Exploring the Impact of Songs in EFL Teaching Across Age Groups: Perspectives from Vietnamese EFL Lecturers

Trut Thuy Pham
Nam Can Tho University, Vietnam

Thanh Thao Le*
Can Tho University, Vietnam

*Corresponding Author: lethanthao110294@gmail.com

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Abstract
This study investigates the effectiveness of using songs in English as a Foreign Language (EFL) teaching from the perspectives of Vietnamese EFL lecturers, focusing on identifying the most beneficial age group among young learners, teenagers, and adult learners. Employing a qualitative research design, the study conducted semi-structured interviews with nine EFL teachers from two educational institutions in Vietnam, representing a range of experience levels from novice to near-end career. The data were analyzed using thematic analysis, guided by Constructivist and Socio-cultural theories of learning. The findings revealed that the application and perceived effectiveness of songs varied significantly across different age groups and teacher experience levels. Songs were universally recognized as beneficial in EFL teaching, but their implementation and impact differed, with novice teachers focusing on engagement, mid-career teachers on cultural and linguistic nuances, and near-end career teachers on a holistic language experience. The study found that songs are highly effective with young learners, need careful selection for teenagers, and should be thematically rich for adult learners. These insights have implications for EFL practitioners, curriculum designers, and policymakers, suggesting the need for tailored song-based activities and professional development for teachers.

INTRODUCTION

The integration of music into educational settings, specifically in the teaching and learning of English as a Foreign Language (EFL), has garnered significant attention in recent years (Diakou, 2013; Erkan, 2018; Torras Vila, 2021). This interest is underpinned by the growing recognition of music’s potential to enhance language acquisition (Rieb & Cohen, 2020), bolster memory retention (Garrido & Davidson, 2019), and create an engaging learning environment (Harris, 2009). However, an aspect that remains relatively underexplored is the differential impact of using songs in EFL education across diverse age groups. The present study seeks to bridge this gap by investigating Vietnamese EFL lecturers’ perspectives on the most effective beneficiaries of song-based learning methodologies in EFL contexts, focusing on three distinct age groups: young learners, teenagers, and adult learners.

Music’s role in language learning is well-documented, with studies highlighting its ability to facilitate vocabulary acquisition (Pavia et al., 2019), pronunciation (Terrell, 2012), and understanding of cultural contexts (Ilari et al., 2013). Songs can provide a rich linguistic resource, offering exposure to authentic language use (Bahrami & Sim, 2013), idiomatic expressions (Al-Hamdun & Al Mozari, 2024), and varied accents (Jekiel & Malarski, 2021). Moreover, the rhythmic and melodic elements of music can aid in memory retention and recall, a phenomenon often referred to as the ‘Mnemonic effect’ (Coverdale & Nairne, 2019).

Despite these benefits, the efficacy of using songs in EFL teaching and learning might vary significantly across different age groups. Young learners often show high levels of engagement with
musical activities, which can be instrumental in maintaining motivation and interest in language learning (Custodero, 2005; Lamont, 2008; Young, 2018). For teenagers, songs can serve as a tool for cultural exploration and expression, resonating with their developmental needs and interests (Walker, 2007; North et al., 2000; Mohan & Thomas, 2020). In contrast, adult learners might benefit from the thematic and linguistic complexity of songs, which can complement their advanced cognitive abilities and life experiences (Holloway & Gouthro, 2020; Papi & Hiver, 2020).

In the Vietnamese context, English language education has seen a surge in popularity, driven by globalization and the country’s integration into the global economy (Tran & Tanemura, 2020). However, research on the pedagogical strategies adopted in Vietnamese EFL classrooms, particularly concerning the use of songs, remains scarce. This study aims to fill this gap by gathering insights from Vietnamese EFL lecturers, who are at the forefront of this educational transformation. Their perspectives are crucial in understanding the practical implications of integrating songs into EFL curricula and identifying the age group that stands to benefit the most from this approach.

Therefore, this study poses the research question: “Which group, according to Vietnamese EFL lecturers, benefits the most from the incorporation of songs in EFL instruction—young learners, teenagers, or adult learners?” By exploring this question, the study aims to provide empirical evidence to guide educators and curriculum designers in the effective incorporation of music into EFL teaching, tailored to the needs and capabilities of different age groups.

**LITERATURE REVIEW**

**Pedagogical Advantages of Songs in Language Learning**

Numerous studies have emphasized the multifaceted benefits of integrating songs into language teaching. Baills et al. (2021) asserted that songs can significantly enhance vocabulary acquisition and pronunciation. This is echoed by Rorintulus and Wuntu (2023), who noted that songs provide a natural and enjoyable medium for learning new words and phrases. Additionally, songs offer exposure to various linguistic elements such as idioms, colloquial language, and different accents, which can enrich learners’ linguistic competence (Al-Hamdun & Al Mozari, 2024; Bahrani & Sim, 2013; Jekiel & Malarski, 2021).

The mnemonic benefits of songs are well-documented. Purnell-Webb and Speelman (2008) and Werner (2018) highlighted that the rhythm and melody of songs aid in memory retention and recall, making it easier for learners to remember vocabulary and structures. Furthermore, songs have been found to improve listening skills, as they require learners to process language in real-time and often in a more naturalistic spoken form (Hadian, 2015; Ulfa, 2020).

**Differential Impacts of Songs Across Age Groups**

The effectiveness of using songs in language education varies across different age groups, each presenting unique advantages and challenges. For young learners, songs can be particularly effective due to their high engagement levels with musical activities. Kang and Williamson (2014) suggested that songs cater to the playful nature of young learners and can enhance their motivation and interest in learning a new language. In the context of teenagers, songs can be a powerful tool for cultural exploration and expression. Teenagers often find relevance in songs that reflect their emotional states and social interests (North & Hargreaves, 2000; McFerran, 2010). This connection can be levered to facilitate more profound language learning experiences, as argued by Paquette and Rieg (2008). For adult learners, songs can provide an opportunity to engage with complex linguistic and thematic elements. Adult learners, with their advanced cognitive abilities and broader life experiences, might find songs an effective means to explore nuanced language use and cultural contexts (Holloway & Gouthro, 2020; Papi & Hiver, 2020).

**EFL Teaching in Vietnam**

The context of EFL teaching in Vietnam has evolved considerably in recent years. With the country’s increasing integration into the global economy, English has gained prominence as a crucial
skill. Nguyen and Dao (2021) noted that there has been a significant shift in English language teaching methodologies in Vietnam, with a growing emphasis on communicative and interactive approaches. However, research on the use of songs in Vietnamese EFL classrooms is limited. Nguyen and Bui (2016) pointed out that while songs are sporadically used in classrooms, there is a lack of structured approaches to integrate them effectively into the curriculum. The need for empirical research in this area is evident, especially to understand the perspectives of EFL lecturers who play a crucial role in the educational process.

The existing literature underscores the potential of songs as a valuable resource in EFL teaching and learning. While the benefits are apparent, the impact of songs appears to vary across different age groups. Furthermore, the context of Vietnam presents a unique setting that requires further exploration. This study aims to contribute to this field by examining Vietnamese EFL lecturers’ perspectives on the most effective beneficiaries of song-based learning methodologies across different age groups.

METHODS

Research Design

The present study adopts a qualitative research design, utilizing semi-structured interviews as the primary method for data collection. This approach is chosen for its flexibility and depth, allowing for the exploration of Vietnamese EFL lecturers’ perspectives on the use of songs in teaching English to different age groups. Qualitative research is particularly suited for this study as it facilitates an in-depth understanding of the lecturers’ experiences, beliefs, and pedagogical practices, which may not be readily quantifiable (Creswell & Poth, 2016).

The theoretical frameworks underpinning this study are deeply rooted in Constructivist and Socio-cultural theories of learning, providing a comprehensive foundation for understanding the use of songs in EFL teaching. Constructivist theory, particularly as articulated by Piaget (2013), posits that learning is an active, constructive process where learners actively build new knowledge based on their current and past knowledge. This perspective underscores the importance of engaging and contextually relevant materials in facilitating meaningful learning experiences. Songs, with their rich linguistic content and cultural context, align perfectly with this approach, offering learners an engaging platform to construct and extend their understanding of the English language in a manner that resonates with their personal experiences and cultural backgrounds.

Complementing this, Vygotsky’s (1978) Socio-cultural theory emphasizes the social context of learning and the critical role of interaction in the development of cognition. According to this theory, learning occurs not only within an individual but also in the social interactions and cultural contexts that surround them. This aspect is particularly relevant in language learning, where communicative competence and cultural awareness are key objectives. Songs, in this respect, serve as an excellent tool for fostering these skills. They provide a medium through which learners can engage with the language in a social context, offering opportunities for interaction, discussion, and cultural exploration. By incorporating songs into EFL teaching, educators can create a more immersive and interactive learning experience, facilitating not just language acquisition but also a deeper understanding of the cultural nuances and social dynamics associated with the language.

Thus, the integration of Constructivist and Socio-cultural theories in this study provides a robust theoretical framework for examining the effectiveness of using songs in EFL teaching. These theories highlight the significance of active, engaged learning and the role of social interaction and cultural context in language acquisition, aligning well with the study’s aim to explore Vietnamese EFL lecturers’ perspectives on the use of songs across different age groups. This approach allows for a nuanced understanding of both the cognitive and social dimensions of language learning through songs, offering valuable insights into effective EFL teaching practices.
Participants

In the study focusing on the use of songs in EFL teaching in Vietnam, a total of nine EFL teachers were selected as participants. These individuals were not randomly chosen; instead, they were purposefully selected to represent a wide range of teaching experiences. Specifically, the participant group was divided into three distinct categories based on their career stage: novice teachers, who are relatively new to the profession; mid-career teachers, who have accumulated a substantial amount of teaching experience; and near-end career teachers, who possess extensive experience and are approaching the later stages of their professional careers. This strategic stratification was crucial to the study as it allowed for a comprehensive exploration of how teachers at different career stages perceive and integrate songs into their teaching practices. Such a diverse mix of experiences provided a richer, more varied set of insights into the pedagogical use of songs in EFL teaching.

A key requirement for all participants was their experience in teaching EFL across three specific age groups: young learners, teenagers, and adult learners. This criterion was critical for the study’s objective to understand the differing impacts and potential benefits of using songs in language education across these varied age groups. By ensuring that each participant had experience with all three groups, the study could gather more nuanced and informed perspectives on how songs might be differently employed and received in each age category. This aspect of participant selection was pivotal in addressing the research questions effectively and comprehensively, allowing for a more detailed and accurate understanding of the role songs play in EFL teaching across different learner demographics.

In terms of ethical considerations, the study was conducted with strict adherence to ethical norms and standards. Prior to the commencement of the interviews, all participants were provided with detailed information about the study’s objectives, the nature of their involvement, and the use of the data collected. Informed consent was obtained from each participant, ensuring that they were participating voluntarily and with a full understanding of the research process. Additionally, measures were taken to ensure the confidentiality and anonymity of the participants. Participants were informed that they could withdraw from the study at any time without any negative consequences. The data collected during the interviews were anonymized, and any identifying information was removed to protect the privacy of the participants. This approach not only aligned with ethical research practices but also fostered a trusting environment, encouraging participants to share their experiences and perspectives openly and honestly.

Data Collection

The data collection process in this study was meticulously designed to gather in-depth insights from the participants. The primary method employed was semi-structured interviews, chosen for their balance of structure and flexibility. Prior to the main data collection phase, a pilot study was conducted with two EFL teachers who did not participate in the main study. The purpose of the pilot study was to test the interview protocol, ensuring the clarity, relevance, and appropriateness of the questions. Based on the feedback and observations from the pilot study, necessary revisions were made to refine the interview questions and approach.

The revised interview questions focused on exploring the teachers’ experiences and perceptions regarding the use of songs in teaching EFL to different age groups. Some of the key questions included: “How do you integrate songs into your EFL teaching practices?”, “In your experience, how do students of different age groups respond to the use of songs in the classroom?”, and “What challenges have you faced when using songs in teaching EFL, and how have you addressed them?”. These questions aimed to elicit detailed responses that would provide a deep understanding of the participants’ perspectives and teaching practices.

Each interview was conducted in a comfortable and private setting, chosen by the participants, to ensure a relaxed and open conversation. The interviews varied in length, typically lasting between 45 to 60 minutes, providing ample time for participants to express their views and experiences fully.
was essential to conduct the interviews in Vietnamese, the participants’ first language, to facilitate ease of expression and ensure accuracy in their responses. For participants who were more comfortable in English or preferred to express certain pedagogical concepts in English, the option was provided, and the interviews were conducted bilingually. The use of the native language of the participants was crucial in ensuring that the data collected was as rich and nuanced as possible, accurately reflecting the participants’ perspectives and experiences in their own words. This approach to data collection was central to achieving the study’s objectives, providing valuable insights into the use of songs in EFL teaching from the viewpoint of Vietnamese EFL teachers.

Data Analysis

The data analysis for this study was conducted using thematic analysis, a method well-suited for identifying, analyzing, and reporting patterns or themes within qualitative data (Braun & Clarke, 2012; Braun et al., 2023). This approach allowed for a detailed and nuanced exploration of the interview data, enabling the research team to delve deeply into the perspectives and experiences of the Vietnamese EFL teachers regarding the use of songs in their teaching practice.

Following the completion of the interviews, the recorded sessions were transcribed verbatim. The transcriptions were then carefully read multiple times to gain a comprehensive understanding of the data. Initial codes were generated by noting down recurring and significant points made by the participants. This coding process involved a meticulous examination of the data to identify specific instances that could form the basis of broader patterns and themes. As the analysis progressed, these initial codes were grouped into potential themes, which were repeatedly reviewed and refined. This iterative process ensured that the themes were representative of the data and encapsulated the key insights provided by the participants. The themes were then defined and named, with a focus on capturing the essence of what each theme represented about the participants’ experiences and perceptions. The thematic analysis was both inductive and data-driven, meaning that the themes identified were strongly linked to the data itself, rather than being influenced by pre-existing theories or researcher expectations. This approach was essential to ensure that the analysis remained grounded in the participants’ actual words and experiences, providing an authentic and reliable representation of their perspectives on the use of songs in EFL teaching.

Through this rigorous process of thematic analysis, the study aimed to uncover the depth and complexity of the participants’ views, providing a rich, detailed understanding of the role and effectiveness of songs in EFL teaching across different learner age groups in the Vietnamese context.

FINDINGS

Teachers’ Varying Levels of Experience and Pedagogical Development

Each group provided unique insights into the use of songs in EFL teaching, reflecting their varying levels of experience and pedagogical development. The novice teachers, still early in their careers, expressed enthusiasm for integrating songs into their teaching but also acknowledged challenges in implementation. One novice teacher noted, “I find songs a lively way to teach, but sometimes it is hard to align the song content with the curriculum.” This perspective reflects the Constructivist theory of learning, highlighting the teacher’s awareness of the need to create meaningful learning experiences by connecting new information (songs) with the existing curriculum. From a Socio-cultural viewpoint, these teachers recognized the value of songs in creating an engaging classroom environment, facilitating social interaction and cultural exposure, albeit with an emerging understanding of how to balance this with structured learning objectives.

Teachers in the mid-career category demonstrated a more nuanced understanding of the role of songs in EFL teaching. A mid-career teacher shared, “Songs are not just for fun; they are a gateway to understanding language nuances and cultural contexts.” This comment aligns with the Constructivist approach, indicating a deeper appreciation for using songs as a tool to build upon learners’ existing knowledge and to introduce complex language concepts. Socio-culturally, this
reflects an understanding of the role of songs in fostering cultural awareness and social learning experiences, vital for language acquisition.

The most experienced teachers exhibited a sophisticated approach to using songs. One near-end teacher remarked, “Over the years, I have seen how songs bridge the gap between mere language learning and experiencing the language.” This insight is deeply rooted in Constructivist theory, where the teacher recognizes the role of songs in constructing knowledge that goes beyond language proficiency to encompass cultural and contextual understanding. From a Socio-cultural perspective, this statement highlights the experienced teacher’s view of songs as a medium for social interaction and cultural immersion, essential components in language learning.

Across all groups, there was a consensus on the value of songs in enhancing the EFL learning experience, though the depth of understanding and application varied with experience. Novice teachers focused more on engagement and fun aspects, mid-career teachers on cultural and linguistic nuances, and near-end career teachers on a holistic language experience. These findings, when viewed through the lenses of Constructivist and Socio-cultural theories, demonstrate how songs in EFL teaching can be a powerful tool for building knowledge and facilitating social and cultural learning, with the approach and emphasis evolving as teachers gain experience and pedagogical maturity.

The Differential Application and Perceived Effectiveness of Songs Across Various Age Groups

The next significant finding in the study pertained to the differential application and perceived effectiveness of songs across various age groups (young learners, teenagers, and adult learners), as reported by the Vietnamese EFL teachers. The teachers unanimously agreed on the high effectiveness of songs with young learners. A novice teacher stated, “Young students are naturally attracted to the rhythm and melody of songs, making it easier to teach new words and phrases.” This observation is in line with Constructivist theory, which emphasizes the importance of engaging students in the learning process by connecting with their interests and experiences. The use of songs here is seen as an active learning tool that aligns with the natural learning tendencies of young learners. From a Socio-cultural perspective, the teachers observed that songs facilitated a more interactive and communal learning environment for young learners, promoting social interaction and collaborative learning, which are crucial for language development at this age.

For teenagers, teachers noted that songs were effective but required careful selection to match the students’ interests and maturity levels. A mid-career teacher commented, “Teenagers connect with songs that reflect their emotions and social experiences. It is a great way to discuss language and culture.” This reflects the Constructivist idea of building on what learners already know or experience, using songs as a bridge to introduce more complex language concepts and cultural themes. Socio-culturally, this age group benefits from songs that foster identity formation and peer interaction, crucial aspects of teenage social development.

With adult learners, the effectiveness of songs was seen in a different light. A near-end career teacher explained, “Adults appreciate songs that are thematically rich and linguistically challenging. It is about deeper learning and cultural appreciation.” This aligns with Constructivist theory, where adult learners, with their advanced cognitive skills, benefit from the complex linguistic and thematic aspects of songs, facilitating a deeper construction of knowledge. From a Socio-cultural perspective, songs provided adult learners with a context for more sophisticated discussions and cultural exchanges, enriching their language learning experience with social and cultural dimensions.

These findings demonstrate how the teachers adapted their use of songs to suit the developmental and cognitive levels of their learners, guided by Constructivist and Socio-cultural theories. While songs were universally seen as beneficial, their application and perceived impact varied significantly across the different age groups, reflecting the teachers’ understanding of the specific learning needs and social contexts of their students.
Teachers’ Perceived Effectiveness of Using Songs Across the Three Age Groups

The data revealed distinct patterns in the perceived effectiveness of using songs across the three age groups. The consensus among the teachers was strongest regarding the impact of songs on young learners. Teachers across all career stages observed a notable positive response in this group. A novice teacher shared, “Songs immediately capture the attention of young learners and make the learning process enjoyable and memorable.” This aligns with Constructivist theory, which suggests that young learners construct knowledge effectively when engaged with stimulating and relevant materials. Socio-culturally, songs for young learners foster a sense of community and shared experience, essential for early language development.

When it came to teenagers, the responses were more varied. While all teachers recognized the potential of songs to connect with teenagers, they also emphasized the need for careful selection of songs that resonate with the students’ experiences and interests. A mid-career teacher commented, “Teenagers can be deeply impacted by songs, but only if the songs speak to their world.” This reflects the Constructivist idea of connecting new learning to existing knowledge and experiences. Socio-culturally, songs were seen as a way to engage teenagers in discussions about identity and culture, which are critical aspects of their developmental stage.

For adult learners, the effectiveness of songs was perceived differently. Teachers, especially those who were more experienced, felt that songs could be highly beneficial for adults, provided they were thematically rich and linguistically challenging. A near-end career teacher noted, “Adults appreciate songs that are not just linguistically enriching but also culturally and thematically deep.” This observation is consistent with Constructivist theory, where adult learners require more complex materials for effective learning. Socio-culturally, songs in adult learning contexts were seen as catalysts for deeper cultural discussions and language exploration.

In summary, the study’s findings indicate that while songs are a valuable tool in EFL teaching for all age groups, their effectiveness is perceived to be highest among young learners. The engagement and enjoyment that songs bring to the learning process are most pronounced in this group. For teenagers, the effectiveness hinges on the relevance and relatability of the songs, while for adults, the depth and complexity of the song’s content are key. These findings, viewed through the lenses of Constructivist and Socio-cultural theories, underscore the importance of adapting song-based learning approaches to suit the developmental and cognitive needs of different learner groups.

DISCUSSION

The discussion of the findings from this study in relation to previous research offers several interesting points of comparison and contrast, especially in how songs are utilized in EFL teaching across different teacher experience levels and learner age groups. Firstly, the findings related to teacher experience levels reveal a developmental trajectory in the use of songs in EFL teaching, aligning with some aspects of existing research while also offering new insights. Previous studies have often noted the general enthusiasm among teachers for using songs as an engaging tool (Tegge, 2018; Governor et al., 2013), similar to the enthusiasm observed among novice teachers in this study. However, the current study extends this understanding by illustrating how teachers’ approaches to using songs evolve with experience. Mid-career and near-end career teachers displayed a deeper and more nuanced use of songs, aligning them with Constructivist (Piaget, 2013) and Socio-cultural theories (Vygotsky, 1978). This progression from using songs primarily for engagement to employing them as tools for deep language learning and cultural immersion is a unique contribution of this study, highlighting the need for professional development that supports this evolution.

Regarding the differential application and effectiveness of songs across learner age groups, this study corroborates previous findings on the high effectiveness of songs with young learners (Kang & Williamson, 2014)). However, it further enriches the literature by providing detailed insights into how songs are adapted for teenagers and adult learners. The finding that songs need to be carefully selected to resonate with teenagers’ experiences and interests adds a new dimension to the literature,
emphasizing the role of songs in identity formation and social learning, a perspective not extensively covered in earlier research. For adult learners, while some previous studies have touched upon the use of songs (Rorintulus & Wuntu, 2023; Al-Hamdun & Al Mozari, 2024; Baills et al., 2021; Jekiel & Malarski, 2021), they often do not delve into the depth required in song selection for this group. The current study’s findings that adult learners appreciate thematically rich and linguistically challenging songs offer a significant contribution, highlighting the importance of aligning song content with adults’ advanced cognitive abilities and life experiences.

CONCLUSION

This study embarked on an exploration into the effectiveness of using songs in EFL teaching, focusing on the perspectives of Vietnamese EFL lecturers. With a background of increasing interest in integrating music into educational settings, especially for language acquisition, the study aimed to investigate the differential impact of this pedagogical approach across various age groups: young learners, teenagers, and adult learners. Employing a qualitative research design, the study gathered data through semi-structured interviews with nine Vietnamese EFL teachers, representing a range of experience levels from novice to near-end career. These interviews were meticulously designed and conducted in Vietnamese to ensure depth and clarity in understanding the participants’ perspectives. The data were then analyzed using thematic analysis, a method that facilitated the identification of patterns and themes related to the use of songs in EFL teaching.

The findings revealed that while songs are universally seen as beneficial in EFL teaching, their application and perceived impact vary significantly across different age groups and teacher experience levels. Novice teachers were enthusiastic about using songs for engagement and fun, mid-career teachers focused on cultural and linguistic nuances, and near-end career teachers emphasized a holistic language experience. Moreover, the study found that songs are highly effective with young learners, need careful selection for teenagers to ensure relevance, and should be thematically rich and linguistically challenging for adult learners. These findings, interpreted through the lenses of Constructivist and Socio-cultural theories, underscored the importance of adapting teaching approaches to suit the developmental and cognitive needs of different learner groups.

The implications of this study are multifaceted. For EFL practitioners, particularly in Vietnam, the findings offer valuable insights into tailoring song-based activities to different age groups, emphasizing the need for careful selection and integration of songs into the curriculum. This study also highlights the importance of professional development for teachers, guiding them to evolve their use of songs from mere engagement tools to instruments for deep language learning and cultural immersion. For curriculum designers and policymakers, these findings suggest the inclusion of music-based activities in language learning curricula, with a clear framework that aligns with the developmental stages and cognitive abilities of learners. Additionally, the study contributes to academic discourse in EFL teaching, providing empirical evidence to support the integration of music in language education and enriching the theoretical understanding of its application across diverse educational contexts.

In conclusion, this study not only reaffirms the value of using songs in EFL teaching but also deepens the understanding of how their effectiveness varies with the learner’s age and the teacher’s experience. It highlights the potential of songs as a dynamic and versatile tool in language education, capable of catering to a wide range of learning needs and preferences.

Limitations and Recommendations for Further Studies

The study, while providing valuable insights, is not without its limitations. First and foremost, the sample size, consisting of only nine Vietnamese EFL teachers, although diverse in terms of career stages, is relatively small and concentrated within two educational institutions in Vietnam. This limited scope may not fully represent the wide range of experiences and perspectives that exist among EFL teachers in different types of educational settings or geographical locations within the country. Additionally, the study’s focus on semi-structured interviews, while beneficial for in-depth exploration,
may also limit the range of data collected, as it relies heavily on the participants’ self-reported experiences and perceptions, which can be subjective. The qualitative nature of the study also means that the findings are not generalizable but rather provide a detailed exploration of specific cases. These factors should be considered when interpreting the results and conclusions drawn from this study.

Based on the limitations and the findings of this study, several recommendations for future research can be made. Future studies could expand the sample size to include a larger and more diverse group of EFL teachers, possibly from different regions of Vietnam or even from other countries, to provide a more comprehensive understanding of the use of songs in EFL teaching across various cultural and educational contexts. Quantitative methods, such as surveys or experimental designs, could be employed alongside qualitative interviews to allow for generalizability of findings and to provide a more holistic view of the impact of using songs in language education. Furthermore, longitudinal studies could offer insights into how the effectiveness of using songs in EFL teaching evolves over time, both for individual learners and teachers. Finally, it would be valuable to include the perspectives of learners themselves, across the different age groups, to gauge the effectiveness of songs in EFL learning from the recipient’s point of view, thus providing a more rounded understanding of this pedagogical approach.

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