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Turkish EFL Lecturers' Self-Efficacy Beliefs about Music-Assisted Language Teaching

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ABSTRACT

The overall purpose of this study was to reveal Turkish EFL lecturers' self-efficacy beliefs about music-assisted English teaching at tertiary level in Türkiye. As the study employed a sequential explanatory mixed-methods research design, a 'Self- Efficacy Scale for Music-Assisted English Teaching' was administered to 100 Turkish EFL lecturers chosen via purposive sampling, and interviews were conducted with nine participant lecturers. The findings showed that participants' self-efficacy beliefs about music-assisted teaching were significantly different for some variables (age, education level, musical interest, and type of music used in English classes) but not for gender, institution type, and playing a musical instrument. Turkish EFL lecturers' beliefs also showed that music assisted teaching increased self-efficacy. However, the main challenge was the absence of music-assisted teaching in the curriculum. In conclusion, some suggestions for all the stakeholders in ELT were presented to draw more attention on music use in English language classes.

How we interpret our pasts, how we view ourselves now, and the routes we foresee for our futures are all influenced by the term 'self'. Human beings, in other words "storytelling organisms" (Connelly & Clandinin, 1990, p.2), need to be able to construct and convey images of themselves with "a uniquely human quality" (Taylor et al., 1998) by being both privately conceptualized and socially influenced (Boyatzis & Akrivou, 2006). In fact, the question 'Who am I?' in language teaching context provides a representation of the 'self' and constructs self-efficacy beliefs that help human agency with the planning of behaviors, anticipating the actions or reactions of others and regulating behaviors accordingly (Bandura, 1977).

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Self-efficacy beliefs especially in teaching have been searched thoroughly by many scholars (Akbari & Moradkhani, 2010; Çankaya, 2018; Tschannen-Moran & Woolfolk-Hoy, 2001; Ghasembolanda & Hashimb, 2013). The main themes of these studies are usually general self-efficacy (Huang et al., 2018; Yıldız, 2015) and teaching/learning process for effective teaching (Miri et al., 2007) and the perceptions of teachers on their actions while utilizing skills and knowledge (Pajares, 1992). However, it is seen that language teachers' self-efficacy for selection of distinctive methods are not the main considerations. In the literature, music integration into English teaching, which is one of these notable methods, has not yet received significant coverage (Köksal, 2021), and music-assisted language teaching that is an overlooked dimension in existing literature could be considered as the gap.

2. Literature Review

2.1 Self -efficacy

The concept of 'self', acknowledged by scholars recently, frame re-conceptualized and re-theorized contemporary conceptions (Ushioda & Dörnyei, 2009), one of which is self-efficacy that lies behind social-cognitive theory (Bandura, 1997). Self-efficacy is described as "the most important building block in one's self-concept" (Bong & Skaalvik, 2003, p. 10) and represents an individual's assessment for the current ability to display the task within a given context. Moreover, self-efficacy pertains to self-confidence proving the ability to accomplish a predetermined objective (Bandura, 1997).

According to Pajares (1992), self-efficacy beliefs render a multifaceted understanding of different sources including prior experiences with the task, observing others doing the task, verbal judgments and emotional conditions experienced like stress, anxiety and so on while performing the action. To Bandura (1997), thinking patterns and emotional reactions are influenced by self-efficacy beliefs. Likewise, they have an impact on human behaviors and generate mental representations of future accomplishments boosting "motivation, effort and performance" (Vasquez & Buehler, 2007, p.1392) and "tangible images related to achieving the goal" (Dörnyei & Kubanyiova, 2014).

As self-efficacy is linked with self-perceptions, self-efficacy conveys a cognitive perspective (Dörnyei, 2005). This expresses that when the individual's perceived self-efficacy is high, he/she engages in more effective self- regulatory strategies (Graham et al., 2007) and therefore, individuals achieve their goals with this perception (Farran, 2004). Regarding education practitioners, self-efficacy is also pivotal. The importance of self-efficacy in education for language teachers is the ability "to use appropriate strategies to plan, monitor and complete a task" (Zimmerman, 2000). It is highlighted that self-efficacy beliefs influence academic success in a variety of academic domains and other motivational dimensions, and consequently, they all ascertain academic achievement in different ways (Graham & Weiner, 1996). Thus, teachers are expected to increase their academic self-efficacy by benefiting from their existing knowledge and skills and to contribute to the self-efficacy of students while preparing education policies (Köksal, 2021).

2.2 Language Teachers' Self-Efficacy Beliefs (LTSE)

Language teachers' self-efficacy beliefs (LTSE) is a branch of teacher self-efficacy in general education that has lately been identified (Zee & Koomen, 2016), and especially after the domains of studies concerning teachers' self-efficacy beliefs (TSE) are on specific subjects like "Science, Maths, Technology, Physical Education, and Language and Literacy" (Klassen et al., 2011). TSE is considered to have an effect on language learning and teaching (Ayoobiyan & Soleimani, 2015; Bandura, 1997; Pajares, 2008).

According to Wyatt (2018, p.14), self-efficacy beliefs studies have distinct facets and are generally about "emotional intelligence, critical thinking, metacognitive awareness, self-regulation, reflective

thinking, intra/interpersonal intelligence, and achievement goal orientations" as well as anxiety, pedagogical practices and curriculum (Akbari & Tavassoli, 2011; Eslami & Fatahi, 2008; Koçoğlu, 2011; Swanson, 2014; Wyatt, 2013; Yüksel & Alci, 2012). Besides, it was also investigated that there is a relationship between the LTSE beliefs and viable knowledge regarding "learners and learning, the curriculum, teaching techniques, the school context, and his own sense of himself as a researcher of his own practice" (Wyatt, 2010, p. 603), which confirms that there is a connection among the qualities of practical knowledge, LTSE perspectives, and school policies.

As stated, school policies affect the approaches, the methods, and the activities as well as the curriculum to be used in English language teaching. School policies should involve new pedagogical implementations. Therefore, one of these pedagogical applications may be music-assisted English education (Chunxuan, 2009), which has not yet been included in the curriculum of the language education system in Türkiye.

2.3 Music in ELT

Music is the science of art that combines sounds with rhythm, melody or harmony and has a connection with the brain as Zatorre (2005) asserts that music involves a tempting blend of nearly every cognitive function in the human brain. To clarify this, Wilson (2013) claims that music plays a key role in the regulation of arousal and attention, emotion, motivation, learning, memory, and decision-making. This assumption has been proven by many researchers who have pointed to the significance of music in terms of its multitudinous merits for human learning (Bancroft, 1985; Gaab, 2004; Gardner, 1985, 1993; Gordon, 1997, 2013; Guglielmino, 1986; Lozanov, 1978; Richards & Rodgers, 2001; Wallace, 1994). Since music helps to create a peaceful and comfortable learning environment, new approaches have been formed. For instance, Georgi Lozanov formed a language teaching method Suggestopedia (Larsen-Freeman, 2000) to incorporate music into teaching. In addition, Gardner (1993) proposed musical/rhythmic intelligence as one of the various forms of Multiple Intelligence (MI) theory.

In the literature of ELT, music is beneficial to improve auditory and pronunciation abilities, to replenish vocabulary, to practice speaking skills, to become familiar with components of the target language culture, and to improve grammatical skills (Eken, 1996; Murphey 2002; Saricoban & Metin, 2000). Besides, several research studies have been undertaken to investigate the relationship between music and learning in international contexts (Gabriel, 2007; Hallam, 2010; Hetland, 2000; Kanel, 2000; Khidirova & Nashirova, 2021; Modiri, 2010) as well as national contexts (Şahin & Bay, 2021; Şevik, 2011).

2.4 Self-Efficacy and Music

Music has a profound and well-integrated effect on sensory, perceptual, and motor skills, as well as emotions, memory, and cognitive and attentional functions (Wilson, 2013), which could lead to high self-efficacy. Also, Wilson (2013) states that music is a powerful tool to advance literacy, numeracy, spatial ability, executive functioning, and cognition, as well as greater school attendance and involvement influencing teachers as well as learners. Additionally, psychological advantages such as self-esteem and self-control and social advantages like teamwork and social skills are obtained in the learning environment surrounded by music (Hallam, 2010), which could also enhance self-efficacy.

2.5 Studies on Music in International Context and National Context

Many studies demonstrated the benefit of employing music and songs in the teaching of second and foreign languages (Bokiev et al., 2018; Bsharat et al., 2021; Kara & Aksel, 2013). Musical abilities and

interests of teachers were effective for successful language teaching (Khaghaninejad & Fahandejsaadi, 2016). Young learners' self-efficacy beliefs in learning and their ideas for music were also searched (Anam & Stracke, 2019; Ritchie & Williamon, 2011). For instance, the psychological effect of music on learners was discovered by Kennedy (2008) concentrating on kindergarten students and it was found that the speaking skills of the students increased via music therapy. Moreover, Medina (1990) found that vocabulary development was high for the groups who were assisted with music. In Li and Brand's study (2009), university students exposed to music became the most successful. Similarly, Piri (2018) reported that individuals who received the most exposure to music scored better. Another study (Nielsen, 2004) showed that students with high self-efficacy were more likely to be cognitively and metacognitively involved in attempting to learn the subject. Briefly, since music affects the cognitive abilities of the people, it has a fundamental role in shaping the self- efficacy beliefs and cognition and they mutually affect each other.

The benefits of music also attracted the attention of Turkish researchers. Kahraman (2008) conducted a qualitative study and found that listening to acoustic and soft rock songs improved listening skills of the learners. In another study, Kömür et al. (2005) presented that even though teachers and students were aware of the great role of music-assisted education, especially in English vocabulary learning, they claimed that it was not practiced much because of lack of curriculum integration. To search the effect of music on vocabulary, Köksal et al. (2013) revealed a high effect of music on children's vocabulary development. In addition, Ertek Babaç and Yıldız (2018) pointed out that music maximized language development and sound was one of the building blocks of learning. They also claimed that studies searching the relation between language development and music are almost nonexistent.

2.6 Significance of the Study

As the literature presents, it is recognized that there is a lack of a comprehensive study on teachers' self-efficacy beliefs about music-assisted teaching (Köksal, 2021) because music-assisted teaching has not received more emphasis in the curriculum as a new method in English language teaching (Kömür et al., 2005). Also, music-assisted classroom activities in teaching are crucial but there is a scarcity of research into how language teachers employ music in the classroom, as well as their beliefs that underpin their activities, particularly in the Turkish educational context (Ertek Babaç & Yıldız, 2018).

2.7 Purpose of the Study

To complete the aforementioned gap in the literature, this study aims to explore the self-efficacy beliefs of Turkish EFL lecturers for music-assisted language teaching and to see whether certain variables have significant effects on their self-efficacy beliefs.

2.8 Research Questions

Specifically, this study addressed the following research questions:

1. Do the self-efficacy beliefs of the Turkish EFL lecturers regarding music-assisted teaching significantly differ depending on variables (gender, age, institution type, education status, musical interest, playing a musical instrument, and type of music used in English classes)?
2. What are the perceptions of the Turkish EFL lecturers toward music-assisted teaching in English classes?

3. Methodology

3.1 Design of the Study

This study was constructed in mixed methods research design presenting "a methodological pluralism" (Borg, 2019) and providing meritorious scope for the educational research studies related to language teacher self-efficacy and cognition (Borg, 2019). Before collecting data, an Ethical Committee Approval was obtained to ensure transparency. First, the Likert scale included in the questionnaire was posted electronically to English language lecturers working at private and state universities across Türkiye within the months of March and April 2022. Following this, the interviews were implemented with the voluntary participants during May 2022.

Hence, sequential explanatory mixed methods research design implemented in the current study ensured validity and reliability via triangulation. Triangulation, according to Creswell and Creswell (2018), is the process of correlating evidence from multiple individuals, types of data, or data collection methods as seen available in this study.

3.2 Participants

100 Turkish EFL language lecturers working only in the foreign languages departments of universities in Türkiye were chosen via purposive sampling. Demographic characteristics of participants are given in Table 1. Nine voluntary participant lecturers who have an interest in music took part in the semi-structured interview sessions individually.

Table 1
Demographic Characteristics of the Participants

		f	%
Gender	Female	69	69,0
	Male	31	31,0
Age	20-24	3	3,0
	25-29	13	13,0
	30-34	28	28,0
	35-39	33	33,0
	40 and above	23	23,0
Institution Type	Private university	22	22,0
	State university	78	78,0
Education Level	Bachelor	29	29,0
	Master	53	3,0
	PhD	18	18,0
Musical Interest	Yes	82	82,0
	No	18	18,0
Playing a musical instrument	Guitar	15	15,0
	Violin	11	11,0
	Flute	15	15,0
	Drums	4	4,0
	Other	55	55,0

Type of music used in English classes	Classical	22	22,0
	Jazz	9	9,0
	Pop	33	33,0
	Rock	11	11,0
	Other	25	25,0
State of believing that music-assisted education increases self-efficacy	Yes	90	90,0
	No	10	10,0
Total		100	100.0

3.3 Data Collection Tools

3.3.1 The scale

The quantitative data collection tool is a 4-point Likert scale titled 'Self- Efficacy Scale for Music-Assisted English Teaching' developed by Köksal (2021). The 4-point Likert scale originally performed a high reliability coefficient for the whole scale (α=.915.). Table 2 shows the Cronbach Alpha reliability coefficients of the scale and its sub-dimensions within this study. The survey presents a continuous scale with 25 items from [1(strongly disagree) to 4 (strongly agree)] and it is 3 dimensional as 1: Self-efficacy for Teaching with Music, 2: Self-efficacy for Using Music in Classes and 3: Self-efficacy for Using a Musical Instrument. The items belonging to the scale were collected and the scale total score was obtained. Since the scale has three sub-factors, the items constituting each sub-factor were collected and mean scores were obtained.

Table 2
Reliability

	N	*Cronbach Alpha*
Self-efficacy for teaching with music	*13*	*.936*
Self-efficacy for using music in classes	*6*	*.877*
Self-efficacy for using a musical instrument	*6*	*.814*
Scale Total	*25*	*.953*

The Cronbach Alpha reliability coefficient was .953 for the total of the Self-Efficacy Scale for Music-Assisted English Teaching English, .936 for the Self-efficacy for Teaching with Music sub-dimension, .877 for the Self-efficacy for Using Music in Classrooms sub-dimension, and .814 for the Self-efficacy for Using a Musical Instrument sub-dimension. When the Cronbach Alpha value is more than α =.7, it means the test is very reliable (George & Mallery, 2003). In line with these results, it can be concluded that the scale used in this study has a high level of reliability. The validity of the scale for the present research context, on the other hand, was checked via expert opinion.

3.3.2 Interviews

The qualitative data of the present inquiry consisted of interviews conducted with volunteer participants of the study. The interview questions (See Appendix) were constructed in accordance with the scale and were validated via expert opinion.

3.4 Data Analysis Procedure

A sequential explanatory mixed methods design data analysis routed the researcher's method (Creswell & Guetterman, 2019). With the help of SPSS 23, parametric tests were used to determine differences concerning the three dimensions of the scale. Descriptive statistics, independent samples t-tests, and one-way analysis of variance (ANOVA) were calculated. Through the analysis of qualitative data, in-vivo coding was implemented as suggested by Saldana (2014). Therefore, common subjects were assembled and the repeated themes were noted and presented by the remarks of participants and member checking was provided at the end of the interviews. To ensure the inter-rater reliability in data analysis, the interview data were analyzed by two independent raters. While calculating inter-coder reliability, the formula that Miles and Huberman (1994) suggested was followed and 0.93 was found indicating a high level of agreement between raters.

4. Findings

4.1 Quantitative Data Analysis

4.1.1. Descriptive statistics of the Study

Descriptive statistics are presented in Table 3.

Table 3
Descriptive statistics

	Min.	*Max.*	*M*	*SD*
Self-efficacy for teaching with music	15,00	52,00	40,08	8,399
Self-efficacy for using music in classes	6,00	24,00	18,08	4,446
Self-efficacy for using a musical instrument	6,00	24,00	16,57	4,214
Scale Total	31,00	100,00	74,73	15,625

Table 3 shows that the total mean score of the scale (M= [74.73], SD = [15,625]) is high. The mean score of the sub-dimension Self-efficacy for teaching with music is (M= [40.08], SD= [8.399]), the mean score of the sub-dimension Self-efficacy for using music in classrooms is (M= [18.08], SD= [4.446]), and the mean score of the sub-dimension Self-efficacy for using a musical instrument is (M= [16.57], SD= [4.214]).

4.1.2 The variables in the study

To answer the first research question, independent groups t-test and one-way analysis of variance (ANOVA) were used to find out whether there was any difference based on different variables; gender, age, institution type, education level, music interest, playing a musical instrument, and the use of music in English classes as well as believing that music-assisted education increases self-efficacy. The variables were divided into two groups: (1) The variables presenting no significant differences (gender, institution type, playing a musical instrument), and (2) The variables presenting significant differences.

4.1.2.1 The variables presenting no significant differences

Gender

In order to see whether there was any significant difference, an independent-samples t-test was run. The result for the overall scale is [t(100)=1.145, p>.05], Self-efficacy for teaching with music sub-dimension is [t(100)=.964, p>.05], Using music in classrooms sub-dimension is [t(100)=1.045, p>.05], and Using a musical instrument sub-dimension is [t(100)=1.21, p>.05]. It can be concluded that there was no significant difference depending on the gender variable.

Institution Type

Another independent-samples t-test was run to find out whether there was any difference between the scores of the scale and its sub-dimensions by institution type. It is revealed that the total score of the overall scale is [t(100)=-.201, p>.05], the sub-dimension Self-efficacy for teaching with music is [t(100)=.121, p>.05], the sub-dimension The use of music in classes is [t(100)=-.528, p>.05], and the sub-dimension Playing a musical instrument is [t(100)=-.430, p>.05]. The findings proved that there was no significant difference determined according to the institution type variable.

Playing a musical instrument

To examine the differences in the mean scores of the scale and its sub-dimensions according to the participants' musical instrument playing ability, one-way ANOVA analysis was used. The findings present that the total score of the scale is [F(4-95)=1.933, p>.05], the sub-dimension Self-efficacy for teaching with music is [F(4-95)=1.385, p>.05], the sub-dimension The use of music in classes is [F(4-95)=1.877, p>.05] and the sub-dimension Playing a musical instrument is [F(4-95)=1.986, p>.05], and no significant difference was found.

4.1.2.2 The variables presenting significant differences

Age

To see the differences in the mean scores of the scale and its sub-dimensions according to the ages of the participants, one-way ANOVA was used. Table 4 shows the findings.

Table 4
Age

	Age	*N*	*X*	*SD*	*F*	*p*	*Tukey (Post-Hoc Test)*
Teaching with music	(1) 20-24	3	40,33	2,516	1,494	,210	
	(2) 25-29	13	42,46	5,332			
	(3) 30-34	28	37,21	9,639			
	(4) 35-39	33	40,03	8,858			
	(5) 40 and above	23	42,26	7,380			
The use of music in classes	(1) 20-24	3	20,33	1,527	1,524	,201	
	(2) 25-29	13	18,69	3,172			
	(3) 30-34	28	16,60	5,251			
	(4) 35-39	33	18,00	4,235			
	(5) 40 and above	23	19,34	4,238			
Playing a musical instrument	(1) 20-24	3	14,00	2,645	2,898	**,026***	**2>3**
	(2) 25-29	13	18,23	2,204			
	(3) 30-34	28	14,82	5,055			
	(4) 35-39	33	16,60	3,535			
	(5) 40 and above	23	18,04	4,290			
Scale Total	(1) 20-24	3	74,66	2,081	1,999	,101	
	(2) 25-29	13	79,38	9,544			
	(3) 30-34	28	68,64	18,356			
	(4) 35-39	33	74,63	15,257			
	(5) 40 and above	23	79,65	14,530			

*p<.05

The one-way ANOVA test showed a significant difference among the groups. To see the differences among the sub-dimensions, Tukey post-hoc tests were run. According to the results, a significant difference was found in the sub-dimension of Playing a musical instrument [F(4-95)=2.898, p<.05]. The resulting significant difference was between the participants between the ages of 25-29 and 30-34 years, and there was a significant difference in favor of the participants between the ages of 25-29.

Education Level

Another variable is the participants' education levels. To see the differences in the mean scores of the scale and its sub-dimensions, one-way ANOVA results are presented in Table 5.

Table 5
Education Level

	Education Level	*N*	*X*	*SD*	*F*	*p*	*Tukey (Post-Hoc Test)*
Teaching with music	(1) Bachelor	29	39,62	8,099	,446	,642	
	(2) Master	53	39,75	8,982			
	(3) PhD	18	41,77	7,231			
The use of music in classes	(1) Bachelor	29	17,13	4,680	1,828	,166	
	(2) Master	53	18,05	4,503			
	(3) PhD	18	19,66	3,581			
Playing a musical instrument	(1) Bachelor	29	15,13	4,786	3,465	**,035***	**3>1**
	(2) Master	53	16,75	3,916			
	(3) PhD	18	18,33	3,447			
Scale Total	(1) Bachelor	29	71,89	16,224	1,431	,244	
	(2) Master	53	74,56	15,807			
	(3) PhD	18	79,77	13,536			

*p<.05

As Table 5 shows, the results revealed significant differences among the groups. For this reason, Tukey post-hoc tests were run, and a significant difference was found in the sub-dimension of Playing a musical instrument [F(2-98) =3.465, p<.05]. There was a significant difference in favor of those who have a PhD degree. Therefore, it could be concluded that as the level of education increases, the use of music is more determined in language education.

Musical Interest

To examine the differences in the mean scores of the scale and its sub-dimensions according to the variable of interest in music, the t-test was utilized. The results are presented in Table 6.

Table 6
Musical Interest

Scale	*Music interest*	*N*	*X*	*SD*	*t*	*p*
Teaching with music	Yes	82	42,25	6,699	6,617	**,000***
	No	18	30,16	8,375		
The use of music in classes	Yes	82	19,18	3,460	4,904	**,000***
	No	18	13,05	5,046		
Playing a musical instrument	Yes	82	17,42	3,665	4,797	**,000***
	No	18	12,66	4,445		
Scale Total	Yes	82	78,86	12,279	5,845	**,000***
	No	18	55,88	15,653		

*p<.05

Table 6 shows that the total score of the overall scale is [t(100)=5.845, p<.05], the sub-dimension Teaching with music is [t(100)=6.617, p<.05], the sub-dimension The use of music in classes is [t(100)= 4.904, p<.05], and the sub-dimension Playing a musical instrument is [t(100)=4.797,p<.05]. As it is seen, the significant differences emerged are in favor of those who are interested in music in all dimensions.

Type of music used

Another variable of music type used by the participants was investigated via one-way ANOVA analyzing the mean scores of the scale and its sub-dimensions. The results are displayed in Table 7.

Table 7
Music Type Preference

Scale	*Music Type*	*N*	*X̲*	*SD*	*F*	*p*	*Tukey (Post-Hoc Test)*
Teaching with music	(1) Classical	22	40,81	9,624	2,149	,081	
	(2) Jazz	9	39,77	3,597			
	(3) Pop	33	42,39	6,623			
	(4) Rock	11	40,81	8,352			
	(5) Other	25	36,16	9,693			
The use of music in classes	(1) Classical	22	18,95	3,773	2,633	**,039***	**1>5** **3>5** **4>5**
	(2) Jazz	9	17,55	2,877			
	(3) Pop	33	18,72	3,393			
	(4) Rock	11	19,90	3,113			
	(5) Other	25	15,84	6,229			
Playing a musical instrument	(1) Classical	22	17,50	3,712	3,607	**,009***	**1>5** **2>5** **3>5** **4>5**
	(2) Jazz	9	17,44	2,185			
	(3) Pop	33	17,09	4,186			
	(4) Rock	11	18,27	3,523			
	(5) Other	25	14,00	4,627			
Scale Total	(1) Classical	22	77,27	15,709	2,922	**,025***	**1>5** **3>5** **4>5**
	(2) Jazz	9	74,77	8,181			
	(3) Pop	33	78,21	12,386			
	(4) Rock	11	79,00	13,849			
	(5) Other	25	66,00	19,341			

*p<.05

According to the one-way ANOVA results, the total score of the scale [F(4-95)= 2.922, p<.05], the sub-dimension Using music in classrooms is [F(4-95)=2.633, p<.05] and the sub-dimension Using a musical instrument is (F(4-95)=3.607, p<.05), and there were some significant differences among the sub-dimensions. To determine these differences, Tukey post-hoc tests were run. The significant differences in all dimensions are between those who use other types of music and those who use classical, jazz, pop and rock, and there is a significant difference against those who use other types of music. However, in the sub-dimension of

Teaching with music [F(4-95) =2.149, p>.05], no significant difference was found according to the music genre variable used in the classrooms.

State of believing that music-assisted education increases self-efficacy

In order to examine the beliefs of Turkish EFL lecturers that music-assisted education increases self-efficacy, an independent samples t-test was conducted. The results are shown in Table 8.

Table 8
State of Believing that Music-assisted Education Increases Self-efficacy

Scale		*N*	*X*	*SD*	*t*	*p*
Teaching with music	Yes	90	41,60	7,130	6,445	**,000***
	No	10	26,40	6,501		
The use of music in classes	Yes	90	18,67	4,118	4,389	**,000***
	No	10	12,70	3,743		
Playing a musical instrument	Yes	90	17,02	4,102	3,385	**,001***
	No	10	12,50	2,915		
Scale Total	Yes	90	77,30	13,885	5,653	**,000***
	No	10	51,60	10,885		

*p<.05

Table 8 shows that the total score of the overall scale is [t(100)=5,653, p<.05], Teaching with music sub-dimension is [t(100)=6.445, p<.05], the sub-dimension Using music in classrooms is [t(100)=4.389, p<.05], and Playing a musical instrument sub-dimension is [t(100)=3.385, p<.05]. There was a significant difference between those who believe that music-assisted education increases self-efficacy in all dimensions.

4.2. Qualitative Data Analysis

4.2.1 The Turkish EFL Lecturers' Perceptions for Music-Assisted Teaching in English Classes

The perceptions of the Turkish EFL lecturers for music-assisted teaching in English classes were obtained via semi-structured interviews. Nine respondents offered responses. Seven of them are female and two of them are male. To protect the privacy of the participants in this study, pseudonyms (e.g., *P1* for *Participant 1*) were used to refer to them.

The results of qualitative data analysis are presented in Table 9 in detail.

Table 9
Qualitative findings

Categories and codes	*Participants*
1. **The contribution of music to ELT & EFL**	
a. Providing a great variety of input and real context	P7, P9
b. Developing main skills (reading, listening, speaking, writing)	P1, P2, P3, P4, P5, P6, P7, P8, P9
c. Improving sub-skills (vocabulary & grammar)	P1, P3, P4, P5, P7, P9
d. Pronunciation activities (rhythm, singing songs)	P4, P7, P9
e. Teaching/ learning process facilitator (Background music)	P6, P7
f. Offering insights into English language culture and history	P3, P8
g. Learning through the coordination of body and speech	P7
h. Meeting the aims of the lesson	P7
i. Creating discourse-based syllabus	P9
2**. Psychological effect of music on teachers and learners**	
a. Motivation	P1, P4
b. Reducing stress, tension, and excitement	P2, P6, P7, P9
c. Relaxation	P2, P4, P8, P9
d. Positive mood	P3, P4, P6
e. Concentration	P2, P4, P5, P6
f. Creating comfortable learning environment	P4, P6, P8
g. Having fun	P7, P8, P9
h. Boosting learning	P3, P6, P7, P8
i. Promoting unconscious learning	P4, P8
j. Healing effect	P4
3**. Ideal age for music-assisted teaching**	
a. Young learners (nursery, kindergarten, primary and secondary school students)	P1, P6, P8
b. Adults	P6
c. All ages	P2, P3, P4, P5, P7, P9
4**.Appropriate stage of music use in English classes**	
a. for introducing some topics	P1
b. while teaching main and subskills	P2, P3, P4, P5 P6, P7, P8, P9
c. during task-based activities and group work	P6
d. during follow-up activities	P9
5. **Turkish EFL lecturers' self-efficacy with music**	
a. Increasing motivation	P9
b. Building good relationship with students	P9
c. Thinking that music is beneficial for self-efficacy	P3
d. Teaching English effectively with music	P4, P8
e. Designing courses with a variety of music	P2
6. **Music-assisted teaching in curriculum at university ELT context**	
a. Using music as a part of educational procedures (individually)	P1
b. Following music integrated syllabus (based on teacher)	P9

As shown in Table 9, Turkish EFL lecturers stated that music contributes to ELT and EFL context. P7 and P9 underlined that music-assisted teaching provides a great variety of input and real context. P6 and P7 considered that music is a teaching and learning process facilitator. They apply music while doing some activities as background music. P3 and P8 indicated that music offers insights into English language culture and history. Apart from these, P7 stated that music is a way of learning through the coordination of body and speech, and it also promotes teachers to meet the aims of the lesson. Additionally, music assisted teaching enables teachers to create discourse-based syllabus (P9).

The second category is the psychological effect of music on teachers and learners. All the participants agreed on how music could influence the teachers and learners psychologically. With this regard, motivation (P1, P4), reducing stress, tension and excitement (P2, P6, P7, P9), relaxation (P2, P4, P8, P9), positive mood (P3, P4, P6), concentration (P2, P4, P5, P6), creating comfortable learning environment (P4, P6, P8), having fun (P7, P8, P9), boosting learning (P3, P6, P7, P8), promoting unconscious learning (P4, P8) and healing effect (P4) were referred as these effects. P4 explained that music is pivotal for its psychological effect on learning. To P6, music assisted teaching may provide concentration and comfortable learning environment for not only young children but also adults:

Based on scientific studies in neuroscience, music has a significant role in teaching. For both adults and children, it may facilitate learning and understanding. Especially teaching to young children, playing music in the background may help them to concentrate better on their tasks. Similar effects may also be observed on adults as well. Music creates a non-threatening and comfortable learning environment that is one of the crucial criteria in teaching.

Another category stated by the participants was ideal age for music-assisted teaching. P1, P6 and P8 indicated that young learners studying at nursery, kindergarten, primary and secondary schools could benefit from music more. On the other hand, P2, P3, P4, P5, P7 and P9 supported the idea that people from different ages could benefit from music-assisted teaching while learning English. According to P7, music assisted teaching is convenient for all ages and underlines the reason:

It is suitable for each age group ranging from young learners to adults. However, what makes it effective depends on what purposes we use it for.

P5 mentions about level of the learners as well as ages and indicates:

We know it can be beneficial for all age groups. Just in a different way. So, I cannot say that it's more beneficial for advanced students or it's more beneficial for young learners.

The fourth category is the appropriate stage for the use of music use in English classes. P1 mentioned that at the beginning of introducing some topics and especially for listening, speaking and vocabulary teaching, it was applicable. Nearly all the participants (P2, P3, P4, P5, P6, P7, P8, P9) pointed out that they used music while teaching main and subskills especially for listening, vocabulary, and grammar. Besides, P4, P7 and P9 responded that music is a way of being aware of correct pronunciation. Meanwhile, P6 indicated that during task-based activities and group work, music helped learners focus on the activities. P9 also added that during follow-up activities, music assisted teaching was useful. P7 believes that music may advance learning of the students:

I think it is good for teaching grammar, listening as well as vocabulary and pronunciation. It covers almost all language skills and appeals to learners' attention.

The participants were also asked about their self-efficacy beliefs about music-assisted teaching, and they responded by indicating several issues. To P9, lecturers believed that music use increased motivation, and thus, her self-efficacy increased as well:

Like learners, we teachers need motivation to teach. If our learners have fun, we also have fun with them, as we are a part of the class, not just an observer.

In addition, P9 expressed that music assisted teaching promoted lecturers to build good relationships with students and contributed to their self-efficacy. Moreover, P3 thought that music was beneficial for self-efficacy. Additionally, P4 and P8 highlighted that they taught English effectively with music. According to P2, courses could be designed with a variety of music to improve the learners' language development:

> *As teachers, we can design our courses accordingly, and we have to keep up with new, different types of music in order to use a wide variety of genres.*

Nonetheless, P1, P5, P6 and P7 hesitated whether music- assisted teaching could contribute to their professional development as well as self- efficacy.

The last category concerned music integrated curriculum. Participant 1 addressed the issue of curriculum as the use of music was not placed in the curriculum:

> *Well, I don't know if they have a special policy like music supported education, but of course we do use music in some foreign language classes, including our classes here. We use music as a part of our educational procedures here in Türkiye.*

Similarly, P9 emphasized that following music-integrated syllabus was based on the teacher's special practice. The other seven participants emphasized that there was no written section in the curriculum regarding music-assisted teaching English mainly for adults or university students and for this reason, each lecturer freely applied music whenever they needed.

In conclusion, lecturers' responses for music assisted teaching and self-efficacy covered different dimensions. Each detail based on the participants' remarks given in Table 9 may provide some insights to all the stakeholders in ELT about music assisted teaching at tertiary level in the future.

5. Discussion

The aim of the current study was to examine Turkish EFL lecturers' self-efficacy beliefs regarding music-assisted teaching at tertiary level. The first research question focused on variables such as gender, age, institution type, education level, musical interest, playing a musical instrument, and type of music used in English classes to reveal the lecturers' self-efficacy beliefs about music-assisted teaching. It was found that there was no significant difference for the variables gender, institution type, and playing a musical instrument. In the study conducted by Delice (2019), it was seen that the self-efficacy levels of teachers for teaching music did not differ according to gender. Likewise, in the study of Topoğlu (2014), gender did not indicate any significant findings for the self-efficacy of primary school teacher candidates and these findings are in line with this study.

However, there are some significant differences including age, education level, musical interest, type of music used in English classes, and the self- efficacy beliefs of Turkish EFL lecturers. While examining the attitudes of prospective classroom teachers towards music teaching in their studies, the result showing that there was no statistically significant difference according to the age variable (Çelik & Yetim, 2017) differs in the context of this study. In this study, it was determined that the resulting significant difference was in favor of the participants between the ages of 25-29. This finding is unique among the studies sought and analyzed by the researcher, since no previous study has searched for the age variable regarding language teachers' self-efficacy beliefs about the use of music in English language teaching.

Another significant difference was obtained according to the musical genre variable and significant differences were between those using other types of music and those using classical, jazz, pop and rock.

Similarly, Kahraman's study (2008) revealed that listening to acoustic and soft rock songs could assist the learners' listening skills. Even Amalia et al. (2019) asserted that the use of rap songs had a great impact on the achievement of the pronunciation of students. Thus, the findings show parallelism with this study. The other important finding of this study was that there was a significant difference in favor of those who have a PhD degree. It can be deduced that as the education level of teachers increases, self-efficacy beliefs of lecturers improve. This finding ultimately contributes to the literature advocating the enhancement of language teachers' cognitions, beliefs, and practices covering different scopes such as music assisted teaching (Basturkmen, 2012; Borg, 2003, 2019; Dörnyei, 2005; Ushioda & Dörnyei; 2009). In this study, according to the variable of music interest, a substantial difference was discovered. The considerable distinctions that emerged are clearly in favor of participants who are engaged in music in all dimensions. Likewise, in the research by Bokiev and Ismail (2021), the majority of teacher participants stated that their personal enjoyment in music was a crucial element in the creation of their opinions regarding the value of music and songs in language education.

Moreover, the current study revealed that there was a totally high mean score concerning the 'Self-Efficacy for Music Assisted English Language Teaching' scale. Additionally, there was a significant difference according to the variable of believing that music-assisted education enhances self-efficacy. As a result of quantitative part of the study, most of the lecturers participating in the study highlighted that music-assisted education increased their self-efficacy. In addition, some participants expressed that music assisted teaching promoted lecturers to build good relationships with students and contributed to their self-efficacy. The findings concerning the teachers' beliefs are consistent with earlier studies, which reported the positive relationship between the views of language teachers and the use of music in language classes (Hallam, 2010; Wilson, 2013; Şevik, 2011). In addition, TSE beliefs were emphasized in many studies concentrating on many subjects (Ayoobiyan & Soleimani, 2015; Bandura, 1997; Klassen et al, 2011; Pajares, 2008). By creating an even more special field, the effect of TSE on music-assisted education through language learning and teaching is also indicated in the current study.

The second research question was related to the perceptions of the Turkish EFL lecturers toward music-assisted teaching in English classes. According to the participants, music is important in ELT and EFL contexts, and music-assisted instruction offers a wide range of input and real-world context. Music-assisted teaching also contributes to the development of main skills as well as subskills. The literature abounds with favorable affirmations about the usefulness of music as a medium for first and second language learning, according to Medina (2002). As Medina (2002) suggests, second language learners attain vocabulary and grammar, improve spelling, and develop reading, writing, speaking, and listening abilities, which is in line with the finding of this study. Furthermore, music contributes to the learners' pronunciation and as it is revealed in this study, music is a method of becoming conscious of proper pronunciation. The findings of this study are, to a large extent, in line with previous research studies on the potential benefits of music on learning and teaching (Bokiev et al., 2018; Ertek Babaç & Yıldız, 2018; Kara & Aksel, 2013; Kahraman, 2008; Kömür et al., 2005; Köksal et al., 2013; Li & Brand, 2009; Medina, 1990; Murphey, 2002; Saricoban & Metin, 2000).

In terms of lecturers' beliefs and practices, music activities can be used for educational purposes for different levels. In addition, this research revealed that musical activities were discovered to be far more common at the elementary level or secondary levels than at the tertiary level based on the opinions of lecturers. This corresponds to the findings of Tegge's study (2015) and the study by Bokiev and Ismail (2021) who underlined the same findings while searching for Malaysian ESL teachers' beliefs and practices (Bokiev & Ismail, 2021; Tegge,2015). In addition, as it is marked in this study, music offers insights into English language culture and history. This finding shows similarities with the research studies suggesting that music use promotes learners' cultural awareness (Engh, 2013; Ilari et al., 2013). Besides, the psychological effects of music on teachers and learners were listed as motivation, reducing stress, tension and excitement,

relaxation, positive mood, concentration, creating comfortable learning environment, having fun, boosting learning, promoting unconscious learning and healing effect. With these benefits, the efficient application of music in foreign language teaching can potentially create a convenient learning atmosphere conducive to learning (Kara & Aksel, 2013; Kennedy, 2008). As Krashen (1992) emphasizes, the best learning occurs when students experience low anxiety, high self-confidence, and high motivation with low affective filter atmosphere as the participants emphasized in this study.

Music was seen as a teaching and learning process facilitator as one of the main findings of the study which is similar to the literature (Ahna, 2019; Zamin et al., 2020). Meanwhile, it is seen that the majority of the lecturers who took part in this study emphasized the value of music in language teaching. Meanwhile, classroom activities including music and songs can help students strengthen their different intelligence types such as interpersonal, intrapersonal, and bodily-kinesthetic intelligences (Abbott, 2002; Gardner, 1993).

In view of the findings of the study, the participants alleged the ideal age for music-assisted teaching. Most of the participants posed that people from different ages could benefit from music-assisted teaching whereas some of them asserted that young learners were more eager to benefit from music in learning. In the literature, Tegge (2015) released comparable results and found that music utilization was valuable for students of all competence levels, while the majority of respondents in this study thought that music activities were more appropriate for beginners and low-intermediate students. Apart from these, the teachers' perspectives in this study are similar with previous research studies, in which language lecturers had generally favorable attitudes about the use of music and songs in language classes (Engh, 2013; Şevik, 2011; Tegge, 2018).

Finally, the factors impeding the lecturers' use of music in the language classes comprised inadequate time and lack of music integrated curriculum. Therefore, music-assisted teaching was only a part of educational procedures and done with the lecturer's individual preference rather than any obligation depending on the curriculum. At the same time, it was asserted by the participants that the scarcity of music incorporated curriculum was mainly for university students but not for young learners. Therefore, each lecturer independently applied music in English classes. This finding was consistent with the result of the study conducted by Engh (2013) who figured out that music-supported teaching was neglected due to absence of specified curriculum.

6. Conclusion and Suggestions

This study aimed to focus on the self-efficacy beliefs of Turkish EFL lecturers for music-assisted teaching in Türkiye. 100 EFL lecturers in Türkiye responded to the quantitative part of the study, and 9 EFL lecturers contributed to the qualitative part of the study. The findings offered that Turkish EFL lecturers' self-efficacy beliefs were determinant for music integration into English language teaching. Some significant conclusions were reached after studying the data: 1) The Turkish EFL lecturers used music while teaching main and subskills with group activities or mainly at the beginning of the lesson in their classrooms; 2) They indicated that their self-efficacy beliefs were high concerning music assisted teaching English; 3) Although music integrated curriculum was not available at tertiary level, Turkish EFL lecturers pointed out that they valued it as a form of education.

Concerning teachers' beliefs and methods (Basturkmen, 2012; Borg, 2003), it is pivotal to carry out different research studies to contribute to the literature. Various elements of foreign and second language teaching need to be investigated via the lens of teachers as only a few attempts have been made to investigate the systematic use of music and songs by language instructors to date. Some of the research studies investigated how language instructors in different countries benefited from music and songs, while

others focused on a single educational setting. The conclusions of this study have a variety of ramifications for various educational stakeholders.

First, EFL lecturers would substantially promote the incorporation of music into language classes by providing readily available teaching materials, a variety of music exercises that correspond to the objectives of the lesson and the competency levels of the students included in the curriculum. This would motivate lecturers to utilize music in the classroom and allow them to form a relaxing atmosphere in the classes with different intelligences, and hence, it would be easy to teach main skills and subskills.

Furthermore, the findings of the study suggest that formal training for the use of music and songs in the classroom are essential. Even though most of the lecturers in this survey were aware of the benefits of using music and songs in language learning, they believed it was critical to come up with appropriate and diverse music activities to fulfill their students' needs.

Apart from altering new school policies including innovative techniques for teaching English, the curriculum components must be revised by merging theory and practice for lecturers organizing lessons and presenting them with new implementations such as music assisted teaching in terms of language teaching pedagogy (Coskun & Daloglu, 2010; Saka, 2020).

For further investigation, it is proposed that comparable research be conducted in various languages such as Turkish, Italian, Arabic and so on. In addition, new studies might compare EFL learners and teachers' self-efficacy beliefs and practices. Moreover, a large-scale study for EFL teachers from various educational levels in Türkiye could be conducted. New contemporary English textbooks with music exercise pack or booklet including several music activities for different levels from basic to advanced levels of learners may be created to guide all the stakeholders in ELT with music-assisted language learning and teaching.

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Appendix

Interview Questions

1. Can music contribute to language education? If yes, what are these contributions?
2. Do you benefit from music in your teaching? How often?
3. In your opinion, among which age groups is music more effective for English language learning?
4. Which parts of language education can be supported by music-assisted teaching?
5. Is there music-supported education in Türkiye to teach foreign languages like English?
6. Do you think it is appropriate to teach English with music in a country to different language speakers but not English?
7. Does music-assisted English education contribute to your professional development? If yes, how does it contribute?