

Content Analysis of English for Iraq 3rd Intermediate Textbook Based on the Four Language Skills

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Abstract

The present study aimed at analyzing the content of the textbook "*English for Iraq 3rd Intermediate*" for finding out the two indexes: Implication and Balance Distribution of the four language skills i.e., (*listening, speaking, reading, and writing*). For this purpose, a checklist was designed by the researcher. The (409) units analysis were derived from the four skills as behaviour to the items of the checklist. Face validity and reliability were ascertained. The results indicated that there were not equal implication and balance distribution of the four language skills behaviour in the textbook units and lessons.

Keywords: Content Analysis, English for Iraq 3rd Intermediate Textbook, The Four Language Skills

تحليل محتوى الكتاب المدرسي (الانكليزية لاجل العراق) الثالث متوسط مستند على
مهارات اللغة الاربع

المدرس انفال طه ياسين

المستخلص

هدفت الدراسة الحالية الى تحليل محتوى الكتاب المدرسي (الانكليزية لاجل العراق) للصف الثالث متوسط للكشف عن مؤشرين التضمنين والتوازن التوزيعي لمهارات اللغة الانكليزية الاربع (الاصغاء، التكلم، القراءة، الكتابة) ولهذا الغرض ، صممت قائمة كشف تحليل المحتوى من قبل الباحث واشتقت (٤٠٩) وحدة تحليلية كسلوكيات لمهارات الاربع لفقرات قائمة تحليل المحتوى وتم التحقق من الصدق والثبات وكانت النتائج تشير الى انه لا يوجد تضمين متساو ولا توازن توزيعي في سلوكيات مهارات اللغة الاربع ضمن وحدات ودروس الكتاب. **لكلمات المفتاحية :** تحليل المحتوى ، الكتاب المدرسي (الانكليزية لاجل العراق) الثالث متوسط، مهارات اللغة الاربع.

Section One

Introduction

1.1 Statement of the Problem and Significance of the Study

Students have to take English courses throughout their study during the process of learning from the elementary stage till the end of the high school. It extends to the university level and according to the level and the major of the students whether they are majoring in English language or in other fields of sciences. English textbooks "*English for Iraq*" series, which are designed and devoted to the Iraqi school learners, have been tested and applied in the run of time raising the merits and demerits during the process of learning. In this regard, (Shuker&Abbas, 2018:1579) confirm that Iraqi students have to take English lessons from the beginning of school till they graduate. Both teachers and students need sources to be used as a guidance in the classroom, so textbooks become the main sources on daily basis. Furthermore, (Fayadh, 2017: 2) indicates that many educators and supervisors confirm that there is a continuous need for revising and updating curriculum and its contents. The textbooks are regarded as modern devices which should periodically be updated and refreshed. Richards (2012:2) states that textbooks are a key component for any language program. As to the researcher's observations and interviews with a number of teachers of English at the Iraqi Intermediate schools, it is concluded that there is a need for consolidating teaching and learning of language skills by detecting items analysis of English textbook especially "*English for Iraq 3rd Intermediate*" according to two indexes which are Implication and Balance Distribution (Al-Obaidi, 2016:16-18). Accordingly, the significance of the problem lies in the fact that "*English for Iraq 3rd Intermediate*" Textbook in Iraq needs analysis of the contents depending on both indexes.

1.2 Aims

This study aims at finding out the two indexes: Implication and Balance Distribution of the four language skills i.e., (*listening, speaking, reading, and writing*) in the "*English for Iraq 3rd Intermediate*" Textbook.

1.3 Definition of Basic Terms

● **Textbook** is a book on a specific subject used as teaching / learning guide, especially in a school or a college (Richards & Schmidt, 2010:595).

● **Content Analysis** is a research technique for the objective, systematic, and quantitative description of the manifest content of communication (Berelson, 1952:18). Operationally, it means a research technique based on the content analysis of (409) units analysis as behaviour in the form of specific language skills.

● **Language Skills** are tools of communication which involve the use of the four language skills: listening and speaking in oral communication and reading and writing in written communication (Dubin & Olshtain, 1977:51).

● **3rd Intermediate Stage** refers to the stage in which students study the new English textbook entitled '*English for Iraq*' adopted by the Ministry of Education in Iraqi schools since September, 2016 till now.

● **Implication Index** is a technique for correlating specific linguistic units with informants (groups or individuals) for a given language item in such a way that the existence of units and activities in the four skills are shown (Mousavi, 1999:162). Operationally, it refers to the (409) units analysis derived from the four language skills behaviour included implication among the (six) textbook units with (nine) lessons.

● **Balance Distribution Index** is the approximation or equality in distributing the items analysis included in the prescribed textbook. This might be as an alternative for the distribution index. It might also be thought that they might be one term (Al-Obaidi, 2016:17-18). Operationally, it refers to the (409) units analysis taken from the four language skills behaviour involved balance distribution among the (six) textbook units with (nine) lessons.

1.4 Limits

The present study is limited to:

- 1.The four language skills, i.e., (*listening, speaking, reading, writing*).
- 2.The content of the English textbook entitled "*English for Iraq 3rd Intermediate*" in Iraqi schools including Students' Book (henceforth SB), the Activity Book (henceforth AB), and the Teacher's Book (henceforth TB) for the academic year (2019-2020).

1.5 Procedures

The following procedures are carried out:

- 1.Adopting a representative sample from the population including the content of the English textbook entitled "*English for Iraq 3rd Intermediate*" in Iraqi schools consists of SB, AB, and TB for the academic year (2019-2020).
- 2.Designing items analysis list which is the checklist by determining classes and units of the four language skills i.e., (*listening, speaking, reading, writing*) in the textbook units and lessons.
3. Finding out the validity and reliability of the checklist.
4. Using suitable statistical tools for manipulating the data of the study.
5. Making conclusions, suggestions and recommendations.

Section Two

Theoretical Background and Previous Studies

2.1 Content Analysis

English language teaching textbooks play a vital role in language classrooms. They are regarded the key component in most language programs. In some situations, they serve as the basis for many language inputs that students receive language practices that take place in the classroom. They may supply the basis for the content of the lessons, the balance of skills being presented and the kinds of language practice in which the students

participate in the activities that should make students learn (Immanuel, 2010: 5).

(Smith (2000) as cited in (Neuendorf, 2017:13)) points out, the term “content” in content analysis is something of a misnomer because practical materials may be examined for content, for form (e.g. style, structure), function, or sequence of communication. As a technique, content analysis involves specialized procedures. It is learnable and divorceable from personal authority of the researcher, and a research technique, content analysis provides new insights, increases a researcher's understanding of particular phenomenon, or informs practical actions.

List (2007:327) refers to the process of content analysis has six main stages : selecting content for analysis, units of content, coding the content, counting and weighting, and drawing conclusions .

2.2 Textbooks

A textbook is the handbook for the learners which designed for the use in the classroom, being arranged and prepared carefully by the experts in the field and being completed with teaching aids that are suitable and compatible (Tarigan (1986) as cited in Rosari,2014:3).(Laabidi,2016:142) mentions that the basis criteria that textbook adopted are the physical appearance and format of the textbook, the accompanying materials, the content and the topic, the exercises and the activities, cultural presentation, the four language skills, and the language teaching methods. Grant (1987: 12 -14) introduces two types of textbooks: coursebooks and supplementary textbooks. The difference between them is that a coursebook should cover all aspects of language and a supplementary textbook is focused only on particular topics of it. According to the present study the recent textbook as entitled "*English for Iraq*" series and *English for Iraq, 3rd Intermediate*

as an example for this series has the following components :

- **Students' Book 3rd Intermediate (SB)** has a variety of texts to present vocabulary and new language items and develop language

skills. It includes (eight) units. The "*English for Iraq*" teaching units are (1 - 3) and (5 - 7). While unit 4&8 revise the first and the second half of the book. Each of the core units involves (ten) lessons and Lesson 9 is allotted to revision whereas, revision unit (4&8) have four lessons only.

- **Activity Book 3rd Intermediate (AB)** contains exercises to practise and consolidate the language presented in the SB. Both listening and writing activities must be used together when specified in the teaching notes. Grammar and skill tip boxes are also included in the AB where appropriate to the lesson and the particular activity.

- **The Teacher's Book 3rd Intermediate (TB)** includes an introduction with practical steps and procedures for using the course effectively. Each individual lesson plan begins with a table at the top of the page, containing unit and lesson number, objectives, language, vocabulary.

- **The Audio** extracts comprise recordings of all the listening texts, exercises and phonic work in the SB and AB.

2.3 The Language Skills in English Textbooks

The four skills (*listening, speaking, reading, and writing*) of language are considered a set of four capabilities that allow an individual to comprehend and produce spoken language properly and effectively. They are as follows:

1. Listening

Listening is the first language skill demanded in the learning activities. As a goal - oriented activity, (Nunan&Carter,2001:7) reveal that listening involves "bottom-up" processing (in which listeners attend to data in the incoming speech signals) and "top-down" processing (in which listeners utilize prior knowledge and expectations to create meaning).Both bottom-up and top-down processing are assumed to take place at various levels of cognitive organization:phonological,grammatical, lexical and propositional. On the other hand, researchers in the field of teaching English language skills like Harmer (1991:20) asserts that listening plays

an important role in understanding any language. Since there is usually a teacher speaking in the class, linking to textbooks and supplementary materials, and students can hear the differences between varieties and accents of English.

2. Speaking

Speaking as a “combinatorial skill” that involves doing various things at the same time in the natural and social language skills (Johnson 1996:155). According to Darwesh & Al-Jarah (1997:75), at the primary stage pupils vary in their ability to express themselves. Some are timid and nervous about speaking tests. Others can, to a certain extent, speak rather fluent. For these reasons, speaking skill is sometimes considered to be ‘unfair’. Therefore, it is necessary to structure the tests of dialogues and conversations according to the techniques of the content analysis in their textbooks which can be used to test recognition and production of oral language.

3. Reading

Reading as a psycholinguistic guessing game. It is in fact an interactive process between bottom - up (text - based) and top - down (inside - the - head) procedures (Goodman 1967:113). Brown (2001:312) identifies two types of classroom reading performance. The first type is oral reading. Teachers can ask the students to read orally at the beginning and intermediate levels. Oral reading activities can evaluate bottom-up process skills, check the students’ pronunciation, and highlight a certain short segment of a reading passage. Teachers may ask the students at advance level to read orally only to get their participation in attending

a certain part of reading texts. The second type of reading performance is silent reading. Silent reading can be categorized into intensive reading and extensive reading. Intensive reading is usually a classroom-oriented activity that focuses on the linguistic or semantic details of a passage. Intensive reading calls students’ attention to grammatical forms, discourse markers, and other surface details.

4. Writing

Writing is the fourth skill of language and an essential skill through which success can be attained in any academic contexts. Brooks (1960:167) says that writing is much more than an orthography symbolization of speech, it is more importantly a purposeful selection and organization of expression. It includes both what is said (content) and how it is said (form). This idea has been confirmed by Rumisek & Zemach (2013:3) who assert that writing skill has four stages: pre-writing, drafting, reviewing & revising, and re-writing.

Generally speaking, the four language skills activities in the classroom serve many purposes: They give learners scaffolding support, opportunities to create ideas and evidence of their own ability and, most important, to build confidence.

2.4 Previous Studies

It is essential to present the previous studies that are related to this work to strengthen the main aspects of the study which are: problem, aim, procedures and findings of the study. They are as follows:

1. Al-Shboul & Al-Khawaldeh (2014)'s study focused on analysis of the content of Islamic Education Textbooks for secondary stage in Jordan in the light of Multiple Intelligence Theory for finding out the two indexes: Implication and Balance Distribution of the (eight) multiple intelligence types (Linguistic / Verbal , Logical / Mathematical, Visual / Spatial, Bodily/kinesthetic, Musical/Rhythm, Interpersonal, Intrapersonal, Naturalistic Environment). The tool of the study was a checklist , of eight multiple intelligence types, was designed by the researchers. The activities and questions represented as units analysis were derived from the eight multiple intelligence types as the indicators in of the checklist, in which both studies have a lot in common. One of the significant results from data analysis was that the implication of both intelligences (linguistic - verbal, and logical - mathematical) in the Islamic Education textbooks in the secondary stage is more than expected, and all the intelligences (intrapersonal, interpersonal, bodily -

kinesthetic, visual-spatial and naturalistic) are less than expected. They were distributed in a manner that violated their balance.

2. Al-Zahrani Abdul-Aziz (2016)'s study concentrated on evaluating the content analysis of English textbook developed for 1st Intermediate in the light of the oral communication skills. The tool of the study is a checklist of ESL/ ESOL standards for oral communicative skills. The findings of the study reveal that there is weakness at the balance distribution in the coherence and consistency with appropriateness for the ability of the students. It is related to the present study with the procedures, the aim and partially with the findings of the recent study which help to strengthen the obtained results.

Section Three

Procedures & Methodology

In order to achieve the aim of the present study, the specific procedures depend on the content analysis of "*English for Iraq 3rd Intermediate*" Textbook and as shown below:

3.1 Population & Sample

A representative sample of the present study has adopted from the population including "*English for Iraq 3rd Intermediate*" Textbook consists of SB and AB, and TB and currently enrolled in Iraqi schools for the academic year (2019-2020).

3.2 The Instrument

The instrument of the present study is the checklist. The items which have been adopted from "*English for Iraq 3rd Intermediate*" Textbook, Brown (2004), and Hennings (1982) depending on the four language skills, i.e., (*listening, speaking, reading, and writing*) which have (four) classes and (409) units analysis. The items of the checklist are designed by the researcher in order to identify the basis the content analysis of "*English for Iraq 3rd Intermediate*" Textbook. See **Tables (1) and (3)**.

Table (1) The Checklist Form Based on the Four Language Skills Behaviour according to the "*English for Iraq 3rd Intermediate*"

The Four Language Skills Behaviour	No. of Units Analysis
1. Listening Skills	55
2. Speaking Skills	111
3. Reading Skills	147
4. Writing Skills	96
Total	409

Textbook Units & Lessons

3.3 Construction of the Checklist

The checklist depends on the comprehensive statistical analysis determined by:

a. Classes Analysis which consists of (four) dimensions of the four language skills in the (six) textbook units with the (nine) lessons. They are considered as the basis for analyzing the behaviour for each skill in "*English for Iraq 3rd Intermediate*" textbook.

b. Units Analysis which consist of (409) units of the four language skills behaviour derived from the four language skills that have been taken from "*English for Iraq 3rd Intermediate*" textbook and other references.

3.4 Face Validity

In order to secure the face validity of the checklist. The instrument is submitted to a jury member of experts in field of language and methodology for the purpose of ascertaining its face validity. See **Tables (2) and (3)**. In the light of the experts' opinions by using the percentages in their agreement, the initial form of the checklist has come up with some amendments:

Table (2) Names of Jury Members

No.	Academic Rank	Name	Field	College
1	Prof. Dr.	Sami Abdul Aziz Al-M'amoori	ELT	Yarmouk University

2	Prof. Dr.	Abdul Jabbar Ali Darwesh	ELT	Imam Ja'afar Al-Sadiq University
3	Assist. Prof. Dr.	Abdul Wahid Salman Saihood	ELT	College of Fine Arts, Baghdad University
4	Assist. Prof. Dr.	Saad Sallal Sarhan	EFL	College of Basic Education, Al-Mustansiriyah University
5	Assist. Prof. Dr.	Muayd Rashid Habeeb	Linguistics	College of Basic Education, Al-Mustansiriyah University
٦	Instructor	Bilal Ali Burhan	EFL	College of Basic Education, Al-Mustansiriyah University

Table (3) The Checklist of the Four Language Skills Behaviour according to the "*English for Iraq 3rd Intermediate*" Textbook Units and Lessons

The checklist for content analysis is a list of the four language skills behaviour suggested by the researcher adopted from "*English for Iraq 3rd Intermediate*" Textbook which is derived from Hennings (1982) and Brown (2004) which are taken into consideration in analyzing the content analysis of the language skills behaviour that are distributed into (409) units analysis as behaviour in the (six) textbook units with (nine) lessons as shown below:

The Four Language Skills Behaviour	Fit	Unfit
<p>1. Listening Skill Behaviour refers to the ability to recognize and understand a speaker's pronunciation, grammar and vocabulary. This process includes comprehension of words, phrases, clauses, sentences and connected discourse. It is a process to realize linguistic features as sounds and discourse analysis. It consists of (55) units analysis and (22) lessons of derived behaviour for all the total units as follows:</p> <ul style="list-style-type: none"> ● Recognizing grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, pluralization), patterns, rules, and elliptical and contracted forms. ● Organizing the communicative functions of utterances, according to situations, participants, and goals. ● Developing and using a battery of listening strategies, such as detecting key words, guessing the meaning of new words from context, appealing for help, and signaling comprehension. ● Distinguishing word boundaries between the literal and implied meanings, interpreting word order patterns and their significance. ● From events, ideas, etc., describing, predicting outcomes, inferring links and connections between events, deducing causes and effects, and detecting such relations as main ideas, supporting ideas, new information, giving information, generalization, and exemplification. ● Comprehending of surface structure elements such as phonemes, words, intonation, or a grammatical category. ● Identifying or determining meaning of auditory input. <p>2. Speaking Skill Behaviour refers to the ability to produce and be able to use given language form, expressions in daily transactions in actual communicative use. It is a process of sharing others' knowledge, interests, attitudes, and opinions or ideas. It is as an interactive process of making meaning that includes producing, receiving, and information processing. It is defined as the students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context using correct pronunciation, perfect grammar, concise vocabulary and adopting the pragmatic and discourse rules of the spoken language. It consists of (111) units analysis and (22) lessons of derived behaviour for all the total units as follows:</p> <ul style="list-style-type: none"> ● Role-Taking for repetition, maintaining conversation, seeking clarification, structuring spoken information, by using appropriate expressions. ● Producing authentic materials in appropriate phrases, and sentences constituents. 		

<p>●Talking orally by stating differences among the English phonemes and allophonic variants.</p> <p>●Expressing a particular meaning in different grammatical forms.</p> <p>●Using an adequate number of lexical units (words) to accomplish pragmatic purposes.</p> <p>●Developing and using a battery of speaking strategies, such as emphasizing key words , rephrasing, providing a context for interpreting the meaning of words , appealing for help.</p> <p>3. Reading Skill Behaviour refers to the ability to skim and scan. In skimming which mainly refers to realize the gist of a text without understanding every word, locating information on more detailed topics and, inferring or drawing correct conclusions. In scanning which mainly refers to identify main points and arguments to obtain specifically required information, finding a particular word or phrases in a text by looking up a word in a dictionary, reading different types of texts, getting a name of a person or a place or statistics expressions. It consists of (147) units analysis and (21) lessons of derived behaviour for all the total units as follows:</p> <p>●Realizing and analyzing the ideas as the printed materials cited such as words, and statements. etc.</p> <p>●Locating specific information in lists, and isolating the information required such as marks, titles, headlines, adsetc. .</p> <p>●Inferring feelings, opinions, taking notes, expressions from the pictures.</p> <p>●Identifying specific information in clearly signaled argumentative texts such as advertisements, e-mail invitations, stories...etc. .</p> <p>●Finding grammatical word classes (nouns, verbs,.. etc.) syntax (e.g., subject-verb, agreement).</p> <p>●Reading words, sentences accurately.</p> <p>●Organizing and recognizing a particular meaning that expressed in different grammatical forms.</p> <p>●Developing and using a battery of reading strategies ,such as scanning and skimming detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.</p> <p>4. Writing Skill Behaviour refers to the ability to describe firsthand observations, telling how to do something, and summarizing, comparing, contrasting, analyzing, and explaining, predicting, guessing, expressing feelings and opinions, preferences, and judgments, and making up stories in the form of a short functional text (such as advertisements, invitations, etc.) by using written language accurately, and appropriately in daily life situations. It aims to organize structures and vocabulary, to develop student's ability to compose continuous paragraph organization. It consists of (96) units analysis and (24) lessons of derived</p>	
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behaviour for all the total units as follows:		
●Describing what the writer has observed, heard, or read.		
●Reporting events, telling how to do something, retelling something heard or read, or summarized.		
●Comparing, contrasting, and classifying, analyzing, or explaining events or items.		
●Projecting ideas, predicts, guesses, generalization, designing plans for action, or devising original classification schemes, thinking in the projective mode.		

3.5 Analyzing Items Analysis List the Checklist

After designing (409) units analysis which are taken from the whole process of analysis whereas, Unit (4&8) & Lesson (9) for each unit which are devoted for revision are been excluded. See **Table (4)**

Table (4) Frequencies, Percentages & Rank Orders of the items of the Checklist of the Four Language Skills Behaviour

No.	The Four Language Skills Behaviour	F	Percentages	Rank Orders
1	Listening Skill	55	13%	4
2	Speaking Skill	111	27%	2
3	Reading Skill	147	36%	1
4	Writing Skill	96	24%	3
	Total	409	100%	

Table (4) shows the items of the checklist on the four language skills behaviour with respect to their frequencies, percentages, and rank orders. It is shown that the items of reading skill behavior get (147) frequencies with the percentage (36%) which occupy the first rank, while listening skill behaviour gets (55) frequencies with the percentage of (13%) that occupies the last rank. This means that the reading skill has the highest frequencies of behaviour, whereas listening skill has the lowest frequencies of behaviour in the textbook units and lessons.

3.6 Reliability

In order to achieve the reliability of the checklist which has (409) units distributed over the four language skills in (six) textbook units. Index Reliability (henceforth I.r) was used (Holisti, 1964) between the two observers. For the application, the researcher is considered as the first observer for finding out (409) units of frequencies for each item as units analysis whereas the second observer¹ has found out (341) items of frequencies. See Table (5)

Table (5) Index Reliability of Checklist between the Two Observers

No.	The Four Language Skills	Observers		Agreement	I.r
		1 st	2 nd		
1	Listening	55	45	45	0.90
2	Speaking	111	94	94	0.91
3	Reading	147	125	125	0.92
4	Writing	96	77	77	0.89
	Total	409	341	341	0.91

Table (5) shows results of the values of the I.r achieved consistency between the two observers and it is considered acceptable since it appears between (0.80 - 0.95) as an acceptable range according to krippendorff (2013: 324).

Section Four

Results, Conclusions, Recommendations, & Suggestions for Further Studies

4.1 Study Results

With respect to both Implication and Balance Distribution Indexes, the findings of the study reveal that the method used to examine the checklist is called *Goodness - of- Fit* as (Triola, 2001: 583) used that in his studies. As a result of applying this method, Implication and Balance Distribution Indexes refer that the items of the checklist which consist of (409) units analysis involved implication with balance distribution among the (six) textbook units with (nine) lessons whereas, unit (4&8) and Lesson (9) are allotted to revision. He also asserts that an

¹ Prof. Dr. Abdullah Ahmed Al-Obaidi

observed frequency distribution is a good fit with some theoretical (expected) frequency distribution (ibid). Thus, chi-square was used to compare the observed frequency distribution with the expected (or predicted) frequency distribution and this is according to Aron & Coups (2013: 545). The results reveal the following:

A. Results Related to

Implication Index:

With respect to Implication Index, Table (6) reveals the following:

Table (6) Frequencies, Percentages of Implication in the Checklist & Chi-Square Value about the Differences on the (Six) Textbook Units of the Four Language Skills Behaviour

No.	the Four Language Skills	Units	Frequency		%	d.f	chi-square Value		Level of Significance 0.001
			O	E			Cal.	Tab.	
1	Listening	1	32	40	13	5	56.05	20.52	Significant
		2	43		18				
		3	30		13				
		5	81		34				
		6	22		9				
		7	32		13				
		Total	240		100				
2	Speaking	1	105	103.3	17	5	123.76	20.52	Significant
		2	145		23				
		3	139		22				
		4	138		22				
		6	79		13				
		7	14		3				
		Total	620		100				
3	Reading	1	95	108	15	5	34.70	20.52	Significant
		2	75		12				
		3	106		16				
		5	147		23				
		6	91		14				
		7	134		20				
		Total	648		100				

4	Writing	1	80	104.2	13	5	51.59	20.52	Significant
		2	114		18.5				
		3	78		12				
		5	114		18.5				
		6	78		12				
		7	161		26				
		Total	625		100				

1. Results Related to the Listening Skill: There are statistically significant differences between the observed and the expected frequencies, since the computed X^2 -value which is (56.05) is larger than the tabulated X^2 - value which is (20.52) at the level of significance (0.001) and degree of freedom (5). This reveals that the (240) observed frequencies of the (55) units analysis of listening skill behaviour in the (six) textbook units do not show a positive view towards the textbook units and a weak implication with the required level in the textbook units.

2.Results related to the Speaking Skill: There are statistically significant differences between the observed and the expected frequencies, since the computed X^2 -value which is (123.76) is larger than the tabulated X^2 - value which is (20.52) at the level of significance (0.001) and degree of freedom (5). This reveals that the (620) observed frequencies of the (111) units analysis of speaking skill behaviour in the (six) textbook units do not show a positive view towards the textbook units and a weak implication with the required level in the textbook units.

3.Results Related to the Reading Skill: There are statistically significant differences between the observed and the expected frequencies, since the computed X^2 -value which is (34.70) is larger than the tabulated X^2 - value which is (20.52) at the level of significance (0.001) and degree of freedom (5). This reveals that the (648) observed frequencies of the (147) units analysis of reading skill behaviour in the (6) textbook units do not show a positive view towards the textbook units and a weak implication with the required level in the textbook units.

4.Results related to the Writing Skill: There are statistically significant differences between the observed and the expected

frequencies, since the computed X^2 -value which is (51.59) is larger than the tabulated X^2 - value which is (20.52) at the level of significance (0.001) and degree of freedom (5). This reveals that the (625) observed frequencies of the (96) units analysis of writing skill behaviour in the (six) textbook units do not show a positive view towards the textbook units and a weak implication with the required level in the textbook units.

B. Results Related Balance Distribution Index:

With respect to Balance Distribution Index, **Table (7)** reveals the following:

Table (7) Frequencies, Percentages of Balance Distribution in the Checklist & Chi-Square Value about the Differences on the (Nine) Textbook Lessons of the Four Language Skills Behaviour

No.	The Four Language Skills	Lessons of all the (Six) Units	Frequency		d.f	Chi-square Value		Level of Significance 0.001
			O	E		Cal.	Tab.	
1	Listening	1	43	7.17	5	94.39	20.52	Significant
		2	45	7.5		22.36		
		3	15	2.5		46.20		
		4	16	2.67		32.72		
		5	36	6		49.00		
		6	30	5		108.40		
		7	15	2.50		31.80		
		8	13	2.17		28.04		
		10	27	4.5		34.11		
		Total	240					
2	Speaking	1	121	20.17	5	80.56	20.52	Significant
		2	138	23		75.70		
		3	78	13		97.08		
		4	68	11.33		76.90		
		5	49	8.17		124.94		
		6	42	7.00		210.00		
		7	83	13.83		86.69		
		8	41	6.83		83.87		
		10	0	0.00		0.00		
		Total	620					
		1	30	5.00		150.00		
		2	59	9.33		123.94		
		3	109	17.33		214.97		

3	Reading	4	0	0.00	5	0.00	20.52	Significant
		5	27	4.50		135.00		
		6	72	12.00		93.50		
		7	110	18.33		101.33		
		8	84	14.00		168.00		
		10	157	26.17		52.308		
		Total	648					
4	Writing	1	72	12.00	5	116.67	20.52	Significant
		2	87	14.50		47.69		
		3	106	17.67		252.821		
		4	130	21.67		205.43		
		5	54	9.00		159.78		
		6	57	9.50		76.579		
		7	40	6.67		159.90		
		8	67	11.17		121.436		
		10	12	2.00		58.00		
		Total	625					

B. Results Related to the Listening Skill: There are statistically significant differences between the observed and the expected frequencies, since the computed X^2 -value which is (108.40 – 22.36) is larger than the tabulated X^2 - value which is (20.52) at the level of significance (0.001) and degree of freedom (5). This reveals the (240) observed frequencies of the (55) units analysis of listening skill behaviour with the (nine) textbook lessons do not show a positive view towards the textbook lessons and a weak balance distribution with the required level in the textbook lessons.

2.Results Related to the Speaking Skill: There are statistically significant differences between the observed and the expected frequencies ,since the computed X^2 -value which is (210.00- 75.70) is larger than the tabulated X^2 - value which is (20.52) at the level of significance (0.001) and degree of freedom (5). This reveals that the (620) observed frequencies of the (111) units analysis of speaking skill behaviour with the (nine) textbook lessons do not show a positive view towards the textbook lessons and a weak balance distribution with the required level in the textbook lessons .

3.Results Related to the Reading Skill: There are statistically significant differences between the observed and the expected frequencies ,since the computed X^2 -value which is (214.97-52.30) is larger than the tabulated X^2 - value which is (20.52) at the level of significance (0.001) and degree of freedom (5).This reveals that the (648) observed frequencies of the (147)units analysis of reading skill behaviour with the (nine) textbook lessons do not show a positive view towards the textbook lessons and a weak balance distribution with the required level in the textbook lessons.

4.Results Related to the Writing Skill: There are statistically significant differences between the observed and the expected frequencies, since the computed X^2 -value which is (252.821 - 47.69) is larger than the tabulated X^2 - value which is (20.52) at the level of significance (0.001) and degree of freedom (5).This reveals that the (625) observed frequencies of the (96) units analysis of writing skill behaviour with the (nine) textbook lessons do not show a positive view towards the textbook lessons and a weak balance distribution with the required level in the textbook lessons.

4.2 Discussion of Results

Table (8) shows the *Null- Behaviour* of textbook units in order to provide the discussion of results with justifications.

the Four Language Skills	Textbook Units	Units Analysis
1.Listening	4	1
	7	1
2.Speaking	5	1
	6	2
3.Reading	1	11
	2	2
	3	3
4.Writing	1	4
Total		25

Table (8) the Null – Behaviour on the (Six) Textbook Units of the Checklist

Through the statistical analysis of the data obtained during the administration of the checklist , it is found that there are (25) units analysis of the four language skills in the textbook units including (zero) frequencies of the four language skills behaviour. This indicates that the behaviour of the four language skills is not used widely. Also, this can be considered a weak point in the textbook units as being null behaviour (zero frequencies). The complexity and unfamiliarity of ordering the four language skills behaviour of the textbook methodology created difficulty in understanding and inability to simulate students' level in learning the objectives of the units and lessons. As a result, students could not do simple cognitive tasks of recalling the learned information as well as the lack of ability to perform cognitive tasks such as the ability to be creative and familiar with the educational textbook requirements. Concerning this result, Brown (2004:117) who asserts that language assessment principles and classroom practices treat the various linguistic forms (phonology, morphology, lexicon, grammar and discourse) within the content of skill areas. This finding could be logical and justified since "*English for Iraq 3rd Intermediate*" Textbook is one of the main cornerstones of the English series. Iraqi 3rd Intermediate school students still face problems and difficulties in comprehending even simple texts because of their weak background knowledge as referred by language supervisors and linguistic experts in this field.

4.3 Conclusions

From the findings of the recent study, the following conclusions can be drawn:

1. The checklist based on the four language skills in "*English for Iraq 3rd Intermediate*" Textbook, as suggested by the researcher, is more effective and fruitful in developing the syllabus and curricula in language teaching.
2. The standards of the content organization are based on the nature and the availability of the four language skills behaviour that help students to acquire them.
3. The concept of application of the four language skills is difficult and unfamiliar for most EFL students lack using them during the course. Thus, the textbook needs to be revised in order

to use the four language skills adequately due to the performance of students' achievement in their tests.

4.4 Recommendations

Based on the conclusions drawn, the following recommendations are put forward:

1. The textbooks should follow a logical scope and sequence regarding the tasks and activities. So the systematic guided activities of teaching strategies should be integrated into classroom syllabus to facilitate teaching in English textbooks.
2. Students should be trained in using various types and linguistic forms (phonology, morphology, lexicon, grammar and discourse) should be integrated into classroom syllabus to develop linguistic culture.
3. Teachers should use technical activities that increase the student's employment of the four language skills to promote their motivation of teaching English textbooks.

4.5 Suggestions for Further Studies

In relation to the present study, the following suggestions are as given:

1. Developing an English language textbook evaluation based on the linguistic forms.
2. Evaluating the effectiveness of '*English for Iraq*' Textbook for primary Stages.

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The Impact of Using Songs on Iraqi Intermediate EFL Students' vocabulary Performance.

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ABSTRACT

The aim of this study is to discover the impact of using songs on Iraqi EFL intermediate students' vocabulary performance. The sample of the present study consists of sixty students chosen from 3rd grade students at Fatima Al-Zehraa Secondary school for girls in Al-Diwanyia. The students are divided into two groups, 30 students for control group and 30 students for the experimental group. To achieve the aim of this study, the researcher designed a pre-posttest of vocabulary. Before the experiment, a pretest in vocabulary is given to both groups. The researcher selected 8 songs to teach students vocabulary through them. The experimental group has been taught vocabulary within the selected songs, whereas the control group has been taught according to traditional instruction. At the end of the experiment which has lasted for six weeks, the same pre-posttest in vocabulary is given to both groups. From the result which has been statistically analyzed, the researcher concludes that the experimental group outperformed the control group. This results reflected the positive effect of the impact of using songs as a good way to teach vocabulary to the intermediate school student. The findings suggested that songs are not merely an entertaining tool, but they can also be utilized as a pedagogic material particularly when it comes to teaching vocabulary.

الملخص

الهدف من هذه الدراسة هو اكتشاف تأثير استخدام الأغاني على أداء مفردات طلاب اللغة الإنجليزية المتوسطة دارسي اللغة الإنجليزية كلغة أجنبية. أحتوت عينة الدراسة الحالية على ستين طالباً تم اختيارهم من طلاب الصف الثالث في مدرسة فاطمة الزهراء الثانوية للبنات في

الديوانية. ينقسم الطلاب إلى مجموعتين ، ٣٠ طالبةً للمجموعة الضابطة و ٣٠ طالبةً للمجموعة التجريبية. لتحقيق الهدف من هذه الدراسة ، صمم الباحث الاختبار القبلي للمفردات. وقبل بدء التجربة تم إعطاء الاختبار في المفردات لكلتا المجموعتين. واختارت الباحثة 8 أغنية لتعليم الطلاب المفردات من خلالها. فقد تم تدريس المجموعة التجريبية المفردات ضمن الأغاني المختارة. بينما تم تدريس المجموعة الضابطة وفقاً للتعليمات التقليدية. في نهاية التجربة التي استمرت ستة أسابيع ، تم تقديم نفس الاختبار القبلي كاختبار بعدي في المفردات لكلتا المجموعتين. وقد تم تحليل النتائج إحصائياً ، و دلت النتائج على أن المجموعة التجريبية تفوقت على المجموعة الضابطة. وقد عكست هذه النتائج التأثير الإيجابي لتأثير استخدام الأغاني كوسيلة جيدة لتدريس المفردات لطالبات المدرسة المتوسطة. تشير النتائج إلى أن الأغاني ليست مجرد أداة مسلية ولكن يمكن استخدامها كذلك كمواد تربوية خاصة عندما يتعلق الأمر بتدريس المفردات.

Key words: Vocabulary, Song, Traditional instruction

Introduction

1. The Problem of the Study and its Significance

Vocabulary is a noteworthy perspective in learning language, particularly in learning English as a second (ESL) or as a foreign language (EFL), in the light of the fact that without adequate vocabulary students can't get others or express their very own thoughts. Vocabulary is a set of words for a specific language or set of words that individual speaker of language may utilize. At the point when students are learning another language, they ought to have enough vocabulary (Hatch and Brown, 1995:37). Wilkins (1993:45) states that grammar is important, but vocabulary is more important than grammar, because without grammar one can convey some information, whereas without vocabulary one can convey nothing.

According to Lado (1979:50), vocabulary can assist students to develop their language skills, that is why vocabulary is considered as an

important factor in any language. Students through vocabulary can convey their own thoughts both in written and oral ways effectively.

When students have insufficient vocabulary, this results in physical aggressiveness and they will find difficulty in conveying and expressing their thoughts (Shoari, 2013:56). In other words, the insufficient vocabulary is a sort of deficiency. Students need enough vocabulary not only to understand what somebody hears and reads, but furthermore to discuss things successfully with others. That's why to get sufficient vocabulary is so fundamental and essential for students to learn EFL (Shoebottom, 2013:31).

According to Schmitt (2010:76), an enormous vocabulary is fundamental for students to utilize language in a foreseen way. In English, when students have enough vocabulary, they can reflect them in the type of writings somebody can peruse; as such, there is a close connection between number of vocabulary student knows and how well s/he accomplishes as far as various language abilities (Nation and Meara, 2002 :46).

It is found that there are challenges for teaching vocabulary in the class. The students have problems in recollecting and getting words. They successfully unable to remember some new words that the educator instructed and all over they couldn't review how to articulate it. This shows their tendency to rebuff the subject of English was achieved by their nonattendance of vocabulary. Language instructor should

consider on the most capable technique to manage an intriguing classroom action so that the students can get an extraordinary accomplishment in their vocabulary learning. Similarly, the students can improve their eagerness for vocabulary learning (Thornburry, 2002:57).

According to August and Carlo (2005:56), “EFL students who are not have enough amount of vocabulary could not understand different types of texts. They consider that those students are of poor performance and are at the risk of being diagnosed as learning disabled students”.

What's more, the exhausting method for recollecting the vocabulary turns into the essential problem of numerous students. Students generally acquire English words from their educator and never attempt to build up their vocabulary dominance. Also, the instructor needs innovativeness to improve students' vocabulary dominance. In this manner, the instructor must be inventive in choosing persuading exercises and should offer an extraordinary assortment of the compelling method to gather in learning by giving something enthusiasm to pursue their physical and mental improvement especially in learning vocabulary (Nation,1990:23).

Therefore, in teaching vocabulary to the students the kind of the guidance is vital. For a long time, such a large number of studies have been accomplished for finding the best vocabulary learning procedure (Yongi Gu, 2003:24). That is to say, students ought to have inspiration and motivation to learn and remember vocabulary things so as to peruse,

spell and compose vocabulary. Intriguing way will expand students' inspiration (Nation,1990:25).

It is worth noting that vocabulary plays a significant role in conversation. It follows that the elementary purpose of language learning at the present time is communication. Consequently, vocabulary is necessary to EFL students. What's more is that vocabulary is very essential to do talking, reading, listening comprehension, and writing progresses are also potential. So with sufficient vocabulary students can express their own thoughts and also grasp others. (Nation,1990:27). Ur (2012: 3) points out that words convey meaning. Students need words and tiniest information of grammar to communicate. That is to say, lexis and the base learning of sentence structure is helpful, not alternately. Because of the information of vocabulary, the conceivable user of a language is equipped for conveying. Inside perusing exercises, students would not figure out how to appreciate a content, if they didn't obtain enough vocabulary items.

Thus to assist students to get overcome with regards to learning language particularly EFL, they have to learn vocabulary that is utilized in day by day life. One of the good tools that can rouse students in learning vocabulary is the utilization of song, which acclimates students to new vocabulary and expressions in an enthusiastic manner. Numerous schools have utilized songs to support students in learning and

improving their conduct. Music enables students to obtain vocabulary all the more quickly (Salcedo, 2010:76).

According to Medina (2004:9) a well-known song can animate a wide assortment of helpful words. Murphey (1992:41) states that utilizing the students' main songs can assist them to learn words over the long term; this is known as the tune stuck-in-my – head phenomena.

Depending on the background above and to full the gab of, the present study is an attempt to discover: Is there any significant impact of using songs on developing vocabulary performance by Iraqi intermediate EFL students?

1.1 The Aim

The present study aims to investigate the impact of using songs on Iraqi intermediate EFL students' vocabulary performance.

1.2 The Hypothesis

To achieve the aim of the study, it is hypothesized that there is no statistically significant difference between the mean scores of the experimental group students, who are taught vocabulary according to the songs activities and those of the control group students, who are taught vocabulary according to the traditional instruction, in the performance of the post- test.

1.3 The Purpose of the Research

In order to attempt to fill the gap of how to increase students' vocabulary, the researcher believes that teaching vocabulary through

songs may be an additional fruitful technique that can empower both teachers and students with a new way of approaching EFL teaching and learning.

2. Literature Review

A song can be defined as a relatively small melodic arrangement for the human speech, which have vocabulary (lyrics). A “song is a procedure of training words to increase students’ eagerness and attention in learning a language where motivation and interest is very significant for learning accomplishment” (Murphey ,1992:31).

Songs are considered as a vital authentic material for instruction in an EFLclassroom. The song not only provide vocabulary, but also provide grammar, and patterns for students to train. Through songs students can get native pronunciation and also improve their listening capability. In addition, students who have some difficulties in expressing their thoughts can acquire the language better by means of the song which offers them a comfortable situation. Songs and rhymes aid students to practise good pronunciation similar to a native speaker (Stansell,2005).

Furthermore, as an effective material to teach vocabulary, teachers can use songs. They can utilize the words of a song, uttering a song, correction, employing a song for gap-fill, assimilating songs into assignment work, involve pronunciation, intonation, and stress. Students are trained lessons by singing songs with a fun situation which can create very confident effect in language learning (Murphey, 1992:37).

According to Yuliana (2003:36), in the process of singing a song, students can get pleasure and not only get many vocabulary, but they can recall them very easily. As words are repeated several times within the songs, they are educated them by heart and as a consequence lead to learners' progress in learning EFL. "The repetitive nature of songs and rhythm is considered as a very important process because it could support students to acquire vocabulary and rhythm of a language". The process of hearing a song, subconsciously will increase students' words (ibid.).

Martin (2013:61) points out that teaching vocabulary through songs has many advantages for students to acquire words in dissimilar way, one is that it provides a comfortable atmosphere and the recurrence required to absorb new vocabulary. It also gives students an opportunity to work with their melodic intelligence, because the aim of the lesson is to deliver students a foundation and a means to study and utilize new vocabulary words. Some researchers have conduct the research on the use of songs in teaching vocabulary. Songs as an instruction device are very operative mainly when instructors have to present new material. By utilizing songs, teachers could stimulate students and make them feel comfortable during instruction and learning progression especially in EFL learning.

Šišková (2008:63) states that "music provides the song's story which supports the students comprehend the words in a situation. Students can

discover vocabulary meaning through hearing the songs over and over again”. Consequently, students pick up new vocabulary. Murphey (1992:34) states that “students are able to acquire the language naturally while hearing and singing the songs more than once”. Music and songs create motivation for students. The interest and motivation which are provide by the listening to songs play a vital role in learning vocabulary. Furthermore, the videos of the songs are one of the instruments for making students conscious of their learning.

According to Lozanov (1978:73), Music and songs are a great motivator. The using of music and songs through the learning progression will generate the comfortable attention and it is an ideal state of erudition. Songs maintain students to vigorously contribute in the learning involvement, because music aids to increase student participation, they consequently progress improved outlooks concerning class itself. This also increases their general opinion of the language and their outlooks about learning English, as they are more equipped and capable to earnings in different material.

2.1 Importance of Teaching Vocabulary

Vocabulary “can be defined as the words of a language containing single items and phrases or chunks of several words which offer a particular meaning” (Alemi and Tayebi, 2011:43). According to Taylor (1990: iv), “Vocabulary is central to language teaching and learning” A good vocabulary is really needed in both teaching and learning. If the

learners do not know the meaning of the words, they will have difficulty in understanding what they see, read, and learn.

English words comprise “three primary angles which are structure, meaning and use. They include lexical expressions”. Learning vocabulary is challenging because of the size of the assignment; it includes comprehending the varied sorts of vocabulary which grasp: single word, express, figure of speech, fixed vocabulary, collocation, vital vocabulary, and syntax design” (Alemi and Tayebi, 2011:44). Some educators of English and academics have tried to realize the tactics and methods for teaching and education English words since they are aware of the significance of knowledge vocabulary which is the substance for learners’ performance in other language skills containing talking, listening, writing, and reading (ibid.)

According to Thornburry (2002:13), “The ability of English will improve significantly if we learn more words”. When the students know more vocabulary, their English ability will increase. Then, they can express anything if they master many words.

Harmer (1998:23) argues that “The teachers should ensure that their students are aware of the vocabulary they need for their level and that they can use the words which they want to use”. According to Cross (1991:5) “A major aim of most teaching programs is to help students gaining a large vocabulary of useful words”. The central purpose of teaching activities is to give more vocabularies to the students. Hence

the teacher should be aware how significant of teaching vocabulary is. Cross (1991:15) also states that “there are two main ways to teach (introduce vocabulary); showing the meaning directly and using the language that the students already know”. When the students already recognize the meaning of words, the teacher can use the sentences to illustrate the meaning obviously which are used to motivate the students to increase their vocabularies.

2.2 Songs for English Vocabulary Teaching

According to Richard (2002:402), the song is an extraordinary language bundle that packs culture, vocabulary, tuning in, syntax and a large group of other language abilities in only a couple of rhymes. Some of the time it has rhymes and uses a language style that isn't exactly equivalent to the language style which is used in a sensible or formal substance. The words inside a song are sung explicitly tones, rhythms, speed and style. Music can in like manner give an easygoing activity on a hot debilitating day. A tune for the most part is joined by music instruments, which embellish its exhibition. The students basically appreciate hearing the songs and the requirement for the egocentric language is satisfied incompletely through songs.

According to (Murphey: 1992:3) “In relation to language learning, the use of music and songs offers two major advantages:

3. Music is highly memorable.

4. It is highly motivating especially for children, adolescents and young adult learners”. (ibid.) He also states that “anything you can do with a text you can do with a song”. It means that everyone can learn or teach the English text using songs.

According to Krashen’s (1992) students can learn vocabulary easily when its meaning is made clear to them. Hanshumaker (1980:25) Points out that the melody can rearrange language fulfillment, perusing availability and general proficient improvement to offer inspirational mentality and to bring down uneasiness in third middle of the road level; to create making; and empower social advancement character guideline and self -worth.

Wittaker (1981) states that songs can assist syntax, pronunciation cultural gratitude, words are considered as one of the most significant quantity of language that songs can advantage it.

Lozanov (1978:75) contends that the utilization of music brought about a loosen up state for psyche, and as a result improve learning. A large portion of the students tune in to music when they study might be on the grounds that they believe that music assists them to concentrate on errands. Martin (2013:62) likewise took a shot at the impact of the music and found that through tuning in to the mood melodies students’ scores improved fundamentally.

Griffiee (1992:5) says that “songs are especially good at introducing vocabulary because songs provide a meaningful context for the

vocabulary”. It is clear that songs can be used as an aid to teach vocabulary. Songs contain so many words that aid the students master many meanings too. Griffiee (1992:6) also points out that “songs can be used for pattern practice and memory retention”. It suggests that if the educators give fitting tasks, songs will give pleasurable repetition with no fatigue and give dynamic interest in the language.

3. Methodology

Depending on a pretest-posttest control group design, the purpose of the present research is to explore whether songs help students develop EFL vocabulary performance or not.

3.1 Population and Sample

A population can be defined as “the whole subjects of the research. Population is all individuals which are being target in research while research sample is individual who give the data” (Creswell ,2005:161).

The population of this study is limited to the third intermediate level students who learn EFL at all the intermediate schools in Iraq. The sample of this study is the students of third intermediate grade at Fatima Al-Zahra Secondary schools for girls in Al-Diwanyia in Iraq. Students were randomly divided into two equivalent groups and they also decided randomly to experimental and control group. The random division “applies based on the consideration that every student in the population has the same chance to be chosen and in order to avoid the subjectivity

in the research” (Creswell ,2005:161). The design of this research was pretest posttest control group design.

3.2 Materials and Instruments

3.2.1 Materials

The present study materials and instrument were song activities and prepost test containing the pretest, and posttest after the management which were similar. The materials employed in this research contained 8 songs with the verbal forms. They were selected from “Song of Action” (Doyle,2008) (see Appendix 1). At most essential dimension, these writings had the accompanying attributes: they are suitable for the students; they additionally contain many words which were new to the third intermediate of the students; and the sound appeared on the tapes is clear, and understandable. The songs were evaluated by the classroom educators to be a little over the students’ present level.

3.2.2 Teacher Made Test

The researcher prepared test was intended to quantify the students’ recognition of the words and conceivable vocabulary gains from the test. The central rational behind the test was to check whether the students knew the significance of the words. The test included 20 questions concerning vocabulary. A teacher- made test was planned to calculate the student recognition with the words and the conceivable vocabulary gains from the test. A good test should contain validity and reliability.

3.2.3 Validity and Reliability

Validity refers to “the accuracy of clarifications made from test performance, with performance typically taking the form of scores” (Ramsay and Reynolds, 2004:27).

As Hatch and Farhady (1982:251) defines the “content validity as the extended to which a test measure representative sample of the subject matter contents, the emphasis of the content validity is suitability of the sample and simply on the appearance of the test”. To obtain the content validity, the researcher modified the test from the students’ book. Then the researcher prepared the test according to material (songs) which is taught to the students.

“Construct validity concentrate on the sort of the test that is used to measure the capability, it is used to the research that has many indicators”, according to (Creswell (2005:169), for example, to gain construct validity is to measure vocabulary items as one aspect. The instrument has satisfied construct validity as all items have measured vocabulary items. The researcher utilized prepost vocabulary test as the instrument, furthermore all the items in the test measure vocabulary, so it has satisfied construct validity.

According to Shohamy (1985:70), “reliability refers to the extent to which the test is consistent in its score, and it gives one an indication of how precise the test score is. A students’ score on the test consists of a true score and mistake”. The reliability of the tests was calculated by means of spearman –brown prophecy formula. (Spearman, 1910). The

reliability of the test was equivalent to 0.86, these coefficients revealed that the reliability of the tests was adequate.

3.2.4 Procedures

To examine the questions of the study, two experimental and control groups were chosen. In the present study, the independent variable is song activities, and the dependent variable is students' vocabulary performance.

The participants attended English classes for 45 minutes lesson periods, 5 days a week and 20 sessions each month. The entire period experiment was six weeks.

First of all, the pretest was given to the students. The vocabulary was from different songs and incorporated into the course book of which were suitable for the level of the students. After listening to the words in songs, in experimental group, students in every session were enquired to exercise the new words.

On the other hand, in control group the same words were taught through traditional instruction. That is to say, students were asked to memorize the new words and their equivalents in students' first language. The students also used dictionaries to help them to understand vocabulary. At the end of the experiment the same pre- posttest was directed for estimating the adequacy of the experiment. The gathered information was analyzed by means of SPSS. The researcher utilized t-

test because there were two groups in this study for contrasting the outcomes, and effectiveness of the adequacy of the treatment.

4. Results and Discussion

4.1 Data Analysis

In order to determine the impact of songs on the students' vocabulary performance, vocabulary was tested before the treatment. After the experiment which lasted for six weeks, the same pre-posttest was given. Test analysis was conducted to know whether the dissimilarity between these two groups is important or not.

In the pretest results, both the experimental and control groups were approximately at the same level in vocabulary; this can be demonstrated through comparing the mean scores of them of the pre-test. The mean scores of the experimental group in the pre-test was 13.7000, and the mean scores of the control group was 14.0333 (see table 1).

Table 1. The results of the t-test of the experimental and control groups (pre-test).

Variable	Group	No.	M.	SD	DF	T-value		Significance at 0.05
						Calculated	Critical	
Subject's Performance on the Pre-test	Control group	30	14.0333	3.76447	58	0.272	2.00	Not Significance
	Experimental group	30	13.7000	5.55940				

Table 2. The results of the t-test of the experimental and control groups (post-test)

Variable	Group	No .	M	SD	D F	t-value		Level of significance
						Calculate d	Critical	
vocabulary	Control group	30	13.9000	3.65164	58	-14.81	2.000	0.05
	Experimental group	30	30.6000	4.97996				

There are apparent differences in the scores of the experimental and control groups in the posttest. It can also be proved from the results of the posttest when comparing the means of both groups in the post- test. The means of the post-test for control group was 13.9000, while for experimental group was 30.6000 (see table 2 and figure 1).

The null hypothesis was: there is no statistically significant difference between the mean scores of the experimental group students, who are taught vocabulary according to the songs activities and those of the control group students, who are taught vocabulary according to the traditional instruction, in the performance of the post- test. From the results the null hypothesis is rejected, and to show that there is a difference due to the impact of using songs in teaching vocabulary.

As it is evident from table 1 and 2, the students in the control group did not make progress in acquiring vocabulary. As a consequence, there is no important change in the results, so the traditional instruction was not effective in teaching vocabulary. Table 2 shows the results of the experimental group and the control group in the post-test, it demonstrates that there is noteworthy change due to the impact of using of songs in teaching vocabulary.

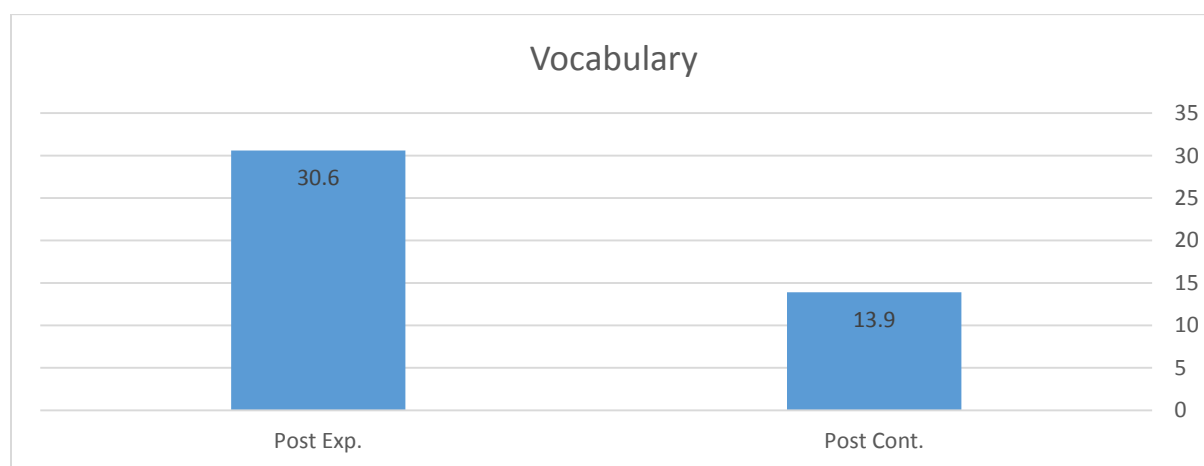


Figure 1: A comparison between the Experimental & Control group in the Post- test result.

The results of the posttest suggest that the participants in the experimental group have knowledge about vocabulary more than those in the control group. As it was revealed, the experimental group outperformed the control group. Therefore, songs have positive consequences on EFL students' vocabulary performance. The results designate that students in the experimental group mostly had better vocabulary capability than students in the control group.

4.2 Discussions

According to the statistical analysis above, there was an apparent difference between the scores of the students in the experimental and control groups after learning vocabulary through songs activities. The result was relevant to the results of Kasuwan and Chatuphot (2013:34). “The results showed that after learning through song activities, the students’ score was pointedly higher than before learning vocabulary through songs”.

“Evidence shows that song aids rote memorization when various types of verbal information (e.g., multiplication tables, spelling lists) have been presented with song, memorization has been improved” (Gfeller, 1986:29). According to Asher (1990:1163) “a rhythmic presentation aids memorization, particularly when the verbal information is meaningful”. Stansell (2005:23) claims that “song absolutely effects on mind, language, remedial as well as mood, motivation and enjoyment”.

So, it is important to notice that in EFL classrooms music and songs income in positive effectiveness. Music and songs play a vital role as a learning instrument and underline the comfortable state of mind and improved preservation. The atmosphere formed by music improved the ability of the students to recall vocabulary words and abbreviated the study period of the EFL (ibid).

According to Krashen (1992:34), “unfamiliar vocabulary can be acquired best when students have a low affective filter, which can aid

students to be free from pressure”. When students comfortable, they acquired the new words more simply. In addition, the outcomes illustrate the students got better in a comfortable situation. Murphey (1992:34) points out that when students feel comfortable they can gain new material simply. Students were also encouraged to obtain the new words through song actions. When students are enthused they have a longer retaining length to engage new words.

In addition, the result of this study is also consistent with Šišková opinion’s (2008:65) using music and songs is an important motivator in appealing and absorbent students’ care. Motivation is a vital element for students’ accomplishment. Furthermore, according to Martin (2013:59), “listening to song is a very enjoyable activity and motivate them to try to comprehend the meaning”. What’s more, students can more easily study by using songs since the brain can be inspired by means of songs.

By listening to and practising songs, students can receive the pronunciation of the native speakers and consequently their pronunciation will be improved. Students also develop their capability to hear the language, natural rhythm in the words and phrases. The benefit of using songs in language teaching and learning aids student to relax, to make good relationship among students and teachers, create the friendly atmosphere, and to develop students’ pronunciation and vocabulary (Šišková, 2008:66).

5. Conclusion

It could be concluded from the data analysis and discussions that the experimental group outperforms the control group. The outcome of the pretest and posttest reveal a good progress from students' average marks. It means that using songs has a positive effect on EFL vocabulary learning. Songs result in extremely comfortable environment for students. Stress stop learning, when it is reduced learning happens in powerful way. So songs bring down the cognitive load on students' brains and thus, encourage vocabulary learning.

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Appendix 1

These songs were used to teach vocabulary to the experimental group:

THE SONG OF THE BOW

THE FRONTIER LINE

A ROVER CHANTY

A LAY OF THE LINKS

WITH THE CHIDDINGFOLDS

A HUNTING MORNING

THE OLD GRAY FOX

THE PASSING

(Doyle, 2008)