

Teachers' Beliefs on the Use of Music and Song in EFL Classes

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ABSTRACT

The purpose of this study is to examine the beliefs of English language teachers about the importance of music and song in language teaching. The study found that teachers' beliefs were influenced by personal experiences, classroom experiences and in-service trainings. Additionally, teachers' musical knowledge was highly related to their confidence of implementing activities with music and song in their teaching practice. The teachers' concerns about integrating music and song were considered to be an important factor on the integration of music and song in EFL classes. Implications of the study were mainly on teacher education to provide teachers with trainings to increase the use of music and song in EFL classes.