

# **Using Songs in Teaching English to Very Young Learners**

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## **ABSTRACT**

The aim of this study is to examine the importance of using songs in the English language classroom. This study will identify if using songs in the English language classroom will promote vocabulary acquisition, and if using songs in the classroom will motivate the children to learn the English language, and will songs raise the children's cultural awareness. The study was conducted at Eastern Mediterranean Doğa Kindergarten in Northern Cyprus, in total forty kindergarten children aged four participated within the study. The participants were examined through a pre-test, post-test, interview, a questionnaire and through classroom observations and field notes. The pre-test and post-test were designed and developed according to the selection of songs which had been chosen to teach the target vocabulary by the researcher. The adapted version of The International Attitude/Motivation Test Battery by R.C. Gardner (2004) was used for the questionnaire, and in order to enrich the results of the study interview questions were written and developed by the researcher. Face to face interviews were carried out for the interview questions and for the questionnaire due to the participants being very young. The interviews were recorded, transcribed and translated into English by the researcher. The instruments were analyzed using the statistical package (SPSS 17). The results of the pre-test confirmed that the children had not acquired the target vocabulary beforehand. The post-test results confirmed the increase of scores therefore confirming vocabulary acquisition of the target vocabulary which was taught using the selection of songs. The results of the questionnaire revealed that when songs were used to teach the target vocabulary in the English language classroom the kindergarten children were motivated towards the lesson. The results of the interview questions revealed that

when songs are integrated in to the foreign language classroom it raised the awareness of the cultural differences between the languages, the English language and the participant's native language, which is Turkish.

**Keywords:** songs, motivation, foreign language learning, very young learners, vocabulary, culture.

## ÖZ

Bu çalışmanın amacı şarkıların yabancı dil öğretimindeki önemini incelemektir. Çalışma kapsamında, şarkıların kelime öğrenimindeki etkisi, öğrencini kültürüne olan etkisi, şarkıların öğrencinin motivasyonu üzerinde ki etkisi ve hedef dili öğrenirken öğrencinin eğlenmesine ve hedef dili konuşurken özgüvene olan etkisidir. Çalışma Kuzey Kıbrıs Doğu Akdeniz Doğa Anaokulu'nda uygulanmıştır ve bu çalışmaya toplamda kırk dört yaş anaokul öğrencisi iştirak etmiştir. Çalışmaya katılan çocuklara ön test, son test, görüşme anket ve sınıf içi gözlemler uygulanmıştır. Ön test ve son test, araştırmacı tarafından öğretmek için seçilmiş olan hedef kelimeleri içeren şarkıları içermektedir. Anket soruları için The International Attitude/Motivation Test Battery by R.C. Gardner (2004) kullanılmıştır ve çalışmanın sonucunu geliştirmek için görüşme soruları araştırmacının kendisi tarafından yazılıp geliştirilmiştir. Araştırmaya iştirak eden katılımcıların yaşlarının küçük olmasından dolayı, anket çalışması yüzyüze gerçekleştirilmiştir. Yapılmış olan bu görüşmeler, çalışmayı yapan kişi tarafından yazılı ve sözlü şekilde kaydedilmiş olup sonrasında İngilizce diline çevrilmiştir. Araştırmanın sonucu SPSS 17 kullanılarak analiz edilmiştir. Ön test sonuçları, teste katılan öğrencilerin test için kullanılan kelimeleri daha önce bilmediklerini göstermiştir. Son test sonuçları ise şarkılar aracılığı ile öğrenilmiş olan hedef kelimelerin oranını göstermektedir. Bu çalışma sonucuna göre, şarkı kullanılarak öğretilen hedef kelimeler, anaokul öğrencileri tarafından olumlu şekilde karşılanmış ve yabancı dile olan motivasyonlarını artırmış, hedef dili kullanırken kendilerine olan güvenlerini olumlu şekilde etkilemiş ve şarkı kullanılarak yapılan ders, çocukların dans ederek

eğlenmelerini sağlamıştır. Çalışma sonucuna göre, şarkı kullanılarak yapılan ders, diller (İngilizce-Türkçe) arası kültürel farklılık farkındalığını arttırmıştır.

**Anahtar Kelimeler:** şarkılar, motivasyon, yabancı dil öğrenimi, küçük yaş grubu, kelime, kültür.

To Arel, Aral and Ela

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# Chapter 1

## INTRODUCTION

Around the world more than thousands of languages are spoken, with each individual language having its own uniqueness. Within these languages the most popular language used today is the English language; it has become the most popular language spoken worldwide. Therefore there has been a huge demand for teaching and learning the English language. The Standards for Foreign Language Learning (1996, p.40) emphasize that culture should be integrated into the curriculum. A language cannot be taught without its culture, language and culture are inseparable and intertwined. When we integrate culture in to the language programs it can contribute significantly to humanistic knowledge and to the language ability. Cultural sensitivity can play an important role in the security, defence and economic well-being of a country and that global understanding can be achieved through the education system. Therefore in order to enrich the language classroom with the target languages culture various songs, rhythms and chants can be used as a tool for cultural understanding and awareness.

Music is found in every culture; even isolated tribal groups have a form of music. The culture we are in influences our ability to perceive emotion in music. Through music our emotions can come to life. A fast tempo song can bring excitement or anger to the listener, a slow tempo may bring sadness and serenity. A smooth rhythm can make us feel happy at peace and relaxed.

Music plays a vital role in one's life, at the start of birth with mothers singing lullabies to their children. We use music during our important occasions such as weddings, birthdays and every country has its own anthem.

## **1.1 Background of the Study**

Songs enable the young learner to develop themselves, their feelings and it can also aid the young learner to make sense and solve problems and discover the world around them Parlakian & Lerner (2010)

According to Murphey (1992) using songs in the language classroom has its advantages it can aid the young learner to develop and improve their listening skills and pronunciation, eventually their speaking skills. Alternatively it can also be a useful tool for learning vocabulary, sentence structures and sentence patterns. Young learners develop their cognitive skills through music, it enhances their language skills through singing, and children learn language appreciation, vocabulary and rhyme Shipley (1998). In addition Cameron (2001) stated that songs can be a valuable teaching and learning tool as it helps the learners to improve their listening and vocabulary.

Ersöz (2007) stated that very young learners have a low concentration span; they learn slowly and forget easily as they have a short memory. Very Young learners learn through TPR (Total Physical Response) as they are very energetic and a lot of repetition and revision is required. Richards and Rodgers (2001) defined TPR (Total Physical Response) as a technique built around the coordination of speech and action.

Larsen-Freemen (2000) also stated that the learner's role is to listen and perform to what the teacher says. In addition Pinter (2006) stated that a TPR class may appeal to the kinaesthetic children as it is full of action.

Brown (2007) stated that TPR can be used as a classroom activity as it provides the learners with a communicative and interactive environment through auditory input and physical activities.

Furthermore research by Peretz, Radeau, and Arguin (2004) have proven that when language and music are integrated cognitively then music can act as an important tool in language learning and for storing and retrieving verbal information. Therefore music can assist the language learning process to store the information in the long term memory. It can also act as a motivational tool as it provides language input in simple and repetitive structures.

Bourke (2006) stated that children live in a world of fantasy and make – believe. In addition Mckay (2006) stated that a language syllabus should contain elements which include topics according to the child's interests, stories, games, enjoyable activities, songs, chants, rhymes pair and group work.

Each individual child is unique and in order to capture the attention of the children within the classroom variety is important. Children enjoy listening to songs therefore their attention will be captured. When we look back to our early childhood there is at least one song that we do remember that we learned at a very young age.



Taking in to account the importance of songs in the process of an individual's development this study will examine the importance of songs when teaching a foreign language to very young learners. It will identify the characteristics of the learners and will also look deeper into the theories which have been developed within this field. Neurological research regarding this field will also be introduced and the importance of culture when teaching/learning a foreign language will also be discussed.

The research was conducted with very young learners, the aim of the research was to see if the use of songs within the classroom helps the young learner's acquisition of vocabulary, how it will affect their motivation when using the language and will the use of songs raise their cultural awareness of the target language.

## **1.2 Purpose of the study**

The purpose of the study was to find out if using songs within the English language classroom would promote vocabulary acquisition, would the children be motivated to learn the English language through the selection of songs and would it raise the cultural awareness for the children at Eastern Mediterranean Doğa kindergaren.

## **1.3 Research Questions**

The study aims at providing insight, to the influence songs can have on vocabulary and culture by considering the following questions:

1. To what extent does the use of songs influence vocabulary acquisition?
2. Does the use of songs in the English language classroom raise the cultural awareness for very young learners?
3. To what extent do songs affect very young learner's motivation when learning the English language?

## **Chapter 2**

### **LITERATURE REVIEW**

This chapter will review the literature on teaching English to very young learners, identify the importance of using songs within a language classroom, and the benefits that songs can have in the child's development. The theories on language learning, the theories on children's language learning and the characteristics of the very young learners will be reviewed. The importance of vocabulary learning and teaching, multiple intelligences culture in the language classroom and motivation will also be reviewed.

#### **2.1 Teaching English to Very Young Learners**

Lisbeth and Ytreberg (1993) stated that young learners cannot organize their own learning. They are not able to read or write in their first language therefore the learning process has to be through talk and play and the language must be recycled. Therefore in order for the acquisition process to take place the learners must experience the process as they would acquire their first language. Learning a language for very young learner is incidental, they learn through playing. They are not consciously trying to learn new words or phrases, they like making sounds, imitating and making funny noises.

Read (2007) created the C-Wheel which enables the language teacher to create an optimal environment for the young language learner. It focuses on the learner as a unique learner and as a unique person. It consists of eight parts which are ideal for

the learners language learning; creativity, context, connections, coherence, challenge, curiosity, care, community and creativity. In addition there are six external factors; teacher, methodology, materials, education and cultural context, curriculum and evaluation. The aim of the C-Wheel is to create an ideal environment for the learner to feel safe, supported, praised and successful. In addition Read (2007) stated that in order for the language teacher to manage the classroom positively, the rules and norms of the classroom should be observed and the children should also be motivated to learn and to enjoy the activities.

Also Cameron (2001) stated that within the language classroom routines are vital, as they provide an opportunity for the learner to interact and make sense of the familiar language therefore they develop their language skills.

Phillips (1993) suggested that art craft activities, drama playing, role playing; poems, rhymes and chants, and movement activities should be included in the teaching of very young learners' language. In addition Haas (2000) stated that foreign language instruction for children can be enriched when teachers use thematic units that focus on content-area information, engage students in activities in which they must think critically, and provide opportunities for students to use the target language in meaningful context and in new and complex ways.

Furthermore Slattery and Willis (2001) stated that when teaching very young learners it is essential to use facial gestures to support what you are teaching, and help the child to feel secure and safe within the environment by using familiar activities such as songs and rhymes.

## **2.2 Theories on Children's Language Learning**

This section will review the three theories on children's language learning. Piagetian Theory, Vygotsky's Theory and Bruner's Theory will be discussed.

### **2.2.1 Piagetian Theory**

The teaching of children has been greatly affected by the work of Jean Piaget. He identified four stages of cognitive and affective development in childhood and adolescence. Piaget, 1963 stated that the child develops cognitively through active involvement within its environment and each step is developed and integrated with the previous steps. Piaget also stated that language teachers working with children should give importance to the characteristics of the cognitive stages. Curtain & Dahlberg (2010) stated the stages as the following:

1. Sensory – motor age (0 to 2 years) Babies are unable to consider anyone else's needs, wants or interests, therefore are considered as ego centric. During the sensor motor stage knowledge regarding objects and the way they can be manipulated is acquired.
2. The stage of pre-operational thought (age 2 to 7 years) during this stage thought processing is developing for the child. Their vocabulary is developing and they change from babies to toddlers. The child will gradually at this stage believe that they are no longer centre of attention.
3. Concrete Operational Stage (age 7 to 11 years) the thought process becomes more rational, mature and adult like. The child has the ability to develop logical thought about the object and if they are able to manipulate it.
4. Formal operational stage (age 11 to 16 years) the adolescents are able to reason beyond a world of concrete reality to a world of possibilities and to operate logically on symbols and information.

Also Piaget, (1970) stated that children are active learners and thinkers, they construct knowledge from actively interacting with the physical environment and they learn through their own individual actions and explorations. In addition Lightbrown and Spada (2011) stated that according to Piaget, language represents knowledge that the child has acquired through the physical interaction of the environment.

Cameron (2011) stated that Piaget believed that cognitive development takes place as a result of assimilation and accommodation, meaning that he viewed intellectual growth as a process of adaptation to the world. Assimilation occurs when action takes place with no change to the child. The child uses an existing schema to deal with a new object or situation. Accommodation is the child adjusting to the environment. The existing schema does not work, therefore needs to be changed to deal with a new object or situation.

In addition Donaldson (1978:86) emphasised “the child tries to make sense of the world, asks questions, and wants to know, also from a very early stage, the child has purpose and intentions: he wants to do”

### **2.2.2 Vygotsky’s Theory**

L. Vygotsky, (1962) stated that children learn through social interaction, children construct knowledge through other people, through the interaction with adults. Social interaction plays a vital role in the development of cognition. As the child interacts and socializes they develop cognition by the help of their peers.

In addition Lightbrown and Spada (2011) stated that Vygotsky believed that language develops through social interaction. He argued that when the child is

supported within the interactive environment a higher level of knowledge and performance is developed, referred to as the Zone of Proximal Development.

Neely (2015) stated that the zone of proximal development refers to the distance between one's ability to complete a task on her own and her ability to complete a task with the assistance of a more knowledgeable other. The learners are challenged to work with others beyond their own current level of development. Also Neely (2014) stated that according to Vygotsky what a child can do with assistance today, will be able to do by themselves tomorrow.

Also Clapper (2015) stated that when learning new materials or skills, learners sometimes need to be assisted with moving through that process; therefore the zone of proximal development can be used to assist the learner to work through such processes.

### **2.2.3 Bruner's Theory**

Bruner, (1983) stated that the adult's role is very important in a child's learning process. Like L. Vygotsky, Bruner focused on the importance of language in a child's cognitive development.

Mcleod (2012) stated that for Bruner the aim of education should be to create autonomous learners. The purpose of education should be to facilitate a child's thinking and problem solving skills which can then be transferred to a range of situations. In his research Bruner proposed three modes of representation:

1. Enactive (0-1 years) which involves encoding action based information and storing it in to the memory. An example would be in the form of movement

such as a muscle memory, a baby might remember the action of shaking a rattle.

2. Iconic (1-6 years) at this stage the information is stored visually through the form of images. (A mental picture in the minds eye)
3. Symbolic (7 years and onwards) this develops last. The information is stored in the form of a code or symbol, such as language. The symbols are flexible and can be manipulated, ordered and classified.

In addition Mcleod (2012) stated that Bruner sees the infant as an intelligent and active problem solver from birth, with intellectual abilities similar to those of the adult.

Cameron (2011) stated that Bruner argued that routines have a vital role in the language classroom. The routines can provide the learner with meaningful language development. Children understand the new language actively with the help of familiar experiences such as greeting the teacher; therefore they are able to develop their language skills.

### **2.3 Very Young Learners**

This section will identify the age and learning characteristics of the young learners, their first language development process and the beneficial factors songs can have on the child's development, finally the importance of using songs in language learning and the importance of teaching vocabulary will be discussed.

### **2.3.1 Age and Learner Differences**

According to Slatterly and Willis (2001) 7-12 year old language learners are called young learners and children under 7 are called very young learners. In addition Ersöz (2007) stated that very young learners are aged between, 3-6. Young learners are aged between 7-9 and older/late young learners are 10-12 years old.

Ersöz, 2007 & Harmer, 2007 stated that very young learner's characteristics are different than adolescents, adults, young, late or older young learners; very young learners have a short concentration span but can be easily motivated. In addition Klein (2005) stated that teaching young learners is different from teaching adults. Young learners can go through mood changes every other minute and find it difficult to sit in the same position for a long period of time. Although children will show a lot more motivation than the adult if the subject appeals to them. In addition Ersöz (2007) stated that very young learners can be easily motivated but they can learn slowly and forget easily as they have a short memory. Repetition and revision is necessary, they are kinaesthetic learners although their motor skills are limited.

Also O'Grady (2011) stated that young learners can easily mimic new sounds and can easily adopt the pronunciation of the words due to their vocal tract muscle. As their vocal tract muscle is still developing the young learner can produce the words easier than of an adult learner.

According to Mary Slattery & Jane Willis (2001) very young learners acquire language through hearing and experiencing, therefore they acquire the target language the same way that they would acquire their L1. They learn through playing



they are not consciously trying to learn. They love to play with the language sounds by imitating and making funny noises.

### **2.3.2 First Language Development**

According to Spada (1999) children go through predictable developmental sequences or stages when acquiring their first language. Developmental sequences explains the first process as being the child's crying, it is a vocal process where the child is trying to communicate with the parent making them aware that he/she is hungry or uncomfortable. Soon after the child begins to enter the cooing and gurgling stage even though the child has no control of the sounds it can differentiate between pa and ba. And can also identify the different languages that may be used around them. At the end of the child's first year the child begins to understand some of the frequently repeated words such as bye-bye. Once the child reaches the age of two the child can produce a minimum of fifty words, they also begin to combine the words to form sentences. They are referred to as 'telegraphic' as the child forms the sentence leaving the articles, prepositions and the auxiliary words out of the sentence Decasper (2003) stated that from 0-3 month's babies will start to recognise a familiar voice and will prefer to hear their mother's voice. Around 4-6 months babies will be attracted and fascinated by toys that make different sounds, and will enjoy music and rhythm. But once they reach the age of 12-24 months then they will recognize correct pronunciation of familiar words.

In addition to this Decasper (2003) stated that at an early stage we are introduced to different sounds within the environment and adds that a fetus can feel the sounds and around five months hear and at twelve weeks the fetus can move spontaneously. At

five months the fetus responds to phonemes, and will respond to music by blinking or moving to the beat.

Also Murphey (1990) stated that it may be possible for the fetus to recognise melodies and their mother's intonation when they are in the womb. Hence Campbell (2001) undertook a research which confirmed and proved the development that music has on the fetus.

### **2.3.3 The Benefits of Songs in Child Development**

Kalmar (1982) stated that songs play an important role in the development of young children; it helps the body and mind to work together. The child develops intellectually, socially, emotionally and it can help to develop the motor skills, but most importantly language can be developed through songs.

Also Barker (1999) stated that exposing children to songs at an early stage helps them to learn the sounds and the meaning of words. When children listen to songs they become interactive and use their body they hold rhythm to the melody which helps them to develop their motor skills.

In addition Weikart (1987) suggested that in order for children to walk to the beat of music, or to perform simple motor patterns, adults need to recognize the importance of early gross motor development and of language interaction about rhythm and movement with young children. Also Levinowitz (1998) stated that children must experience rhythm in their bodies before they can successfully audit it in their minds.

Levinowitz (1998) stated that children learn about the world that they are in through play and through the environmental objects and the experiences that they are exposed

to. If children are exposed to a sufficiently rich musical environment then there will be an even richer spiral of exposure to new musical elements followed by the child's playful experimentation with these elements. Also Campbell (2000) stated that exposure of music, can enhance a baby's development, and in some ways may minimize some development delays.

In addition to this Dr. Alfred Tomatis (1987) discovered that the voice only represents what the ear can hear. Known as the Tomatis Effect, his research has helped developmental delays and disabilities including autism. A patient with Alzheimer's disease when played a song that has emotional memory causes periods of clarity. It is believed due to music, as it stimulates a part of the brain related to memory.

Also Levinowitz and Guilmartin (1989, 1992) stated that the language development stages are learned in a predictable stage, hence children develop musically through a predictable sequence also. Which include singing in tune and marching to the beat of the song.

#### **2.3.4 The Importance of Using Songs in the Language Classroom**

According to Scott (1990) young children will acquire the listening skill first, as they have not yet learnt how to read. Therefore when the young learner begins to learn a foreign language their main source of information will be what they hear, backed up with visuals, facial expressions, movement, mime and through pictures.

According to Lo and Li (1998) using songs as a teaching tool has its advantages, songs can change the classroom atmosphere. Through songs a relaxed and

comfortable environment can be achieved therefore the students can develop their lingual skills.

Addition to this Sariçoban (2000) stated that using songs in class amuses the students, provides a positive attitude while learning lingual structures through the song. Also Hare & Smallwood (2002) suggested that songs can be used as a fun and engaging learning experience for the students. Songs can also assist in maintaining the knowledge learned.

Also Masclé (2009) stated that songs and rhymes helps the learner to improve their listening and sound discrimination and can aid the memory and learning skills.

Schoepp (2001) stated that songs feature structures of daily language use therefore songs prepare the students for the language that they will encounter in their daily life.

According to Brown & Brown (2008) learning through music can be very effective as it stimulates the brain while processing the information. Also Paquette and Reig (2008) stated that music improves the attention and the long term memory of the learner, it also improves theoretical thinking and develops their creativity.

In addition Fisher & Macdonald (2001) stated that using songs can increase oral language development, as the young learner hears and sings the song they start to build background knowledge, it also increases their vocabulary. Also Cameron (2001) and Pinter (2006) stated that Songs can be a valuable teaching and learning tool as it can help to develop the learners listening skills and pronunciation.

Furthermore Bennett-Armistead, Duke & Moses (2005) stated that when songs are used and the learner sings to the songs it promotes phonological awareness, they recognize rhyming words and are able to move sounds around in order to create new words.

Stansell (2008) believed that music positively affects accent, memory, and grammar as well as mood, enjoyment, and motivation and pairing words and rhythm properly helps to hold songs together, and to improve the ability of the mind to recall it.

Rumley (1999) stated that songs provide repetition together with physical actions it promotes learning. Therefore the learner feels comfortable with the foreign language. Also Schoepp (2001) stated that songs in the classroom provide a positive attitude and environment. Songs contribute to a supportive and non-threatening setting therefore the learners are confident and active. Also songs contribute to fluency and meaningful language structures and exposure to a variety of authentic language. According to Sharpe (2001) songs provide the learner with language use in a fun and enjoyable situation.

Kirsch (2008) stated that the material used for the listening activities (stories, songs or poems) should be meaningful, and appropriate which assist learning according to the learners' level. In addition to this Ersöz (2007) suggested that teachers should choose songs that contain simple and understandable lyrics, the song should be connected to the topic or vocabulary that the learners studied in class, and which allows the learners to carry out easy actions emphasis on meaning.

Also Angi, 1999; Phillips, 2004; Reily and Ward (1997) stated that thematic units should be used within the classroom to teach the foreign language and the language should be recycled from lesson to lesson which should also allow the students to focus on content and communication rather than on language.

A study conducted on Primary school children by Vera and Luna (2013) revealed positive outcomes in the foreign language classroom when songs were used to learn the target language the results also revealed a notable improvement in the student's oral skills.

A study conducted by Chou (2012) which investigated the learners motivation and vocabulary acquisition for the language learners of age 8 and 11 through using games, songs and stories found that by using these techniques the primary school children motivation, willingness to express themselves and to interact with the teacher had risen and it helped them to memorise the new words quickly.

### **2.3.5 The Importance of Vocabulary for the Language Learner**

Scrivener (1994) identified the importance of vocabulary for the language learner as being much more powerful than grammar. Koç and Bamber (1997) stated that in order to communicate within the target language a substantial amount of vocabulary is needed. Also Meara (1995) stated that only acquiring 500 words within the target language will make the learner functionally useless within the language.

In addition Thornbury (2002) stated that learning a second language is a challenge and in order to overcome such challenges the learners needs to acquire a critical mass of words in order to understand and produce the language. In time the learner needs

to remember words and be able to recall when needed. It is also required that the learner develops strategies for coping with unfamiliar words and its usage.

Also Nakata (2006) stated that vocabulary learning is an ongoing process which takes time and practice and in order to achieve an effective vocabulary acquisition it requires repetition. In addition Nation and Waring (1997) stated that vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, and language use and so on.

Ellis and Sinclair (1989) developed a criteria list on what it means to know a word: understanding a word means that the word is recognised in written or spoken form, being able to recall the word when needed, use it with the correct meaning, using it grammatically correct, being able to pronounce the word, knowing which other word can be added or not, to spell the word correctly, being able to use it in the correct situation, knowing if it has positive or negative connotations, and to know when it can be used.

Medina (1993) stated that vocabulary can be acquired through popular songs, and using the learner's favourite songs to teach vocabulary creates an opportunity for revision and for storing the information in the long term memory. Also Murphey (1992) stated that music can help the learner to overcome the problem of retaining vocabulary.

## **2.4 Teaching Methods and Very Young Learners**

This section will discuss the teaching methods, Suggestopedia, Multiple intelligences and Total Physical Response (TPR).

### **2.4.1 Teaching Very Young Learners with Suggestopedia**

Georgi Lozanov (1978) a Bulgarian psychotherapist developed a teaching method called the Suggestopedia, he argued that if we use this method to teach a foreign language then it will be three to five times quicker to teach the target language than of the conventional methods.

Lozanov (1978) believed that using techniques for relaxation and concentration will assist the learner to trigger their subconscious resources and therefore maintain vocabulary and structures where they thought not possible.

Cook (2008) stated that Suggestopedia is a teaching method aimed at relaxing the student through listening to music. Also Richards and Rodgers (2001) define Suggestopedia as a method which aids the learner to get a quick conversational proficiency through music and musical rhythm. Furthermore Larsen-Freeman (2001) stated that the teachers aim is for the learners to interact with everyday language, which is introduced through authentic materials such as colourful posters, and pictures in the target language.

In addition Chastian (1988) stated that this method tries to direct learning to the left and right hemisphere of the brain. Learning should include analysis and synthesis at the same time, using the conscious and the unconscious mind.

Lozanov stressed, for the learning process to take place the students need to be relaxed and the affective filter to be down and great importance given to the feelings and emotions of the learners. Also Murphey (1992) stated that the idea behind using



music is apparently to relax students' defences and to open up their minds to the language.

#### **2.4.2 Very Young Learner Multiple Intelligence**

Gardner (1983) pointed out that human beings have different intelligences and capacities which can be stimulated within the classroom. He claimed that there are nine different abilities one of which is musical-rhythmic and harmonic. Also Gardner (1983) stated that music is the first multiple intelligences to become functional in a person. The single most important thing in education is for each person to find at least one thing that he/she connects to, gets excited by, feels motivated to spend more time with.

Gardner (1983) stated that music intelligence is as important as logical – mathematical intelligence, linguistic intelligence, spatial intelligence, Naturalist, bodily – kinaesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence.

Brown (2007) stated that Musical intelligence may be the reason as to why some learners are able to produce the intonation patterns of a language.

Also McGinn, Stokes and Trier (2005) stated that Music is a natural facilitator of learning. Also Murphey (1992) stated that using songs within the classroom will develop linguistic intelligence as the language learner works with all of the language skills. They will develop comprehension through listening to the song and reading through the lyrics, pronunciation through singing and writing through creating or changing the lyrics.

According to Storr (1992) music and speech are processed through the left and right hemisphere of the brain, therefore they work together when music is listened to. As music is listened to the brain will process the pitch, melody, rhythm, timbre and the language features, so both music intelligence and linguistic intelligences will be developed.

In addition to this Hill-Clarke & Robinson (2004) stated that each individual student learns in different ways, therefore teachers need to use variety within the classroom and confirm that music can be used as a variety of a teaching technique.

Also Hyde (2007) stressed that teachers which use different multiple learning modalities are likely to achieve success for their students and music can help accomplish that goal.

Blodget (2008) stated that when songs are used to teach a language Gardner's multiple intelligences are addressed kinaesthetic, musical, linguistic, logical/mathematical, social and visual. So it addresses all six intelligences out of the original eight.

### **2.4.3 The Importance of Total Physical Response for Very Young Learner**

Total Physical Response, according to Larsen-Freeman (2000) the language learner's role is to listen and perform to what the teacher says. The teacher is the model, director, native language is used for instruction and observation is used as an assessment tool.

In addition to this Zainuddin et al (2011) stated that TPR is an effective method to use within the classroom when the language learners are within their silent period

they can engage actively in the language acquisition process by responding nonverbally.

McKay (2006) stated that children love physical activities; therefore Total physical Response can be used as a type of classroom activity in communicative and interactive classrooms as it can provide auditory input and physical activity.

## **2.5 Young Learner Motivation**

Harmer (2001) stated that the basic level of motivation is an internal drive which pushes someone to do things in order to achieve it. Also McDonough (2008) stated that Motivation is what moves us to act, in this context to learn English, to learn to teach English, or to teach it. In addition Heckhausen (1991) stated that motivation is goal orientated a person who is motivated to learn shows effort, has desire, has a goal, and the ambition in order to be successful.

Pinter (2006) and Paul (2003) argued that young English learners which have limited opportunities to practise the language out of school will have no motivation to use or learn the language outside of the classroom, therefore a lack of positive motivation is reinforced.

### **2.5.1 The Three Perspectives of Motivation**

The three perspectives on motivation will be discussed in this section, the Behavioural perspective, the Cognitive perspective, and the Constructivist perspective.

#### **1. Behavioural Perspective.**

Brown (2007) stated that motivation is the heart of Skinner, Pavlov and Thorndike's theories of human behaviour. The Behaviourist believe that motivation is driven by

reward, driven to acquire positive reinforcement, and driven by previous experiences for reward of behaviour, and thus act accordingly for further reinforcement. External factors have importance such as teachers and parents.

## 2. Cognitive Perspective

Brown (2007) stated that the Cognitive perspective on motivation emphasises on individual decisions. In addition to this Keller (1993) stated that the choice people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect.

Ausubel (1968) identified six needs in order to construct motivation. Such as the need for exploration, the need for manipulation, the need for activity, the need for stimulation, the need for knowledge and the need for ego enhancement.

## 3. Constructivist Perspective

Williams & Burden (1997) stated that the Constructivist view of motivation gives emphasis on the social context and the individual choices. In addition to this Brown (2007) stated that People are motivated differently and will act according to their environment which is carried out according to their cultural and social settings. Also Maslow (1970) identified motivation as a construct where goals are achieved through a hierarchy of needs, such as community, belonging, and social status.

Cohen and Dorneyi (2002) stated that in order to promote and influence learner motivation positively certain methods can be used.

## **2.6 Culture in the Language Classroom**

O'Grady (2011) stated that more than 6000 languages are spoken worldwide and they all share the same characteristic features, such as phones, morphemes, articles, tenses and all share a similar grammatical structure. Also Pinter (2011) stated that all languages are unique in their own way and are rule governed. When we study in depth as to what language is we must also consider its culture, as we cannot separate language and culture they are inseparable.

Bruner (1966, p.6) stated "though it is obvious to say that the child is born into a culture and formed by it, it is not plain how a psychological theory of cognitive development deals with this fact"

Kempton (1984) stated that the language structure affects the perceptions of reality of its speakers and thus influences their thought pattern worldwide. Also Diaz & Weed (1995) stated that culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities acquired by humans as members of society. Culture gives us an identity it gives us a feeling of belonging to a certain society, without culture or language then we would have no social or cultural identity.

In addition Galloway (1985) stated that culture should be integrated within the language programs as it can contribute significantly to humanistic knowledge, language ability and cultural sensitivity can play a vital role in the security, defence, and economic well-being of a country and that global understanding can be achieved through the education system.

According to Savignon (2002) a foreign language course should not only give importance to communicative competence but it should also aim at developing the learner's cultural competence. He argued that language learning should be a process which includes linguistic competence, communicative competence and socio-cultural competence.

In addition to this Brown (2000) stated that the teaching of a language without teaching its culture will lead to meaningless symbols or symbols were the learners will attach the wrong meaning.

Peck (1984) Identified culture as the accepted and patterned ways of behaviour of a group of people. People are born into the culture hence it is learned as a result they belong to a group of people.

Peterson (2004) suggested that culture is made up of values and beliefs held by groups of people. It brings people together and in general, culture is the way of life.

Cullen (2000) stated that there is a variety of possible sources of information that can be used to teach culture, such as videos, CDs, TV, internet, stories, songs etc. Also Smith (1997) stated that virtual realia is another means of teaching/learning culture and defines it as digitized objects and items from the target culture which are brought into the classroom as examples or aids and are used to stimulate spoken or written language production.

In Addition to this Curtain and Pesola (1988) suggested that in order to introduce culture to young learner's songs and rhymes can be used within the classroom as

they provide cognitive and affective content therefore can enhance the child's cultural awareness. Also Linse (2006) suggested that using songs and rhymes can act as a motivational tool. The students become motivated as they engage within the songs by dancing and singing therefore learn the language and the target culture.

Rivers (1987) stated that songs and rhymes provide another type of spoken language. It provides the learner with the awareness of verbal sensibility which is influenced by the culture and where the person lives.

Donato (2000) stated that when songs are used within the EFL classroom it can act as an aid to teach the cultural values of the target language such as Christmas, Santa Clause, Easter etc. As culture is an inseparable part of any language, language learning also involves foreign culture learning in order to communicate with target language speakers effectively and efficiently.

Within this chapter we have discussed and identified the research and theories on language learning and development, teaching young learners, the teaching methods, very young learners and their motivation to learn.

The aim of this present study is to identify to what extent the use of songs within the language classroom will influence vocabulary acquisition, will it raise the cultural awareness of the target language and the children's native language, and to what extent the use of songs will affect the learner's motivation when using the language.

Much empirical studies have been conducted on the advantages and disadvantages that songs may have on the young learner of English, although much research has not

been undertaken for the very young learner of English. Hence many scholars have commented on the affects that songs can have in the language classroom but we have not received much evidence on their statements.



## Chapter 3

### METHODOLOGY

This chapter provides detailed information regarding the research design, context of the study and its participants. In addition, detailed information will be provided regarding the instruments used and the data collection procedure and analysis.

#### 3.1 Research Design

The study was designed in order to examine the importance of songs when teaching a foreign language to very young learners.

The aim of the research was to see if the use of songs within the classroom helps the young learner's acquisition of vocabulary, how it will affect their motivation, and to what extent will the use of songs raise their cultural awareness of the target language.

The data collection procedure consisted of a pre-test and post-test, interview questions, a questionnaire and through classroom observations and field notes. Different instruments were used in order to identify the student's vocabulary acquisition, motivation and cultural awareness. These instruments were then later interpreted both quantitatively and qualitatively.

As stated before in chapter 1, the research questions were considered in the research study and different instruments were used in order to gather the information.

1. To what extent does the use of songs influence vocabulary acquisition?

2. Does the use of songs in the English language classroom raise the cultural awareness for very young learners?
3. To what extent do songs affect very young learner's motivation when learning the English language?

### **3.2 Context of the Study**

The study was conducted at a private kindergarten; Eastern Mediterranean Doğa kindergarten, Famagusta, Northern Cyprus. The institution comprises of a kindergarten, primary school, secondary school and high school. The school was founded in 2002 in Turkey and in 2011 opened a campus in Northern Cyprus. Today it has a total of 85 campuses in Turkey and is aiming to increase the number to 100.

The concept for learning at Eastern Mediterranean Doğa Kindergarten is inspired by nature; hence they promote learning by doing. The students develop physically, cognitively and psychologically in a healthy way.

The kindergarten consists of three age groups, 3, 4 and 5. In total 115 children attend the kindergarten. The 3 year age group consists of fifteen children, which are distributed between two classes. The 4 year age group consist of forty children that are distributed into three classes, and the 5 year age group consists of sixty children again divided in to three classes. The education is provided in the children's first language which is Turkish.

The kindergarten has a drama room, music room and an ecology building for the relevant lessons to take place.

The classrooms are bright and colourful and are equipped with smart boards, the drama room and the music room are also equipped with the smart boards.

The curriculum for the English Language Learning is based on the 21<sup>st</sup> century learning skills. Language learning is a communicative process which meets the international standards. The 21<sup>st</sup> century teaching program has five aims. The first aim is communication, second community, third comparison, fourth connection and culture. In order to communicate within the English language the five aims are supported by the Common European Framework through listening, reading, writing, speaking and oral communication. The English department's curriculum for the kindergarten is formed in line with the Common European Framework therefore it meets the international standards.

The English lesson for the students aged 4 and 5 consist of ten hours a week each lesson is forty minutes. The students aged 3 have five hours of English lessons. The lessons are conducted in the student's classes.

### **3.3 Participants of the Study**

The participants of the study were forty kindergarten children aged four years old. The gender distributions of the participants are twenty four male and sixteen female. Overall the male participants were more than the female participants, 60% (24) of the participants were male and 40% (16) were female (Table 1)

Table 1: Demographic Gender Distribution

	Frequency	Percent
Male	24	60
Female	16	40
Total	40	100

The participants of this study were re named, the participants in all three classes were divided and named according to their class and gender. They have been named as the following:

Participant 1 (class a, male), participant 2 (class a, male), participant 3 (class a, female), participant 4 (class a, female), participant 5 (class a, female), participant 6 (class a, male), participant 7 (class a, female), participant 8 (class a, male), participant 9 (class a, female), participant 10 (class a, male), participant 11 (class a, female), participant 12 (class a, male), participant 13 (class a, female).

Participant 14 (class c, male), participant 15 (class c, female), participant 16 (class c, male), participant 17 (class c, male), participant 18 (class c, male), participant 19 (class c, male), participant 20 (class c, male), participant 21 (class c, female), Participant 22 (class c, male), participant 23 (class c, male), participant 24 (class c, female), participant 25 (class, c, female), participant 26 (class c, male).

Participant 27 (class b, male), participant 28 (class b, female), participant 29 (class b, female), participant 30 (class b, male), participant 31 (class b, male), participant 32 (class b, male), participant 33 (class b, male), participant 34 (class b, male), participant 35 (class b, female), participant 36 (class b, female), participant 37 (class

b, female), participant 38 (class b, male), , participant 39 (class b, male), participant 40 (class b, male).

In total forty participants participated in the study. The forty participants consisted of three classes; they have been named as Class A, Class B and Class C (Table 2). Class A consisted of 13 participants (32.5%), Class B consisted of 14 participants (35%) and Class C consisted of 13 participants (32.5%). Therefore in total 100% of the participants participated within the study.

Table 2: Participants Class Distribution.

	Frequency	Percent
Class A	13	32.5
Class B	14	35
Class C	13	32.5
Total	40	100

The participant's ethnic background consisted of Russian, British, Turkish and Turkish Cypriot. In total 2.5% (1) was Russian, 7.5% (3) British, 2.5% (1) American, 20% (8) Turkish and 67.5% (27) of the participants were Turkish Cypriot. The native language for 80% (35) of the participants was Turkish, 10% (4) was native speakers of English and 2.5 (1) % of the participants native language was Russian (Table 3). Their level in English is Elementary.

Table 3: Ethnic Background.

	Frequency	Percent
Russian	1	2.5
British	3	7.5
American	1	2.5
Turkish	8	20
Turkish Cypriot	27	67.5
Total	40	100

The occupational background of the participants parents were a mixture, some worked in the educational sector, health, government, tourism, construction, business, engineering, legal and banking.

### **3.4 Instrumentation**

The aim of the study was to find out if using songs in the English language classroom for children aged 4 at the private kindergarten would increased their vocabulary and if it affected their motivation when using the language and if the use of songs raised their cultural awareness of the target language. The instruments used were a pre-test, post-test, a questionnaire, an interview, classroom observations and field notes.

#### **3.4.1 Questionnaire**

The International Attitude/Motivation Test Battery was used for the questionnaire. The International Attitude/Motivation Test Battery by R.C. Gardner (2004) is composed of 104 items. The battery scale is through a 6-point scale as strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree and strongly agree. The International Attitude/motivation Test Battery by R.C. Gardner (2004) was adapted according to this research. The original test consisted of 104

items as our participants were very young learners the researcher found that the test had irrelevant questions according to this study. Thus after eliminating the questions in total 13 items of the test was conducted on the participants. The researcher adapted the questionnaire in order to test the participant's motivation towards learning English. The battery scale used in the original test was through a 6-point scale as strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree and strongly agree. In order to simplify the questionnaire even further for the participants to understand a scale of agree and disagree was used.

The aim of the questionnaire was to receive further feedback from the participants regarding their perceptions of the English class, and their motivation towards the lesson. (Appendix A)

Once the questionnaire was adapted it had been translated in to the participant's native language, Turkish. The participant's native language that was not Turkish such as the American and British participants, the questionnaire was conducted in the original English language. The Russian participant was also asked in Turkish as he was more proficient in the Turkish language than the English language.

The questionnaire was conducted by the researcher which was also the participant's instructor; therefore a positive environment was produced beforehand. The participants were called one by one and the questionnaire was read to the participants and completed according to the participant's answers as agree or disagree. The majority of the children understood the questions and were able to answer as yes when they agreed or no when they disagreed. If a question was asked and the child

did not understand the instructor simplified the question further for better understanding.

In total the questionnaire for all three classes (Class A, Class B, and Class C) were completed in six, forty minute sessions. The questionnaire was completed after the pre-test and post-test.

1. I really enjoy learning English.
2. I hate English.
3. I feel very much at ease when I have to speak English?
4. I don't get anxious when I have to answer a question in my English class.
5. Learning English is great.
6. My Parents try to help me to learn English.
7. I really enjoy the in class activities.
8. I enjoy listening to English songs.
9. I enjoy listening and dancing to the songs in class.
10. I love learning English.
11. I feel confident when asked to speak in my English class.
12. Do you find English songs to be fun?
13. I hate listening to English songs.

### **3.4.2 Interview Questions**

The interview questions were created by the researcher, in total 6 questions had been formed. The interview questions were developed in order to receive information from the children. Through asking the relevant questions in Appendix B it would be possible to identify if the songs used in the classroom raised the cultural awareness for the children. The aim of the interview questions was to receive information from



the children to understand if the used songs raised the cultural awareness of the children. In addition through the interview questions it would be possible to identify if the children enjoyed the songs used within the classroom and if they thought that the songs used in the classroom helped them to learn the English language. The researcher ensured that the language used for the interview questions were simple and easy so that the participants would understand and be able to express their thoughts.

The questionnaire was conducted after the lessons were complete and after the pre-test and post-test and the questionnaire. Each class was completed in six, forty minute sessions. The six interview questions were asked in the participants native language, in total forty interviews had been carried out. Due to the researcher being the instructor and the interviewee for all three classes she knew the children well, therefore it was possible to make the children feel at ease before the interview. Each participant was called individually and the relevant questions were asked. The data was recorded, typed and translated in to English. The questions are as follows:

(Appendix B)

1. Are English songs different to Turkish songs? If so how?
2. Do you prefer to listen to English songs than Turkish songs?
3. Do you listen to any English songs at home, if so which?
4. Do you watch any programs in English such as cartoons?
5. Do you think that English songs help you to learn English?
6. Do you find it easy to learn English through songs?

### **3.4.3 Pre-Test and Post-Test**

The Pre-Test and Post-Test consisted of six questions, in each sections pictures were provided in order for the children to identify the vocabulary and language structure. The researcher asked the question and in order for the students to recall the vocabulary and language structure the researcher pointed to the pictures one by one. (Appendix C)

The Pre-Test and Post-Test was designed around ten songs; the aim of the songs was to teach the target vocabulary and the language structure through these songs. Table 4 is the summary of the songs used in the classroom. The table provides information on the target vocabulary and the language structure. The target vocabulary is what they will learn with the help of the songs and the language structure is the sentence pattern which they will be able to learn through the aid of the songs and of the teacher. The songs were chosen by the researcher with the guidance of Assoc. Prof. Dr. Naciye Kunt. The songs were chosen according to the level (elementary) and interests of the students.

The lessons were taught by the same instructor for all three classes which is also the researcher for this study. The lessons were conducted and completed in the first semester of the educational calendar. The lessons were completed in a period of twelve sessions; each session consisted of forty minutes which is an average class session which is undertaken for the English language lessons at the kindergarten.

In Table 4 the first two songs Head shoulders Knees & Toes, (speeding up) and the Ugly Monster Song, from the kids box was used to teach the vocabulary of, eyes, nose, ears, hands, mouth. The aim of the lesson was for the participants to increase

their vocabulary and to develop their speaking skills. The performance objective of the lesson was to ensure that the children will be able to produce the target language structure (I have two eyes, a nose, two ears, two hands, and a mouth).

The song Put On Your Shoes; Clothing Song for Kids was used to teach the target vocabulary of clothing: scarf, jacket, hat, shoes, skirt, and trousers. The target structure for the participants to produce was, it's a scarf, a jacket, a hat, shoes, a skirt and trousers.

The song The Journey Home from Grandpa's aim was to teach the target vocabulary of vehicles: car, bus, helicopter, plane, train. The target language for production was it's a car, it's a bus, it's a helicopter, it's a plane, and it's a train.

The weather song for kids: The Sun Comes Up, aim was to teach the target vocabulary of the weather conditions such as sunny, cloudy, rainy, snowy and windy. The target language structure was its sunny, its cloudy, its rainy, its snowy, it's windy.

The songs Hello! Super Simple Songs, Feelings Song, Songs for Children, How are you? If you're happy, happy clap your hands, was used in order to teach the target vocabulary of happy, sad, angry, thirsty, hungry and tired. The language structure was I'm happy, I'm sad, I'm angry, I'm thirsty, I'm thirsty, I'm hungry, I'm tired.

In order to teach the target vocabulary of climbing, flying, swimming, jumping, running, walking. The Song We All Fall Down and Yes, I Can, animal song for

children was used, the target language structure for these songs was I'm climbing, I'm flying, I'm swimming, I'm jumping, I'm running, I'm walking.

The purpose of selecting these songs was to develop the learner's visual, kinaesthetic, musical, linguistic intelligences and interpersonal intelligence. In addition the aim of the songs was to develop the learner's motor skills through listening, interacting and using Total Physical Response, Barker (1999). Using the selection of songs would also make the classroom environment for the children safe and happy therefore they would communicate and learn, considering Krashen (1985) Monitor model keeping the filter low in order for the students to feel motivated, relaxed and enthusiastic to learn.

The cultural awareness will be raised through the songs as they will discover how emotions, weather and greeting are expressed in the target language. Through interacting with the songs the participants will also appreciate and value the English culture. They will also learn the gestures and facial expressions that are in the target language which may differ from their own culture. Therefore through the songs the structures of daily language use will be encountered therefore the songs will prepare the participants for the language that they will encounter in their daily life Schoepp (2001).

Table 4: Contents of Pre-Test and Post-Test.

<b>Song.</b>	<b>Target Vocabulary.</b>	<b>Language Structure.</b>
<p>Song A: Head shoulders Knees &amp; Toes, (speeding Up).</p> <p>Song B: Ugly Monster Song, from the kid's box.</p>	<p>Eyes, Nose, Ears, Hands, Mouth.(Body Parts)</p>	<p>I have two eyes, a nose, two ears, two hands, a mouth.</p>
<p>Song C: Put on your Shoes, Clothing Song for Kids.</p>	<p>Scarf, Jacket, Hat, Shoes, Skirt, Trousers. (Clothes)</p>	<p>It's a Scarf, a jacket, a hat, shoes, a skirt and trousers.</p>
<p>Song D: The Journey Home from Grandpa's.</p>	<p>Car, Bus, Helicopter, Plane, Train. (Vehicles)</p>	<p>It's a car, it's a bus, it's a helicopter, it's a plane, and it's a train.</p>
<p>Song E: Weather Song for Kids: The Sun Comes Up.</p>	<p>Sunny, Cloudy, Rainy, Snowy, Windy. (Weather)</p>	<p>It's sunny, its cloudy, its rainy, its snowy, it's windy.</p>
<p>Song F:..Hello! Super Simple Songs. Feelings songs, songs for children, how are you?</p> <p>Song G: If you're happy, happy clap your hands.</p>	<p>Happy, Sad, Angry, Thirsty, Hungry, Tired. (Emotions)</p>	<p>I'm happy, I'm sad, I'm angry, I'm thirsty, I'm thirsty, I'm hungry, I'm tired.</p>
<p>Song H: We all fall down.</p> <p>Song I: Yes, I can, animal song for children.</p>	<p>Climbing, Flying, Swimming, Jumping, Running, Walking. (Actions)</p>	<p>I'm climbing, I'm flying, I'm swimming, I'm jumping, I'm running, I'm walking.</p>

#### **3.4.4 Classroom Observations and Field Notes**

The last instrument of data collection used in the present study was classroom observations and field notes. The classroom observations and the field notes were documented by the researcher of this study. The classroom observations were conducted during the teaching, the pre and post test, the interview and the questionnaire. The field notes were documented during the whole process. The purpose of the observations and field notes was to gain insight into the progress of the children's vocabulary acquisition and their motivation during this study. And to reflect on their experiences during this study and the experiences gained by the researcher.

#### **3.5 Data Collection Procedures**

In order to investigate the influence that songs can have on vocabulary acquisition and if using songs may raise the cultural awareness of the children and how the use of songs may affect the children's motivation when using the English language permission was requested from Eastern Mediterranean Doğa Kindergarten (Appendix D), the permission was granted (Appendix E) then the study was conducted.

The pre-test was conducted with the participants at the beginning of the first semester, in order to identify if the children had or had not acquired the relevant vocabulary. At this point the songs had not been introduced nor had the vocabulary been taught. It was assumed that they had not acquired the target vocabulary.

The pre-test was conducted at Eastern Mediterranean Doğa kindergarten in the participant's classrooms. Class A was conducted first Class B second and Class C

was the last class to be tested. All three classes were tested in six, forty minute sessions; therefore all three classes were completed in four hours. The English language teacher and the examinee of the test was the researcher of this study. Therefore the researcher knew the children very well and in addition was able to set a positive environment before the test so that the participants would not feel anxious. Information was provided to the children in a manner that they would understand regarding the test. The participants were called one by one and then the examinee asked the relevant questions in the pre-test accordingly.

The post-test was undertaken towards the end of the first semester, after the songs were introduced to the children and all lessons complete. The lessons were conducted and completed in the first semester of the education calendar and was completed in 6 weeks. The lessons were completed in a period of twelve sessions; each session consisted of forty minutes which is an average class session which is undertaken for the English language lessons at the kindergarten. Again the sequence was as the same as the pre-test. Class A was conducted first Class B second and Class C was the last class to be tested. All three classes were tested in six, forty minute sessions; therefore all three classes were completed in four hours. The researcher of the study set a positive environment within the classroom before conducting the test in order to make the children feel at ease. The relevant information regarding the test was explained. Then the participants were called one by one and tested according to the post-test.

The questionnaire and the open-ended interview were carried out towards the end of the semester, which was also completed in six, forty minute sessions for each class. The researcher prepared the environment of the classroom as before a positive one,

and then the questionnaire was conducted. Once completed the open-ended interview was conducted for each participant which was recorded and later transcribed and translated.

The whole process of the pre-test, post-test, questionnaire and open-ended interview was completed within a twelve week period including the teaching of the target vocabulary through the selection of the songs.

### **3.6 Data Analysis**

The Statistical Package for Social Sciences (SPSS 17) was used to analyze the data. Firstly the reliability was checked for the questionnaire to see if it has good reliability. Then the pre-test and post-test, mean, standard deviation, and a paired t-test and frequencies were implemented. The questionnaire and open-ended interview were analysed through descriptive statistics.

### **3.7 Validity and Reliability of the Instruments**

The International Attitude/Motivation Test Battery by R.C. Gardner (2004) adapted version was used for the questionnaire and open-ended interview which was translated into the Turkish language. The translation was checked by two English language teachers. The original English version and the translated Turkish version were checked for the same meaning. Regarding the validity of the questionnaire expert judgement was used. An expert in second language acquisition, a statistician and an educational psychologist reached a consensus about the validity of the questionnaire.



The reliability of the questionnaire had been checked, and descriptive analysis was used for identifying the data. Cronbach's Alpha value for the questionnaire was found at 0.90 therefore it confirmed a good reliability (Table 5)

Table 5: Cronbach's Alpha Value of Items.

Cronbach's Alpha	N of Items
0.90	19

## Chapter 4

### STUDY FINDINGS

This chapter will discuss the analysis of the data collected from forty very young learners from a private kindergarten in Northern Cyprus. The findings of the survey have been measured descriptively and in light of the research questions.

#### **4.1 The Analysis of Research Question 1: To what extent does the use of songs influence vocabulary acquisition?**

The descriptive statistics was applied for the Pre-Test and Post-Test. The results revealed that the participants have a mean of 6.63 (m=6.63) for the Pre-Test and a mean of 33.00 (m=33.00) for the Post-Test (Table 6). The minimum score achieved on the Pre-Test was 0 and the highest score was 29. The Post-Test results showed that the participant's minimum and maximum score was the same 33. Therefore the results of the descriptive statistics on table 6 shows that there was a great increase in the mean between the Pre-Test and Post-Test. The participants for the Pre-Test achieved a mean of 6.63 (m=6.63) showing us a low mean, when we look at the mean of the Post-Test it had risen up to 33.00 (m=33.00), confirming that there was a significant mean difference between the pre-test and post-test.

Table 6: Pre-Test & Post-Test Descriptive Statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Score	40	0	29	6.63	7.396
Post-Test Score	40	33	33	33.00	000

The results of Table 7 indicate that for the Post-Test there was an increase of scores, up to 100% of the participants scored higher. Therefore the present finding showed a noticeable influence on the participants' performance after the instruction of the lessons. It can be stated that the lessons taught through the selection of the songs has had a significant impact on the post-test scores.

Table 7: Post Test Percentage.

	Frequency	Percent
Post-Test Scores	40	100

A paired sample t-test was conducted to compare the Pre-Test and Post-Test scores of the participant's. The results showed a significant difference in scores for the Pre-Test.

Pre-test (m=6.63, SD= 7.396) and the Post-Test (m=33, SD=.000);  $t(39) = 22.554$ ,  $p=0.005$ . Values of sig. (2-tailed) are smaller than .04. As a result, it can be concluded that the scores of the pre-test and post-test was significant, which can be interpreted that there was a significant mean difference in the achievement of the pre-test and post-test (Table 8 & 8.1). There is strong evidence ( $t=22.554$ ,  $p=0.005$ ) that the teaching intervention improved the marks. It improved the marks, on an average

of 26.375. Therefore the use of songs within the language classroom for very young learners has achieved its aim the participants acquired the target vocabulary, and the target language structures through the teaching intervention.

Table 8: Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test Score	6.63	40	7.396	1.169
Post-Test Score	33.00	40	.000	.000

Table 8.1: Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test Post-Test Score	26.375	7.396	1.169	-28.740	-24.010	22.554	39	.000

## 4.2 The Analysis of Research Question 2: To what extent does the use of songs influence culture?

The second research question examined if it was possible to raise the cultural awareness of the children through the songs. The open-ended questionnaire consisted of six cultural questions prepared by the researcher. The questions are as follows: (Appendix B)

1. Are English songs different to Turkish songs? If so how?

2. Do you prefer to listen to English songs than Turkish songs?
3. Do you listen to any English songs at home, if so which?
4. Do you watch any programs in English such as cartoons?
5. Do you think that English songs help you to learn English?
6. Do you find it easy to learn English through songs?

**4.2.1 Participants response to open-question 1: Are English songs different to Turkish songs? If so how?**

This question was asked to the participants to see whether they were aware of the cultural differences of the two languages and would the participants be able to differentiate the differences.

The majority of the participants agreed that there is a difference between the English and Turkish songs, in total 97.5 % (39) agreed to the difference and 2.5% (1) disagreed that there was no difference between their native language song and the English songs (Table 9)

Table 9: Are English Songs Different to Turkish Songs, If So How?

	Frequency	Percent
Agree	39	97.5
Disagree	1	2.5
Total	40	100.0

Only 30% (12) of the participants gave further information regarding this question.

The responses are the following:

Participant No: 9 (Class A, Female) “They are different but English songs are more fun”

Participant No: 12 (Class A, Male) “They are different because English songs are more fun”

Participant No: 3 (Class A, Female) “Yes they are different but English songs are better”

Participant No: 26 (Class C, Male) Agreed that they are different and sang if your happy and you know it clap your hands first in English then translated the song into his native language Turkish and stated that’s how they are different.

Participant No: 37 (Class B, Male), Participant No: 21 (Class B, Male), Student No: 29 (Class B, Male), Participant No: 36 (Class B, Female), Participant No: 4 (Class A, Female), Participant No: 5 (Class A, Female) “In English we speak differently and in Turkish we speak differently”

Participant No: 6 (Class A, Male) Participant No: 23 (Class C, Female) “They are different because I heard that they are”

#### **4.2.2 Participants response to open-question 2: I Prefer to Listen to English Songs than Turkish Songs?**

The purpose of this question was to discover if the participants would prefer to choose English songs rather than the songs in their native language.

The majority of the participants agreed that they prefer to listen to English songs than Turkish songs, in total 82.5% (33) agreed and 17.5% (7) disagreed with this question (Table 10)

Table 10: I Prefer to Listen to English Songs than Turkish Songs.

	Frequency	Percent
Agree	33	82.5
Disagree	7	17.5
Total	40	100

Only 5% (2) of the participants gave further information regarding this question. The responses are the following:

Participant No: 14 (Class C, Female) “I enjoy listening to Turkish and English songs”

Participant No: 15 (Class C, Male) “I like both English and Turkish songs”

#### **4.2.3 Participants response to open-question 3: Do you listen to any English songs at home, if so which?**

The purpose for this question was to identify if the participants continued to bring the English culture into their homes.

92% (37) agreed that they do listen to English songs at home and only 7.5% (3) disagreed to not listening to English songs at home. (Table 11)

Table 11: Do You Listen to any English Songs at Home, if so Which?

	Frequency	Percent
Agree	37	92.5
Disagree	3	7.5
Total	40	100

50% (20) of the participants gave additional information to this question, the responses are the following:

Participant No: 24 (Class C, Female), Participant No: 11 (Class A, Female), Participant No: 10 (Class A, Male), Participant No: 38 (Class A, Male) “1, 2,3,4,5 once I caught a fish alive”

Participant No: 17 (Class C, Male), Participant No: 26 (Class B, Male), Participant No: 4 (Class A, Female), Participant No: 36 (Class B, Female), Participant No: 37 (Class B, Male) “If you’re happy, happy clap your hands”

Participant No: 5 (Class A, Female), Participant No: 2 (Class A, Male), Participant No: 32 (Class B, Male), Participant No: 40 (Class B, Male) “Five little monkeys jumping on the bed”

Participant No: 3 (Class A, Female), Participant No: 15 (Class C, Male), Participant No: 16 (Class C, Male), Participant No: 35 (Class B, Female), Participant No: 33 (Class B, Female), Participant No: 31 (Class B, Male) “Head shoulders knees and toes”



Participant No: 29 (Class B, Male) “Humpty Dumpty and ten green bottles hanging on the wall”

It can be confirmed that the participants identified the songs used in the language classroom; their understanding of the English songs seems to be the ones used only in the English language classroom.

#### **4.2.4 Participants response to open-question 4: Do you watch any programs in English such as cartoons?**

80% (32) of the participants agreed and confirmed that they do watch English programs or cartoons at home; hence 20% (8) of the participants disagreed and confirmed that they do not watch any programs or cartoons in English (Table 12)

Table 12: Do you Watch any Programs in English, such as cartoons.

	Frequency	Percent
Agree	32	80
Disagree	8	20
Total	40	100

22.5% (9) responded to the open-ended questionnaire and confirmed that they do watch cartoons in English. The responses are the following:

Participant No: 22 (Class C, Male) “I watch the dinosaur cartoon”

Participant No: 16 (Class C, Male), Participant No: 6 (Class A, Male) “I watch the Ninja Turtles”

Participant: 31 (Class B, Male) “I watch Batman”

Participant No: 1 (Class A, Male) “I watch Spiderman and Batman”

Participant No: 10 (Class A, Male) “I watch Mickey Mouse”

Participant No: 37 (Class B, Male) “I watch the transformers”

Participant No: 35 (Class B, Female) “I watch fireman Sam.

Participant No: 32 (Class B, Male), Participant No: 17 (Class C, Male) “I watch McQueen”

Participant No 14 (Class C, Female) “I want to and tell my parents that I do but my parents do not let me watch any cartoons in English”

Participant No: 5 (Class A, Female), Participant No: 4 (Class A, Female) “I want to watch English cartoons but there isn’t any on the television, if there was then I would”

#### **4.2.5 Participants response to open-question 5: Do you think that English songs help you to learn English?**

The reason for this question was to get feedback from the participants to identify if they really enjoyed the songs used and if it had promoted their learning.

100% (40) of the participants agreed that English songs do help them to learn English. (Table 13) No further information was provided by the participants.

Table 13: Do you Think that English Songs help you to learn English.

	Frequency	Percent
Agree	40	100

#### **4.2.6 Participants response to open-question 6: Do you find it easy to learn English through songs?**

100% (40) of the participants agreed that they find it easy to learn English through songs (Table 14) although no further information was provided by the participants.

Table 14: Do you Find it Easy to Learn English through Songs.

	Frequency	Percent
Agree	40	100

#### **4.3 The Analysis of Research Question 3: To what extent do songs affect very young learner's motivation when learning the English language?**

The third research question examined whether the use of songs in the classroom effected the children's motivation when learning the English language. The test battery used for this section was The International Attitude/Motivation Test Battery by R.C. Gardner (2004) adapted version (Appendix A). The results of the questionnaire can be observed in Table 15, the analysis of the table is as the following:

The results in Table: 15 identified that 100% (40) of the participants agreed that they really enjoyed learning English. 97.5% (39) confirmed that they do like English although 2.5% (1) disagreed confirming that they did not like English.

97.5% (39) of the participants agreed that they felt at ease when they had to speak English and 2.5% (1) of the participants disagreed to this question.

82.5% (33) of the participants agreed that their parents helped them to learn English, but 17.5% (7) of the participants disagreed, meaning that their parents did not help them to learn English.

The majority of the participants commented on the questionnaire as agree or disagree no further information was required by the participants, although 7.5% (3) participants added their comments on question 6. The feedback is the following:

Question 6: Do your parents try to help you learn English?

Participant No 14 (Class C, Female) “My parents do not help me to learn English at home, I wish they would”

Participant No: 21 (Class C, Male) “No my parents do not help me to learn English, I have grown up I learn on my own”

Participant No: 20 (Class C, Female) “Yes my parents do help me to learn English and so do my relatives”

100% of the participants agreed that they do not get anxious when they have to answer a question in the English class. 100% (40) of the participants agreed that they found learning English to be great. In addition 100% (40) of the participants enjoyed the in class activities. 100% (40) of the participants agreed that they enjoy listening to English songs. 100% (40) of the participants agreed that they enjoy listening and dancing to the songs used in class. 100% (40) agreed that they love learning English. 100% (40) agreed that they felt confident when asked to speak in the classroom. 100% (40) agreed that they found English songs to be fun. Finally 100% (40) of the participants confirmed that they do not hate listening to English songs as they disagreed to this question.

Table 15: Descriptive Statistics of the Questionnaire

	Frequency	Agree %	Disagree %	Mean (M)
1. I really enjoy learning English	40	100 (40)	0 (0)	1.00
2. I Hate English	40	2.5 (1)	97.5 (39)	1.98
3. I feel very much at ease when I have to speak English	40	97.5 (39)	2.5 (1)	1.03
4. I don't get anxious when I have to answer a question in my English class.	40	100 (40)	0 (0)	1.00
5. Learning English is really great.	40	100 (40)	0 (0)	1.00
6. My Parents try to help me to learn English.	40	82.5 (33)	17.5 (7)	1.18
7. I Really Enjoy the in class activities.	40	100 (0)	0 (0)	1.00
8. I enjoy listening to English songs.	40	100 (40)	0 (0)	1.08
9. I enjoy listening and dancing to the songs in class.	40	100 (40)	0 (0)	1.00
10. I love learning English.	40	100 (40)	0 (0)	1.00
11. I feel confident when asked to speak in my English class.	40	100 (40)	0 (0)	1.00
12. Do you find English songs to be fun?	40	100 (40)	0 (0)	1.00
13. I hate listening to English songs.	40	0 (0)	100 (40)	2.00

#### **4.4 Classroom Observation and Field Notes Findings**

This section will firstly discuss the findings for the documented field notes regarding the features of the classrooms and will continue with the background information of the children and then will discuss the classroom observations documented during the English language lessons, and the observations from the pre-test, post-test, interview and from the questionnaire.

The classrooms at Eastern Mediterranean Doğa kindergarten are bright and colourful, and well organised. The tables are organized in a semi-circle and when the children are seated at the tables they are facing the smart board. The classrooms are provided with a toy corner, a library and each individual child has their own locker. The walls have educational posters prepared by the class teacher and each individual classroom is decorated according to a theme.

The children attending Class A are new to the kindergarten as they have been newly enrolled to the school. They have no previous knowledge or experience of how the lessons commence at Eastern Mediterranean Doğa kindergarten. Therefore the environment of the kindergarten will be new for the children. The children in Class B and C attended the kindergarten the previous year when they were 3 years old therefore are well aware of what is expected of them during the lessons.

The researcher of this study has been working full time at Eastern Mediterranean Doğa kindergarten for three years as an English language teacher. Class B were her previous language learners when the children attended the kindergarten when they were in age group 3. Therefore the researcher and the children know each other very well. Class C, are also children which had attended the 3 years age group, although

the researcher was not their English language teacher, the children and the teacher were familiar of each other, as on some occasions the researcher had attended their lessons when their English language teacher was absent.

The lesson for all three classes A, B and C was conducted after the children adapted to their new environment. Classroom rules were explained and once the children adapted and understood how they should follow the rules and behave the lessons and the instruments were undertaken.

During the pre-test the children were called individually to complete the test, the majority of the children were eager to follow the instructions provided. The children were requested to be very quiet during the process as they waited for their turn. In order to keep the children occupied, play dough was provided. During the pre-test the children followed the instructions and tried to do their best. At the point where the children could not answer and as they felt the need to please the teacher they felt sad. Although the teacher did not respond correct or incorrect and did not use any facial gestures indicating so, the children identified that they were incorrect and felt unmotivated when they could not answer the questions. The teacher at this point comforted the children and informed them that it was acceptable that they did not know the answers and informed them to try their best. On several occasions the children answered in their native language and seemed pleased that they knew the answer.

During the post-test the same procedure as the pre-test was used, an explanation was provided for the children on what was requested from them and the majority followed through. Again play dough was provided to keep the children occupied.



The children achieved much better in the post-test, they answered quickly to the questions and as they answered correctly they seemed happy with themselves. Some children even wanted to high five the teacher after the test showing their happiness of achievement. On another occasion some children pointed out that the test was very easy. As the children were called individually some children called out to the teacher asking when it would be their turn and if the teacher was to call them, at this point the children showed their impatience but also their motivation towards the lesson.

During the lessons the new vocabulary was introduced to the children using flashcards and real props, the children listened to the teacher as they heard the target vocabulary for the first time and opportunity to practice and repeat the language was provided for the children. The children were first asked to repeat after the teacher as a whole class, in order to reduce any anxiety that the children may have. Once completed the more confident children were asked to repeat individually therefore the children would listen again and the less confident children would feel more comfortable in producing the language. During this process some children in Class A found it difficult to keep quiet when the teacher was introducing the new vocabulary. In Class A there were three native speakers of English and in order for them to show the teacher that they already knew the target vocabulary they would try and answer before the other children and the teacher. Therefore on several occasions they would answer without putting their hands up. The teacher reminded the children of the rules and after a few warnings from the teacher they followed through. Class B and C on the other hand listened accordingly and followed through.

The songs used to teach the target vocabulary was played on the smart boards, with the children sitting in a u shape on the carpet. For the first time that the songs were

played to the children all three classes watched and listened to the videos with interest. On the second occasion of watching the song head shoulders knees and toes speeding up version the children were asked to stand and follow the same actions provided in the video. It was observed during the lesson that when the children interacted to the song and as they used TPR the children were smiling, laughing and even trying to produce the language. The children enjoyed dancing and singing along to the song which showed as they willingly followed through trying to keep up to the song. On another occasion when the children were to listen and follow the same actions in the song we all fall down, the children were asked to form a circle on the carpet, they felt excited and intrigued as they were not aware of what they were going to do. As the song were played for the children without the video the children remembered the song and as the lyrics began the children listened and with enthusiasm followed the actions of the song they did not need any assistance from the instructor. The instructor was able to identify that at this point the children were listening to the song therefore they were able to produce the actions and keep up to the song. Once the song finished the children in all three classes asked the teacher if they could re listen and dance to the song again. As the children learned the song and performed the actions of the song they were motivated and happy. Although on every occasion that the children were to perform the song the instructor had to provide additional rules so that they would be careful not to hurt themselves or others. Even though the rules were provided some children still managed to get hurt, either by themselves or by another child. It was noted that some children could not control their actions either through the excitement of the song or just because they did not know how to.

It was discovered that the more silent children performed better when they interacted with their friends during listening and dancing of the songs. During the introduction of the vocabulary through the flashcards they preferred either not to answer or answered very quietly. But once they had the opportunity to hear and interact with the song and the language, when the teacher re asked the question they felt more than happy to reply.

Once the feelings song were introduced and the relevant lessons completed for revision purposes and to add routine to the classroom at the beginning of each lesson the children were asked how are you feeling today? Each individual child was asked and the children answered I'm happy, sad, angry, excited etc. The children at this point answered with confidence and motivation. As they were provided with the opportunity of revision and repetition through the lessons the target language was acquired and it was possible for the children to recall the vocabulary and the language structures when asked. Although on one occasion in Class B one child rather than giving just one simple answer such as I'm happy, continued to identify himself as happy, sad, angry, excited, shocked and continued with also repeating himself, the teacher listened until he finished. As the teacher did not interrupt and stop the child, when the other children were asked they also gave a mixture of answers in the same way. In Class C one child when asked the question how are you feeling today gave an answer of "all of them" the teacher felt shocked and amazed at this point and repeated after the child "all of them" and he confirmed as "yes" Again as the other children heard his answer, they also answered in the same way. One child at this point asked in his native language (Turkish) "what does all of them mean" The teacher did not have the opportunity to answer as another child answered

his question in their native language, which was not the one which started “all of them”

After the process of learning the weather through the song, how’s the weather, the teacher made it a routine to ask the children on a daily basis of what the weather was like on that day. The children would answer together with the actions in the song. So if it was cloudy that day they would state so but would also draw a cloud in the air. On one occasion the day was sunny and little windy a child in Class A, as a joke said it was snowy and rainy and started to laugh. Which also made the teacher smile but again rather than the teacher indicating that it wasn’t snowy or rainy another child corrected her as “no, it’s sunny and little windy”

During the interview and questionnaire again the same process as the pre and post-test was used. The children were willing and complied to the rules provided beforehand. The children kept quiet as they played with the play dough and waited in patience for their turn. During the question: are English songs different to Turkish songs, if so how? The majority of the children answered yes they are different, but when asked how some shrugged their shoulders indicating that they did not know. An unexpected answer was given by participant 25 (Class C) which referred to the difference by giving a direct translation of a song, and as he did he felt happy with himself. On several occasions the children preferred the English songs than their native languages songs indicating that English songs were much fun and better. As they answered from their face expressions it could be seen that they really did enjoy the songs.

During the interview the children within this process preferred to answer the questions as yes or no but were able to recall the English songs that they listen to. The songs that the majority of the children quoted were the songs used in the English lesson. During the interview process the children were motivated and again eager to complete and answer the questions.

#### **4.5 Summary of the Findings**

1. Using songs within the language classrooms can help to develop the vocabulary acquisition of the kindergarten children.
2. Songs can raise the cultural awareness of the kindergarten children.
3. Songs can provide the kindergarten students with a motivational, fun environment and can also make the students feel confident when using the language.

## **Chapter 5**

### **CONCLUSION AND DISCUSSION**

#### **5.1 Summary of the Study**

The purpose of the study was to investigate whether the use of songs within the language classroom increased the very young learner's vocabulary acquisition. Through using songs did it affect their motivation when using the language and did using songs raise their cultural awareness of the target language. The research was conducted at Eastern Mediterranean Doğa kindergarten in Northern Cyprus. In total forty participants aged four kindergarten children participated within the study, they consisted of three classes. They had been named as Class A, Class B and Class C. The instruments used in the research was a Pre-Test, a Post-Test, a questionnaire an interview, classroom observations and field notes was used in order to provide the relevant information.

The Pre-Test and Post Test (Appendix C) consisted of six questions in picture form and the interview questions (Appendix B) consisted of six questions. The questionnaire (Appendix A) consisted of thirteen questions. Once the data had been collected The Statistical Package for Social Sciences (SPSS 17) was used for analyzing the data.

## **5.2 Discussion related to Research Question 1**

*To what extent does the use of songs influence vocabulary acquisition?*

The descriptive statistics results of the pre-test and post-test revealed that the participants had a mean of 6.63 for the Pre-Test and a mean of 33.00 for the Post-Test, meaning that the participants received a low score on the pre-test which was expected as they had not learnt the target vocabulary before. The mean increased once the children had been taught the target vocabulary through the aid of the songs, the post test identified the increase as 33.00. The paired sample t-test confirmed that there was a significant difference in score as the Values of sig. (2-tailed) was smaller than .04. And lastly it was identified that the increase of the post test for the participants increased 100%. Therefore the results indicate that when songs are used within the language classroom it can have a significant effect on the participants as they achieved a higher score on the post-test. Through the results of this study it can be identified that when songs are used within the classroom it can promote vocabulary acquisition, as the participants within this study achieved a high score for the post-test. As a result it can be confirmed that the lessons which integrated the songs into the lesson achieved the target vocabulary acquisition and the target language structure for the participants. Therefore when the appropriate songs are chosen and used in a well planned and balanced manner the very young learners will acquire the target features of the language. Therefore this study agrees with Ersöz (2007) which suggested that teachers should choose songs that contain simple and understandable lyrics, the song should be connected to the topic or vocabulary that the learners studied in class, and which allows the learners to carry out easy actions emphasis on meaning.



According to the results of Vera and Luna (2013) study a notable increase in results was found for the primary school children. Through the use of songs in the classroom the students' oral abilities improved, as did the participants within this study. The results of this study proved an increase in the participants vocabulary acquisition and at the same time the students were able to recall the language structures therefore this study also agrees and supports Cameron's (2001) comment, songs can be a valuable teaching and learning tool as it helps the learners to improve their listening and vocabulary, alternatively it can also be a useful tool for learning vocabulary, sentence structures and sentence patterns. In addition this study agrees to the conducted study by Chou (2012) which investigated the learners motivation and vocabulary acquisition for the language learners of age 8 and 11 through using games, songs and stories found that by using these techniques the primary school children on the pre-test achieved a low score, but on the post-test achieved a higher score. Therefore the new learned words through the aid of the techniques enhanced their achievement of scores.

The results of this study agrees with Murphey's (1992) comment which stated that when using songs within the language classroom has its advantages as it can aid the young learner to develop and improve their listening skills and pronunciation, eventually their speaking skills. In addition Nakata (2006) vocabulary learning is an on going process which takes time and practice in order to achieve an effective vocabulary acquisition. This present study has provided sufficient information that when songs are implemented in the language classroom it can promote vocabulary learning and sentence structures for the very young learners.

### **5.3 Discussion related to Research Question 2**

*Does the use of songs in the English language classroom raise the cultural awareness for very young learners?*

Referring back to this research question, does the use of songs in the English language classroom raise the cultural awareness for very young learners? Through this study and its findings the majority of the participants were aware of the cultural differences between their native language and the English language. Through the interview conducted with the participants the children stated that they are aware of the differences as the language is different, and that the songs are also different. Therefore when songs were used to teach the target vocabulary it raised the awareness of the cultural differences that the two languages have and therefore this study agrees with Curtain and Pesola (1988) statement which stated that in order to introduce culture to young learner's songs and rhymes can be used within the classroom as they provide cognitive and affective content therefore it can enhance the child's cultural awareness.

The study also found that the majority of the participants enjoyed and preferred to listen to the English songs. The results of the interview also showed that the participants enjoyed listening to the songs at home, the participants when asked which songs they listen to at home they referred back to the songs mostly used in the English lesson. This present study also revealed that the majority of the students were assisted by their parents in learning the English language therefore agrees with Deneme, Ada, Kutay (2011) study which also revealed that very young learners learn a foreign culture with the help of their parents, family members and relatives,

real life experiences, books, newspapers, magazines, games and songs. In addition this study also found that the participants listen to English songs at home therefore the learning process continued at home with the help of their families.

This study revealed the participant's perception towards the English language and the English songs to be high, therefore it agrees with Linse (2006) comment that using songs and rhymes can act as a motivational tool. The students become motivated as they engage within the songs by dancing and singing therefore learn the language and the target culture.

The participants of this study had the opportunity to experience real language use, and were able to experience how the target languages culture use the daily spoken language through the selection of songs that were used within the classroom, therefore the cultural awareness was raised. As stated Rivers (1987) that songs and rhymes provide another type of spoken language. It provides the learner with the awareness of verbal sensibility which is influenced by the culture and where the person lives.

#### **5.4 Discussion related to Research Question 3**

*To what extent do songs affect very young learner's motivation when using learning the English language?*

In order to identify the perceptions of the participant's motivation in using the language the results of the questionnaire was analysed. The results of the study revealed that the majority of the participant's perceptions on learning the English language were positive and they loved to learn English. As Chou (2012) study also found that their participants also loved to learn English through games, songs and

stories. The questionnaire results also revealed that when songs were used for the learning of English the participants enjoyed the learning process and felt comfortable and confident when they had to use the language in the classroom; they found the songs to be motivating and fun and enjoyed participating to the in class activities. As Cohen and Dorneyi (2002) suggested the promotion of positive motivation for the students can be influenced through different methods. This study used suggestopedia, TPR and considered the multiple intelligences Gardner's (1983) and as a result the participants were motivated and enjoyed participating to the activities. Schoepp's (2001) also stated that songs in the classroom provide a positive attitude and environment. Songs contribute to a supportive and non-threatening setting therefore the learners are confident and active.

The results of the questionnaire also found that the participants loved to learn English through songs; Chou (2012) also discovered the same result for the primary school children. This study agrees with Sariçoban's (2000) comment that when using songs in the classroom it amuses the students, provides a positive attitude while learning lingual structures through the songs. In addition to this Stansell (2008) quoted "music positively affects accent, memory, and grammar as well as mood, enjoyment, and motivation and pairing words and rhythm properly helps to hold songs together, and to improve the ability of the mind to recall it"

Hare & Smallwood (2002) stated that songs can be used as a fun and engaging learning experience for the students. Songs can also assist in maintaining the knowledge learned. This present study also agrees to their comments.

Although this present study disagrees with Pinter (2006) and Paul (2003) which argued that young English learners which have limited opportunities to practise the language out of school will have no motivation to use or learn the language outside of the classroom, therefore a lack of positive motivation is reinforced. This study found that 82.5% of the participant's parents helped them to learn the English language, although 17.5% confirmed that their `parents did not help them to learn English. Although the 17.5% which stated that their parents did not help them to learn the target language did wish that their parents would. Therefore it can be concluded that even through the participants were not receiving any help from their parents it did not cause the participants to have a negative attitude they confirmed that they were motivated towards the English language and wished that they could learn from their parents showing that they had a positive attitude even though they lacked the practise of the language out of the classroom.

## **5.5 Conclusion**

The purpose of this study was to contribute to the literature on whether the use of songs within the language classroom increased the very young learner's vocabulary acquisition. Through using songs did it affect their motivation when learning and using the English language and when using songs did it raise their cultural awareness of the target language.

The results of this study confirm that when songs were used within the classroom for teaching purposes the participant's attitude was highly positive. Their anxiety levels where down and the participants felt confident when producing the language.

Through Total Physical Response, interaction and learning in a fun environment the participants were motivated towards the English language lessons and felt confident in producing the language. The participants developed their vocabulary as they were able to recall the vocabulary through the post-test.

The cultural awareness of the target culture was raised; it was achieved through the selection of songs used within the lesson. The participants discovered how emotions, weather and greetings are expressed in the target language. The participants also identified the gestures and facial expressions that were used in the target language. The participants were also able to identify the language differences.

The findings of this study also confirm that very young learners enjoyed the songs that were selected for this study and the majority preferred to listen to the English songs rather than their native languages. The majority also confirmed that they enjoyed listening to English songs at home therefore they continued to bring the English language outside of the classroom.

In addition to this the participants of the study developed their linguistic and musical intelligences through the language classroom with the aid of songs which were used for vocabulary acquisition the participants were exposed to pitch and rhythm. The participants also had the opportunity to improve visually and kinaesthetically, due to learning the target vocabulary through the songs but also through visual aid and through interacting with the songs through movement and dance. Interpersonal intelligence was developed through interacting with their classmates through dancing together to the songs.

Finally it can be confirmed that the results of this study show a significant improvement in the children's oral skills therefore it can be confirmed that when songs are used and chosen according to the learners interest, level and taught in a meaningful manner with additional and relevant activities within the language classroom it can produce a positive and motivational environment were the language learning process takes place.

## **5.6 Limitations**

The participants of the study were one age group (4 years), so it would be difficult to generalize the results for all very young learners. In addition to this the participants of the study were situated in Northern Cyprus, Famagusta. Therefore the study cannot be generalized for all very young learners situated in Northern Cyprus.

Due to certain restrictions by the kindergarten traditional customs could not be included within this study. Therefore songs related to the target languages culture were not included within this study.

## **5.7 Implications of the Study**

According to the results of this study using songs within the language classroom can raise the awareness of the cultural differences between the native speaker's language and the target language. Although due to the participants being very young learners they were not literate therefore could not specifically identify the reasons for the cultural differences.

This study examined very young learners, much research has not been undertaken with very young learners regarding their vocabulary acquisition through songs and the influence songs can have on their culture. This study could not examine and

compare the results with other socio-cultural backgrounds nor with any other research regarding the children aged four.

The study was also restricted on teaching the target cultures religion and traditional festivals such as Christmas, Halloween, Easter etc. Due to the Kindergarten policies it was not possible to raise the cultural awareness through such special days of the target culture.

### **5.8 Suggestions for Further Research**

This study can be replicated in different parts of Cyprus in order to compare the findings with this study, and to see the similarities and differences amongst the same age groups in different parts of Cyprus. Due to the gap in literature it can also be replicated in other parts of the world.

This study can be replicated on other age groups to receive feedback on their opinions regarding the cultural differences of their native language and the target language.

In addition, in order to raise the awareness of the cultural differences between the languages for the very young learners it could be possible to use festive holidays of the target culture such as Christmas or Easter therefore the participants may be able to identify the differences even further. As this study was restricted it was not possible for the students to make further comparisons with their native culture and the target culture.

Finally the study could be administered over a longer period of time in order to see if the vocabulary and language structures could be recalled sometime after.



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## **APPENDICIES**

## Appendix A: Questionnaire

	Question	Agree	Disagree
1	I really enjoy learning English		
2	I hate English.		
3	I feel very much at ease when I have to speak English.		
4	My parents try to help me to learn English.		
5	I don't get anxious when I have to answer a question in my English class.		
6	Learning English is really great.		
7	I really enjoy the in class activities.		
8	I enjoy listening to English songs at home.		
9	I enjoy listening and dancing to the songs in class.		
10	I love learning English.		
11	I feel Confident when asked to speak in my English class.		
12	Do you find English songs to be fun?		
13	I hate listening to English songs.		

## Questionnaire Turkish Translation

	İfadeler	Katılıyorum	Katılmıyorum
1	İngilizce öğrenmeyi gerçekten seviyorum		
2	İngilizceden nefret ediyorum		
3	İngilizce konuşmam gerektiğinde rahat hissediyorum.		
4	Ailem İngilizce öğrenmemde bana yardımcı oluyor.		
5	İngilizce konuşmam gerektiğinde rahat hissediyorum.		
6	İngilizce dersinde soru cevaplarırken endişelenmiyorum.		
7	İngilizce öğrenmek çok güzeldir.		
8	Sınıf içi etkinliklerde çok eğleniyorum.		
9	Evde İngilizce şarkıları dinlemeyi seviyorum.		
10	Sınıfta söylediğimiz şarkıları ve şarkılar ile birlikte dans etmeyi seviyorum.		
11	İngilizce öğrenmeyi seviyorum.		
12	Sınıfta İngilizce konuşma konusunda kendimi güvenli hissediyorum.		
13	İngilizce şarkılardan nefret ediyorum.		

## **Appendix B: Interview Questions**

1. Are English songs different to Turkish songs? If so how?
2. Do you prefer to listen to English songs than Turkish songs?
3. Do you listen to any English songs at home, if so which?
4. Do you watch any programs in English such as cartoons?
5. Do you think that English songs help you to learn English?
6. Do you find it easy to learn English through songs?

### **Turkish Translation**

1. İngilizce şarkıları Türkçe şarkılardan farklı mıdır? Eğer oyleyse nasıl?
2. İngilizce şarkıları Türkçe şarkılardan daha çok dinlemeyi tercih ediyorum.
3. Evde İngilizce şarkı dinler misin; dinlersen hangilerini dinlersin?
4. Evde hiç İngilizce program izler misin? Mesela çizgi film.
5. Sence İngilizce şarkılar İngilizce öğrenirken sana yardım eder mi?
6. Sence İngilizce şarkılar senin İngilizce öğrenmeni kolaylaştırır mı?

# Appendix C: Pre-Test & Post-Test

1. How's the weather?



It's Sunny



It's Cloudy



It's Rainy



It's Snowy



It's Windy

2. How are you feeling today?



I'm Happy



I'm Sad



I'm Angry



I'm Thirsty



I'm Hungry



I'm Tired

3. What are you doing? (Actions)



I'm Climbing



I'm flying



I'm Swimming



I'm Jumping



I'm Running



I'm Walking



4. Name each body part.



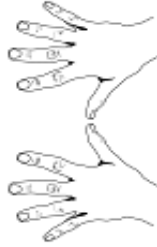
I have two eyes



I have a nose



I have two ears



I have two hands

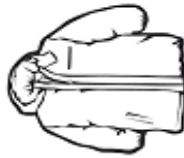


I have a mouth

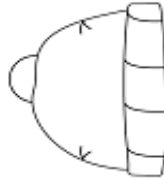
5. Identify the clothes



scarf



Jacket



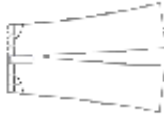
hat



Shoes



Skirt

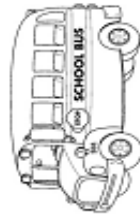


Trousers

6. Identify the vehicles



Car



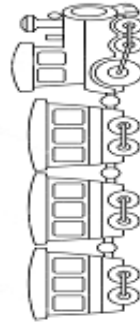
Bus



Helicopter



Plane



Train

## **APPENDIX D: Permission Letter to Eastern Mediterranean Doğa Schools**

Tarih: 14/09/2015

Doğu Akdeniz Doğa İlkokulu İdaresine,

Ben Denise Yüksel, Doğu Akdeniz Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği Bölümü'nde yüksek lisans yapmaktayım. Bu araştırmanın amacı anaokul öğrencilerine yabancı dil öğretirken çocuk şarkılarının önemini vurgulamak ve onların motivasyonlarını ve de kültürel farkındalığını ne derece etkilediğini ortaya çıkarmaktır. Ekte anketi bulabilirsiniz. Bu anketi uygulamam için sizden resmi onay rica ediyorum. Toplanan veriler yüksek lisans tezimde kullanılacaktır.

Yardımlarınız ve işbirliğiniz için şimdiden teşekkür ederim.

Denise Yüksel

Yüksek Lisans Öğrencisi

İngilizce Öğretmenliği Bölümü

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Date: 14/09/2015

To: Eastern Mediteranean Doğa School Administration.

From:Denise Yüksel

Subject: Request for research at Eastern Mediterranean Doğa Kindergarten.

I am enrolled in the Master of Education Program in the Department of English Language Teaching. The purpose of my research is to find out that when songs are used in the teaching of the English Language will it influence vocabulary acquisition, cultural awareness, and will the use of songs in the classroom affect the learners' motivation when using the language.

Attached you can find the questionnaire. I would like to ask for official permission to undertake this research at the kindergarten with the children aged 4. The results of the findings will be used within this study.

Thank you for your consideration.

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## APPENDIX E: Permission Letter from Eastern Mediterranean Doğa Schools

Tarih: 21/09/2015



DOĞU AKDENİZ DOĞA ANAOKULU

Sayın Denise Yüksel,

14 Eylül 2015 tarihinde yapmış olduğunuz dilekçeye atfen anketinizi okulumuzda uygulamanızda hiçbir sorun teşkil etmemektedir. Çalışmalarınızda başarılar dilerim.

Saygılarımla,

Şansel FIRTINAER

Doğu Akdeniz Doğa İlkokulu Müdürü

## Appendix F: Interview Sample

Name: Participant 20

Class: B

Gender: Male

1. Are English songs different to Turkish songs? If so how?

*Yes, because in English we sing if your happy happy clap your hands and in Turkish we sing eğer mutluyusan ellerini çırp. (Turkish translation was given of the same song, If your happy, happy clap your hands)*

2. Do you prefer to listen to English songs than Turkish songs?

*Yes I do.*

3. Do you listen to any English songs at home, if so which?

*Yes, I listen to if your happy, happy clap your hands.*

4. Do you watch any programs in English such as cartoons?

*No.*

5. Do you think that English songs help you to learn English?

*Yes.*

6. Do you find it easy to learn English through songs?

*Yes.*

## **Appendix G: Lyrics for Song A: Head Shoulders Knees and Toes**

Head, shoulders, knees, and toes, knees and toes.  
Head, shoulders, knees, and toes, knees and toes.  
And eyes and ears and mouth and nose.  
Head, shoulders, knees, and toes, knees and toes.

Let's try it a little faster

Head, shoulders, knees, and toes, knees and toes.  
Head, shoulders, knees, and toes, knees and toes.  
And eyes and ears and mouth and nose.  
Head, shoulders, knees, and toes, knees and toes.

Faster

Head, shoulders, knees, and toes, knees and toes.  
Head, shoulders, knees, and toes, knees and toes.  
And eyes and ears and mouth and nose.  
Head, shoulders, knees, and toes, knees and toes.

Faster

Head, shoulders, knees, and toes, knees and toes.  
Head, shoulders, knees, and toes, knees and toes.  
And eyes and ears and mouth and nose.  
Head, shoulders, knees, and toes, knees and toes.

Faster

Head, shoulders, knees, and toes, knees and toes.  
Head, shoulders, knees, and toes, knees and toes.  
And eyes and ears and mouth and nose.  
Head, shoulders, knees, and toes, knees and toes.

## **Appendix H: Lyrics for Song B: Ugly Monster**

I'm a very ugly monster,

I'm a very ugly monster,

I'm a very ugly monster.

I've got six dirty ears. yes, I have. I've got pink hair, and my eyes are red. I've got a blue nose, and a purple head. I've got a green mouth, and my teeth are blue. My name's slime. Who are you?

I'm a very ugly monster, I'm a very ugly monster, I'm a very ugly monster. I've got six dirty ears. I've got six dirty ears. yes, i have

## **Appendix I: Lyrics for Song C: Put on your Shoes**

Put on your shoes, your shoes, your shoes.  
Put on your shoes, your shoes, your shoes.  
Put on your shoes.  
Let's go outside.  
Hurry up. Hurry up. Hurry hurry up!

Put on your jacket, your jacket, your jacket.  
Put on your jacket, your jacket, your jacket.  
Put on your jacket.  
Let's go outside.  
Hurry up. Hurry up. Hurry hurry up!

Put on your scarf, your scarf, your scarf.  
Put on your scarf, your scarf, your scarf.  
Put on your scarf.  
Let's go outside.  
Hurry up. Hurry up. Hurry hurry up!

Put on your hat, your hat, your hat.  
Put on your hat, your hat, your hat.  
Put on your hat.  
Let's go outside.  
Hurry up. Hurry up. Hurry hurry up!

Put on your shoes.  
Your jacket.  
Your scarf.  
And your hat.  
Hurry up. Hurry up. Hurry hurry up!



## **Appendix J: Lyrics for Song D: The Journey Home from Grandpa's**

The yellow car drives down  
The bouncy, bumpy road,  
The bouncy, bumpy road,  
The bouncy, bumpy road,  
The yellow car drives down  
The bouncy, bumpy road,  
On the journey home from Grandpa's.

The white helicopter whizzes  
Up and down and round,  
Up and down and round,  
Up and down and round,  
The white helicopter whizzes  
Up and down and round,  
On the journey home from Grandpa's.

The purple train speeds along  
The shiny railway track,  
The shiny railway track,  
The shiny railway track,  
The purple train speeds along  
The shiny railway track,  
On the journey home from Grandpa's.

The pink tractor bumps across  
The brown and muddy field,  
The brown and muddy field,  
The brown and muddy field,  
The pink tractor bumps across  
The brown and muddy field,  
On the journey home from Grandpa's.

The green digger scoops up  
The icky sticky sand,  
The icky sticky sand,  
The icky sticky sand,  
The green digger scoops up  
The icky sticky sand,  
On the journey home from Grandpa's.

The black crane lifts up  
The heavy piles of bricks,  
The heavy piles of bricks,  
The heavy piles of bricks,  
The black crane lifts up  
The heavy piles of bricks,  
On the journey home from Grandpa's.

The blue barge floats along  
The cool and still canal,  
The cool and still canal,  
The cool and still canal,  
The blue barge floats along  
The cool and still canal,  
On the journey home from Grandpa's.

The orange truck hurries up  
The toyshop in the town,  
The toyshop in the town,  
The toyshop in the town,  
The orange truck hurries up  
The toyshop in the town,  
On the journey home from Grandpa's.

The red fire engine rushes  
Very quickly past,  
Very quickly past,  
Very quickly past,  
The red fire engine rushes  
Very quickly past,  
On the journey home from Grandpa's.

The yellow car stops at  
The front door of my house,  
The front door of my house,  
The front door of my house,  
The yellow car stops at  
The front door of my house,  
We've come home again from Grandpa's.

## **Appendix K: Lyrics for Song E: Weather Song for Kids**

The Sun comes Up Up Up, Up Up Up, Up Up Up, Up Up Up

The Rain comes Down Down Down  
Down Down Down  
Down Down Down  
Down Down Down

How's the Weather?  
How's the Weather?

It's Sunny, Sunny, Sunny, Sunny

How's the Weather?  
How's the Weather?

It's Cloudy, Cloudy, Cloudy, Cloudy

The Sun comes Up Up Up, Up Up Up, Up Up Up, Up Up Up

The Rain comes Down Down Down, Down Down Down, Down Down Down, Down  
Down Down

How's the Weather? How's the Weather?

It's Rainy, Rainy, Rainy, Rainy

How's the Weather? How's the Weather?

It's Snowy, Snowy, Snowy, Snowy

The Sun comes Up Up Up, Up Up Up, Up Up Up, Up Up Up

The Rain comes Down Down Down, Down Down Down, Down Down Down, Down  
Down Down

How's the Weather?  
How's the Weather?

## **Appendix L: Lyrics for Song F: Hello, Feelings Song**

Hello!

Hello!

Hello, how are you?

(Repeat)

I'm good!

I'm great!

I'm wonderful!

(Repeat)

Hello!

Hello!

Hello, how are you?

(Repeat)

I'm tired.

I'm hungry.

I'm not so good.

(Repeat)

Hello!

Hello!

Hello, how are you?

## **Appendix M: Lyrics for Song G: If you're Happy, Happy, Clap your Hands**

If you're happy happy happy clap your hands.  
If you're happy happy happy clap your hands.  
If you're happy happy happy clap your hands, clap your hands.  
If you're happy happy happy clap your hands.

If you're angry angry angry stomp your feet.  
If you're angry angry angry stomp your feet.  
If you're angry angry angry stomp your feet, stomp your feet.  
If you're angry angry angry stomp your feet.

If you're scared scared scared say, "Oh no!"  
If you're scared scared scared say, "Oh no!"  
If you're scared scared scared say, "Oh no!" Say, "Oh no!"  
If you're scared scared scared say, "Oh no!"

If you're sleepy sleepy sleepy take a nap.  
If you're sleepy sleepy sleepy take a nap.  
If you're sleepy sleepy sleepy take a nap, take a nap.  
If you're sleepy sleepy sleepy take a nap.

If you're happy happy happy clap your hands.  
If you're happy happy happy clap your hands.  
If you're happy happy happy clap your hands, clap your hands.  
If you're happy happy happy clap your hands.

## Appendix N: Lyrics for Song H: We all Fall Down

Walk around the circle.  
Walk around the circle.  
Walking walking.  
We all fall down.

Gallop.  
Gallop around the circle.  
Gallop around the circle.  
Galloping galloping.  
We all fall down.

Shh... Let's tiptoe.  
Tiptoe around the circle.  
Tiptoe around the circle.  
Tiptoe tiptoe.  
We all fall down.

I'm so sleepy!  
Sleepy sleepy sleepy.  
I'm so sleepy.  
Wake up, everybody!

Come on, we're going to hop!  
Hop around the circle.  
Hop around the circle.  
Hopping hopping.  
We all fall down.

Let's twirl!  
Twirl around the circle.  
Twirl around the circle.  
Twirling twirling.  
We all fall down.

Let's hop AND twirl!  
Hop around the circle.  
Twirl around the circle.  
Hopping, twirling.  
We all fall down.

## Appendix O: Lyrics for Song I: Yes I Can

Little bird, little bird, can you clap?  
No, I can't. No, I can't. I can't clap.  
Little bird, little bird, can you fly?  
Yes, I can. Yes, I can. I can fly.

Elephant, elephant, can you fly?  
No, I can't. No, I can't. I can't fly.  
Elephant, elephant, can you stomp?  
Yes, I can. Yes, I can. I can stomp.

Little fish, little fish, can you stomp?  
No, I can't. No, I can't. I can't stomp.  
Little fish, little fish, can you swim?  
Yes, I can. Yes, I can. I can swim.

Gorilla, gorilla, can you swim?  
No, I can't. No, I can't. I can't swim.  
Gorilla, gorilla, can you climb?  
Yes, I can. Yes, I can. I can climb.

Buffalo, buffalo, can you climb?  
No, I can't. No, I can't. I can't climb.  
Buffalo, buffalo, can you run?  
Yes, I can. Yes, I can. I can run.

Boy and girls, boys and girls, can you sing?  
Yes, we can. Yes, we can. We can sing.  
Boys and girls, boys and girls, can you dance?  
Yes, we can. Yes, we can. We can dance.  
We can sing. We can dance. Yes, we can.  
We can sing. We can dance. Yes, we can.  
Yes, we can. Yes, we can. Yes, we can.  
Yes, we can. Yes, we can. Yes, we can.  
Yes, we can. Yes, we can. Yes, we can.