ليس مفهوما تماما. تهدف هذه الورقة إلى تجميع الأبحاث الموجودة حول دور الأغاني التعليمية باللغة الإنجليزية في فصول الحضانة واستكشاف فوائدها المتعددة الأوجه. تستكشف هذه الورقة فوائد دمج الأغاني التعليمية الإنجليزية في المناهج الدراسية للتلاميذ الصغار في مرحلة الحضانة في ليبيا. تم إجراء مقابلة مفتوحة مع 7 مدرسين ليبيين للغة الإنجليزية كلغة أجنبية للحصول على البيانات المطلوبة. أشارت النتائج الرئيسية لهذه الورقة إلى أن EESs لها تأثير كبير على تعلم الأطفال للغة الإنجليزية وتقتصر استراتيجيات عملية لدمج الأغاني التعليمية بشكل فعال في الفصول الدراسية في الحضانة. تحسنت قدرة الأطفال على التحدث باللغة الإنجليزية واكتسبوا المزيد من المفردات.

**الكلمات المفتاحية:** الأغاني التربوية، مهارات التحدث، آراء المعلمين، المتعلمين الليبيين الصغار.

### Introduction

It has long been known that singing and music are effective teaching methods for young children. Educational songs can promote several aspects of a child's development throughout the nursery stage, which is when they are usually between the ages of three and five. The advantages of including instructional songs in the curriculum for young pupils in the nursery stage are examined in this research.

Research has consistently demonstrated the significant cognitive, social, and emotional benefits that music exposure can have on young children. Listening to and engaging with music has been linked to improved language skills, enhanced problem-solving abilities, and increased emotional intelligence (Smith, 2020). Furthermore, studies have shown that the early years are a critical period for musical development, as the brain is highly receptive to musical stimuli during this time (Ilari, 2016).

Educational songs, which are specifically designed to teach concepts or convey information, can be particularly beneficial for young pupils at the nursery stage. These songs can cover a wide range of topics, including letters, numbers, colors, shapes, and even social-emotional skills (Jones, 2018). By incorporating educational songs into the daily routine, teachers can create an

engaging and multisensory learning environment that supports children's cognitive, linguistic, and social-emotional development.

a. Cognitive and Linguistic Development

English educational songs can aid in the development of cognitive and linguistic skills in young children. The repetitive nature of these songs helps to reinforce key concepts and facilitate the retention of information (Hallam, 2010). Additionally, the rhythmic and melodic elements of educational songs can enhance children's phonological awareness, which is a crucial precursor to literacy development (Degé & Schwarzer, 2011).

b. Social-Emotional Development

Singing and music-making can also contribute to the social-emotional development of young children. Participating in educational songs encourages social interaction, cooperation, and the development of empathy (Custodero, 2005). Moreover, the emotional expressiveness inherent in music can help children to better understand and regulate their own emotions, laying the foundation for healthy social-emotional skills.

c. Engaging and Motivating Learning

English educational songs have the unique ability to capture the attention and imagination of young children. The combination of melody, rhythm, and lyrics can make learning fun and engaging, which is crucial at the nursery stage when children have shorter attention spans (Jones, 2018). By using educational songs, teachers can foster a love of learning and encourage active participation from their students.

d. Multisensory Approach

Educational songs utilize a multisensory approach to learning, incorporating visual, auditory, and kinesthetic elements. Children can see the words, hear the melody, and often move their bodies to the rhythm of the songs. This multisensory engagement helps to reinforce concepts and facilitates deeper learning (Hallam, 2010). Additionally, the physical movement associated with singing and dancing can support the development of gross motor skills in young children.

e. Inclusive and Accessible

English educational songs can be a highly inclusive and accessible learning tool for children from diverse backgrounds. The universal language of music can transcend cultural and linguistic barriers, allowing all children to participate and feel included (Custodero, 2005). Furthermore, educational songs can be easily adapted to suit the needs and abilities of individual students, making them a versatile resource for teachers working with a range of learners.

f. Parental Engagement

The use of English educational songs in the nursery classroom can also have a positive impact on parental engagement. When children bring home the songs they have learned, parents can reinforce the lessons and continue the learning process at home (Jones, 2018). This collaboration between school and home can foster a stronger sense of community and support the holistic development of the child.

### Problem and Questions of the Study

While some Arabic researchers have examined the value of using songs to teach EFL to young pupils and how they can help them improve their speaking abilities, some Muslim researchers maintain that the use of songs (with music ) is forbidden in Islam and should not be used in Muslim Arab classrooms.



The researcher of this study aimed to find out what Libyan teachers thought about the use of songs in the classroom to teach English to young pupils at a nursery in Alkhums City, Libya, in light of this issue and in an attempt to comprehend the Libyan educational environment. The current study aims to provide answers to the following queries:

1. What are the teachers' views of using English educational songs to teach EFL to young pupils at a nursery in Libya?
2. What are the challenges of using English educational songs in Libyan classes at a nursery?

### **The Hypotheses of the Study**

Here are some hypotheses regarding the use of English educational songs in a nursery setting:

1. Language Development: Children exposed to English educational songs will show improved vocabulary acquisition and pronunciation skills compared to those who do not have such exposure.
2. Cognitive Engagement: Listening to and participating in educational songs will enhance cognitive engagement, leading to better memory retention of concepts such as numbers, letters, and colors.
3. Social Interaction: Group singing of educational songs will foster social skills and cooperation among children, as they learn to take turns and work together in a shared activity.
4. Emotional Development: Exposure to positive and uplifting educational songs will contribute to emotional well-being, helping children express their feelings and connect with others.
5. Rhythm and Motor Skills: Incorporating movement with educational songs will improve gross motor skills and coordination as children dance and gesture along with the music.
6. Cultural Awareness: Introducing songs from diverse backgrounds will promote cultural awareness and inclusivity among children, fostering appreciation for different languages and traditions.
7. Engagement and Motivation: Children will be more motivated to learn when educational content is presented through music, leading to increased participation and enthusiasm for learning activities.
8. Listening Skills: Regular exposure to songs will enhance children's listening skills, helping them to follow directions and respond to verbal cues more effectively.

### **Significance of the Study**

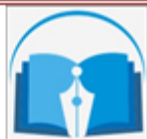
As a supplement to the same field, it was suggested that the current study would be adequate. This study aims to find out what Libyan teachers thought about the use of educational songs in the classroom to teach English to young pupils at a nursery. Since the practical findings of this study will provide guidance to students, educators, scholars, curriculum designers, and the public, it is anticipated that they will have realistic significance.

### **Research Scope**

In order to accomplish the study's goals, seven Libyan educators who have been working with young pupils in a nursery in Alkhums City offered to participate in an interview with the researcher.

### **Past Studies related to this study**

Certainly, here are more detailed summaries of the past studies, which are closely related to the current study. A longitudinal study (Hille & Kühn, 2016) examined the impact of incorporating



music and movement activities on the cognitive, language, and social-emotional development of children aged 3-6 in the nursery classroom. The researchers observed and assessed the participating children over the course of one school year. The findings suggest that the integrated approach of music and movement enhanced the children's attention, memory, language skills, and social competence compared to a control group that did not receive the specialized curriculum. The researchers conclude that incorporating music and movement into early childhood education can significantly benefit young learners' overall development.

Another qualitative study conducted by Marsh & Young (2006) explored how teachers in early childhood settings, including nursery schools, use educational songs to support curriculum objectives and foster holistic development in their students. The researchers conducted extensive classroom observations and interviews with 24 teachers across multiple early childhood centers. The findings reveal that teachers use educational songs for a variety of purposes, such as supporting language development, teaching academic concepts, regulating behavior, and promoting social-emotional skills. The teachers also highlighted the importance of selecting age-appropriate songs, using them in interactive ways, and integrating them throughout the daily routine. The study provides valuable insights into the versatile and impactful role of educational songs in the nursery classroom.

Nutley, Darki & Klingberg (2014) had a neuroimaging study which investigated the relationship between singing activities and the development of cognitive and language skills in preschool-aged children. The researchers used functional magnetic resonance imaging (fMRI) to examine brain activity in a group of 6-year-old children who participated in singing lessons over the course of two years. The findings suggest that the children who engaged in regular singing demonstrated enhanced brain connectivity and increased activation in regions associated with language, memory, and executive function. The study provides neurological evidence that the regular practice of singing, a key component of many educational songs, can positively influence the development of important cognitive and linguistic abilities in young children.

A meta-analysis study examined the existing research on the use of music-based activities, including educational songs, in supporting the development of early literacy skills, such as phonological awareness and letter recognition. The researchers reviewed and synthesized the findings from multiple studies conducted with preschool and early elementary school students. The meta-analysis revealed a significant positive correlation between participation in music-based activities and improved performance on measures of early literacy skills. The researchers suggest that the rhythmic, melodic, and linguistic elements inherent in educational songs can enhance children's phonological awareness, letter-sound correspondence, and overall readiness for formal reading instruction (Butzlaff & Callaway, 2001).

Custodero & Johnson-Green (2003) qualitative study explored parents' perspectives on the role and benefits of educational songs in their children's learning and development. The researchers conducted in-depth interviews with 40 parents of children aged 3-5 years old who were enrolled in early childhood settings. The findings indicate that parents highly value the use of educational songs, perceiving them as a powerful tool for supporting their children's cognitive, language, and social-emotional development. Parents reported that educational songs facilitated family bonding, promoted learning of academic concepts, and encouraged active engagement and participation in the home environment. The study highlights the importance of fostering





strong home-school connections and collaborating with parents to maximize the benefits of educational songs for young children.

These detailed summaries provide a comprehensive overview of the past research relevant to the current study on the role of English educational songs in the nursery classroom. By synthesizing the key findings and methodologies from these studies, the study can build a strong theoretical and empirical foundation to support its own research and recommendations.

## **Methodology**

### **1. Research Design**

This study was designed as a descriptive study with the goal of investigating the opinions, attitudes, and ideas of Libyan EFL teachers about songs and their usage of songs in EFL situations for young pupils.

### **2. Study Sample**

Seven nursery teachers with more than five years of English teaching experience make up the sample for this study. Since teaching EFL is their primary focus, those teachers are Libyan and speak Arabic as their mother tongue.

### **3. Research Tool**

Findings from a semi-structured interview (open-ended questions) served as the foundation for the study. The purpose of this interview was to gather the opinions, thoughts, and experiences of the teachers. There are nine questions in the interview, and open-ended inquiries have yielded more details.

### **4. Collecting Data**

### **5. Protocol for Interviews**

The following crucial areas were discussed in the semi-structured interviews: The perceived benefits of English educational songs for young pupils' development, Challenges or barriers to effectively incorporating educational songs and finally recommendations for best practices in using English educational songs.

### **6. Ethical Considerations**

There are a number of crucial ethical factors, which research participants should be aware of when conducting qualitative interviews for the current study. The following include some of them:

1. Informed Consent: Prior to taking part in the interviews, be sure that all participants (teachers) have given their informed consent. Give participants a clear explanation of the study's objectives, the intended use of the data, and any possible risks or advantages.

2. Secrecy and Privacy: By making all participants' identities anonymous in the article, you can safeguard their privacy and secrecy. Use generic labels or pseudonyms (such as "Teacher 1" or "Teacher A") rather than the individuals' real names.

3. Store personally identifying information and interview recordings securely and utilize them strictly for research purposes.

## **Data Analysis**

The information gathered from semi-structured interview was examined to see how the teachers felt about implementing English educational songs at nursery classes. The data was analyzed and patterns, and themes were found using the qualitative program NVivo 12. The NVivo software packages increase the rigor, efficiency, accuracy, and accessibility of data.

The transcripts were read several times before being analyzed. Potential themes and subthemes (patterns) were created by joining or splitting nodes in order to create final themes and subthemes that were logical, consistent, and unique. The most common terms and word groups (such as stem words and synonyms) as well as the relative and absolute frequencies of each word/word group within the data set were identified using NVivo's word frequency function. Fig.1 shows the words that are used the most.



Figure 1. Displays the Most Used Words

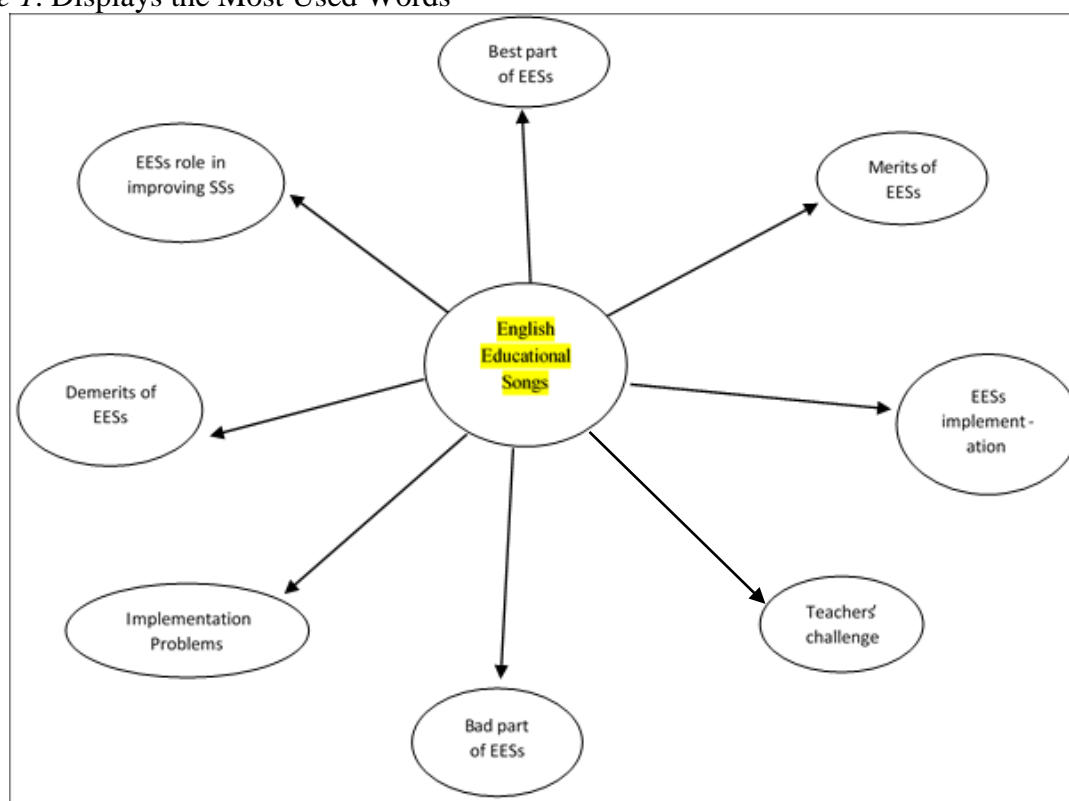


Figure 2. Extracted Themes and Patterns of the Study in Chart, NVivo

The final ideas were evaluated and developed by using the extraction procedure. An overview of the extracted themes are shown in a Figure 2.





### Findings Regarding Teachers' Views of using EESs to Teach EFL to Young Pupils at a Nursery in Libya

The data gathered from semi-structured interviews was analyzed to determine how the teachers felt about using EESs. This section's results and analysis are examined closely in relation to achieving the goal of the first research question. One main theme and eight patterns were found during the data analysis process, which yielded thorough answers to the research question. Participants' teachers discussed their experiences and thoughts on the application of EESs, as well as relevant information.

During the implementation of EESs, the teachers identified several important issues, including; best and bad part of using EESs, merits and demerits of EESs, EESs implementations, Teachers challenges, implementation problems and the role of EESs in children skills improvement.

With regard to the best part and bad part of using EESs, For example, during a thorough interview, teacher A argued:

*"There's no bad part, but choosing the proper educational song is a little challenging. When the EESs were first implemented, the children had been happy to activate on the tones and rhythm. They had not concentrated on the lyrics."*

Teacher B and C noted that EESs implementation wears teachers out and that it takes much time to come up with right ways to choose the suitable songs. The teacher felt that it also required more time for planning and determining what the children need for learning a language via songs therefor, it causes a problem for teachers and parents. For instance, teacher B mentioned:

*"Nursery children enjoy EESs and are very active with them. They like them and usually sing and dance with those songs. So our role as teachers must choose the proper songs with the proper lyrics which can go with and increase the children will to learn, and all these take time."*

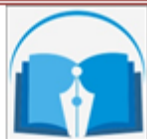
In alignment, teacher C pointed out:

*"EESs are very interesting and enjoyable for children. Music environment makes children positive to acquire the songs' lyrics quickly. Therefore, selecting the proper songs (preferred to be without music by some parents) is very challenging to reply the parents' inquiries and children' needs for learning. We need much time to do"*

It shows that children were more involved in cooperative, communicative, and collaborative learning activities throughout EESs where they had to show that they understood the material. Additionally, teachers observed that students collaborated better in English classes when EESs were implemented. Moreover, the songs appear to have a beneficial effect on children's social-emotional development in addition to their academic advantages. During these music-based activities, they get really excited to sing and dance with their classmates, and it is noticed that they're more cooperative and willing to share. Teacher F mentioned:

*"The amount of knowledge that young pupils have gained from the educational songs that are played in their nursery class has truly amazed me as a teacher. It's obvious that the songs the children sing about alphabets, colors, shapes, or counting are reiterating the lessons they're learning in school."*

In addition to the language acquisition from EESs by young pupils, EESs are constituted as a physical activity to those children. Therefore, young pupils can practice dance as sport, singing as a speaking skill and memorizing as a mind skill, which have great effect on their mind and



body development. The 'Alphabet Song' is one of the favorite examples; the children enjoy singing along and pointing to the letters as they are revealed. After using this song on a regular basis, it is seen that the children are much more comfortable recognizing and labeling the alphabet's letters. It is incredible how music can significantly increase learning effectiveness and engagement. Narrating such experiences, teacher D noted:

*"In my classroom, I've discovered that educational songs are a huge game changer. When we begin to sing and dance to these catchy songs, children simply beam. In addition to getting them moving, which is vital for their development at this age, it also aids in the memorization of key ideas like letter sounds and number recognition."*

### **Findings Regarding the Challenges of Using English Educational Songs in Libyan Classes at a Nursery.**

Using English educational songs in a nursery class can be beneficial, but there are also some challenges that hinder the use of EESs properly. During collecting data, the interviewed teachers identified some challenges such as, language barrier and overemphasis on language, religious and cultural matters and selecting the proper English songs.

With regard to the language challenges, many nursery-aged children may not speak or understand English. If the songs contain complex vocabulary or phrases, it can lead to confusion, making it hard for them to grasp the concepts being taught. Furthermore, the students may never listen to English songs, so it was completely new to them. Moreover, focusing heavily on language acquisition through songs can overshadow other developmental areas, such as social interaction, emotional growth, and physical skills. A balanced approach is key to holistic development. With regard to this, teacher G noted:

*"Indeed, I had some issues with my young pupils during the first three classes. The young children cannot understand and distinguish the whole songs from the first time. We teachers had to be aware of our responsibilities on how to use EESs correctly."*

In relation to the religious and cultural challenges. The religious matter is the most challenging. Some children' parents refused implementing the songs with music. They constantly asked the teachers to implement those songs without music. This returns to the prohibition of listening to music in our religion (Islamic religion). This caused a problem that some parents had to move their children to Islamic nursery school. Moreover, the cultural connection where Songs reflect the cultural contexts of some children may not resonate with others. If the themes, stories, or characters in the songs are unfamiliar, it can create disconnect, making it harder for children to engage. Upon this matter, teacher F pointed out:

*"Some parents come to the nursery school and ask to not use music within educational songs since they are following the correct Islamic rules. Therefore, I try to choose songs with no music or use some Apps from play-store to cut the music."*

Regarding to the EESs selection, some educational songs may have challenging melodies or rhythms. If children struggle to sing along or follow the beat, they may feel frustrated or excluded from the activity. Choosing the simplest vocabs and tones can help the young pupils to acquire the meanings of those vocabs quickly In order to use English educational songs in a nursery class effectively; teachers should choose songs that are simple, engaging, and culturally relevant while taking the children's backgrounds and developmental needs into account. A more



inclusive and successful educational experience can be produced by integrating music with other teaching methods. Regarding this, teacher A argued:

*"I try to select simple songs which involve simple vocabulary. I always try to explain and discuss the meaning of some vocabs in Arabic in a simple way. Additionally, Young pupils sometimes face difficulty in follow and repeat the song correctly. That is why repetition is needed."*

However, EESs implementation was generally successful as it improved children learning and their acquisition to English language.

### **Conclusion**

In the current study, it has been proven that English educational songs had a positive impact on Libyan children's cognitive, linguistic, and social-emotional development at a nursery school. The teachers, who were interviewed, stated that a multisensory approach that incorporates singing, movement, and visual aids is the most effective way to use English educational songs.

Using English educational songs in a Libyan nursery school can be a valuable tool for promoting language development, cognitive skills, and social interaction among young children. These songs can make learning fun and engaging, helping to reinforce concepts through melody and rhythm. However, it is crucial to approach their use thoughtfully. Educators should select songs that are culturally relevant, age-appropriate, and easy to understand, while also considering the diverse backgrounds of the children.

Balancing the use of songs with other teaching methods ensures a holistic approach to learning, catering to various developmental needs. By fostering an inclusive environment that encourages participation and enjoyment, teachers can effectively enhance the educational experience in a nursery setting.

### **Recommendations**

Here are some important suggestions that could be included in the current study on the function of English educational songs for young pupils in the nursery stage, based on the information provided:

1. Choose Age-Appropriate Songs: Select songs that are simple, catchy, and suitable for young children. Focus on those with repetitive lyrics and straightforward melodies to facilitate easy learning and participation.
2. Incorporate Cultural Relevance: Look for songs that reflect the diverse backgrounds of the children in your class. This can enhance engagement and help children feel represented.
3. Use Visual Aids: Accompany songs with visuals such as pictures, puppets, or flashcards. This supports comprehension and makes the learning experience more interactive.
4. Encourage Movement: Integrate actions or dance movements with the songs. Physical activity can enhance memory retention and keep children engaged.
5. Limit Repetition: While repetition is beneficial, vary the songs to maintain interest. Introduce new songs regularly while revisiting favorites to keep the experience fresh.
6. Facilitate Group Participation: Encourage all children to participate, regardless of their language skills. This can foster a sense of community and inclusivity in the classroom.
7. Assess Understanding: After singing, engage children in discussions about the song's content. Ask questions to gauge their understanding and reinforce learning.



8. Be Mindful of Time: Keep song sessions short to match the attention spans of young children. Frequent breaks can help maintain focus and enthusiasm.

By following these recommendations, teachers can create a lively and effective learning environment that leverages the power of music to support language development and overall growth in nursery school children.

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