



T.C. YEDITEPE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
MASTER'S PROGRAM IN ENGLISH LANGUAGE EDUCATION

THE POSSIBLE EFFECTS OF USING SONGS THROUGH TPR ON YOUNG LEARNERS'
VOCABULARY ACQUISITION IN ENGLISH

Pınar VATANSEVER

ISTANBUL, 2021

THE POSSIBLE EFFECTS OF USING SONGS THROUGH TPR ON YOUNG LEARNERS'
VOCABULARY ACQUISITION IN ENGLISH



PINAR VATANSEVER

SUBMITTED TO THE INSTITUTE OF EDUCATIONAL SCIENCES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF ARTS IN
ENGLISH LANGUAGE EDUCATION
YEDITEPE UNIVERSITY
2021



**YEDİTEPE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES DIRECTORATE**

THESIS SUBMISSION and APPROVAL FORM

TITLE:

**The possible effects of using songs through TPR on young learners' vocabulary
acquisition in English**

APPROVAL:

Dr. Öğr. Üy. Zeynep Kocaoğlu
(Advisor) (Signature)

Dr. Öğr. Ü. Dilara KOCABAŞ
(Member) (Signature)

Dr. Öğr. Üy. Kaini Gülözer
(Member) (Signature)

SUBMITTED BY : Pınar VATANSEVER
DATE OF THESIS DEFENSE : 7/11/2021
DATE OF THESIS APPROVAL : 7/11/2021

DECLARATION OF ORIGINALITY

I hereby declare that this submission is my own work and to the best of my knowledge. I also declare that as required by these rules and conduct, I have fully cited and referenced all material that are not original to this work.

Name, Last Name: Pınar VATANSEVER

Signature:

ABSTRACT

Today, people around the world can communicate easily. English is one of the most popular communication tools. Learning a second language, which is mostly English, is one of the requirements for communicating with the world. For this reason, teaching English to children in their early lives is crucial, since knowing English as a second language can be a constitutive factor in a child's career and social life. Various methods have been suggested by linguists to teach English as a second language. One of these methods is teaching English through songs, which I will address in this thesis. In this thesis, the data was gathered through a mixed methods from a private school in Istanbul. The study population consisted of 40 students, 6-7 ages. The teachers used the songs to teach vocabulary. The data collected during the study were analyzed to determine whether the use of songs in language teaching positively affects very young learners. The results of the analysis showed that using songs could have a positive impact on teaching the second language, English, to very young learners.

Keywords: Language Learning, Very Young Learners, VYL, Total Physical Response, TPR

ÖZET

Günümüzde dünyanın her yerinden insanlar birbirleri ile kolaylıkla iletişim kurabiliyor. İngilizce, insanlar arasında en çok kullanılan iletişim araçlarından biridir. Çoğunlukla İngilizce olan ikinci bir dil öğrenmek, dünya ile iletişim kurmanın şartlarından biridir. Bu nedenle, İngilizceyi ikinci dil olarak öğrenmek bir çocuğun kariyerinde ve sosyal yaşamında önemli bir faktör olabileceğinden, çocuklara erken yaşlarda İngilizce öğretmek önemlidir. Dilbilimciler tarafından İngilizceyi ikinci dil olarak öğretmek için çeşitli yöntemler önerilmiştir. Bu yöntemlerden biri de bu tezde ele alacağım şarkılar aracılığıyla İngilizce öğretmektir. Bu tezde veriler, İstanbul'da bulunan bir özel okuldan karma yöntemle toplanmıştır. Çalışma grubu, 6-7 yaşlarında olan 40 öğrenciden oluşmuştur. Öğretmen, birinci sınıfa hazırlanan öğrencilerine İngilizce kelimeler öğretmek için şarkıları kullanmıştır. Çalışma sırasında toplanan veriler, dil öğretiminde şarkı kullanımının öğrencileri olumlu etkileyip etkilemediğini belirlemek için analiz edilmiştir. Analizin sonuçları, ikinci dil öğretirken şarkı kullanmanın olumlu bir etkisinin olabileceğini göstermiştir.

Anahtar Kelimeler: Dil öğrenimi, küçük çocuklar, çok küçük çocuklar, Bütüncül Fiziksel Tepki Yöntemi

ACKNOWLEDGMENTS

Firstly, I would like to begin by addressing my thanks to my supervisor Assist. Prof. Zeynep Kocoglu for her guidance and feedback throughout the process.

This dissertation would not have been possible without the help of Assist. Prof. Evrim Eveyik Aydın, whose support and constant encouragement kept me moving forward.

I would like to address to my beloved husband to express my appreciation for his never-ending support during the process.

Finally yet importantly, this challenging process could not have come to an end if I had not gotten the constant support of my family, friends, and colleagues.

DEDICATION

This work is dedicated to my beloved son Deniz VATANSEVER who have made me stronger, better and more fulfilled than I could have ever imagined. I love you to the moon and back.



TABLE OF CONTENTS

APPROVAL PAGE.....	i
DECLARATION OF ORIGINALITY.....	ii
ABSTRACT.....	iii
ÖZET.....	iv
ACKNOWLEDGEMENTS.....	v
DEDICATION.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS.....	xii
CHAPTER I: INTRODUCTION	1
1.1. Background of the Study	2
1.2. Significance of the Study.....	4
1.3. The Theoretical Basis for the Study	4
1.4. Problem Statement.....	8
1.5. Research Questions.....	9
1.6. Overview of the Methodology.....	9
1.7. Definition of Terms	9
1.8. Organization of the Study.....	10
CHAPTER II: LITERATURE REVIEW.....	11
2.1 Introduction	11
2.2 Language learning in the early years of life	11
2.2.1 Teaching language to very young learners	12
2.2.2 Learning Characteristics in Young Learners	13
2.2.3 The benefits of language learning for children	17
2.2.4 The learning environment for young learners.....	21
2.3 Learn vocabulary in the second language.....	22
2.3.1 Vocabulary in teaching English	23
2.3.2 Vocabulary types	24

2.3.3 Vocabulary learning.....	25
2.3.4 Vocabulary for learning a foreign language	26
2.3.5 Teaching vocabulary using songs for young learners	27
2.4 The Total Physical Response (TPR) Method	28
2.4.1 Reasons for using the TPR method.....	32
2.4.1.1 Useful in teaching strategies to young learners.....	32
2.4.1.2 Text independence.....	32
2.4.1.3 Fun and entertaining.....	33
2.4.1.4 Bilateral TPR Method	33
2.4.2 TPR Activities Tailored to Young Learners	33
2.5 Multiple Intelligences	35
2.5.1 Multiple intelligence in teaching English	39
2.5.2 Music and Multiple Intelligence	40
2.6 Using Songs as an Educational Tool	40
2.6.1 Music as a motivational tool for language learning.....	42
2.6.2 The importance of using songs in teaching young learners	43
2.6.3 The benefits of using songs for young learners	46
2.6.4 Criteria for choosing the right song	47
2.6.4.1 Content	47
2.6.4.2 Illustrations.....	49
2.6.4.2 Language	50
2.6.5 Selecting the right song.....	51
2.6.7 Tips for teachers.....	54
CHAPTER III. METHOD	56
3.1 Introduction	56
3.2 Research Design	56
3.3 Population.....	57

3.4 Data Collection	58
3.4.1 Pre- and Post-Tests	58
3.4.2 Interview	60
3.4.3 The diary of the teacher	61
3.5 Data Collection Procedures	62
3.5.1 First week.....	62
3.5.2. Second Week	63
3.5.3 Third Week	64
3.5.4 Fourth week	66
3.5.5 Fifth week	67
3.6 Data Analysis.....	68
CHAPTER IV. RESULTS.....	69
4.1 Question 1.....	69
4.2 Question 2.....	73
4.2.1 Relevant notes	74
4.3 Question 3.....	75
CHAPTER V. DISCUSSION AND CONCLUSION	78
5.1. Limitations of the Study	82
5.2 Pedagogical Implications.....	83
5.3. Research Implications.....	83
REFERENCES	85
APPENDICES	96

LIST OF TABLES

Table 3.1.....	57
Table 3.2.....	59
Table 3.3.....	59
Table 3.4.....	61
Table 3.5.....	63
Table 3.6.....	64
Table 3.7.....	65
Table 3.8.....	66
Table 3.9.....	67
Table 4. 1.....	70
Table 4.2.....	72
Table 4.3.....	76

LIST OF FIGURES

Figure 1.1: Combined model of acquisition and production	6
Figure 2.1: Read's C-Wheel on Process of Early Language Learning	22
Figure 2.2: Types of Multiple Intelligence.....	36
Figure 2.3: Song selection checklist.....	53
Figure 4.1: Student knowledge level in the pre-test.....	70
Figure 4.2: Student knowledge level in the post-test	72
Figure 4.3: Level of use of vocabulary learned by students at home.....	77



LIST OF ABBREVIATIONS

TPR: Total Physical Response

VYL: Very Young Learner

EYL: English for Young Learners



CHAPTER I: INTRODUCTION

Language learning has become very important for most of the people today. With the advent of technology, boundaries between people have expanded. As a result, people can communicate with people around the world for various purposes such as business, political, tourism, education and so on. This connection has accelerated due to the globalization. The advancement of technology and language learning has become an essential skill.

Today, knowing a second language can facilitate communication in international settings. To this end, and with considering the future of technology and globalization acceleration, teaching English to young learners is crucial. According to Arnster (2007), learning English plays an important role in a child's educational, social, and career prospects.

Various methods have been suggested by linguists to teach English as a second language. One of these is teaching a foreign language using songs and the Total Physical Response (TPR) method (Asher, 2009). In this thesis, the impact of the role of TPR songs and activities in teaching the second language to children will be analyzed. The purpose of this study is to determine whether TPR songs and activities have a positive impact on second language learning in children.

In this chapter, the background of the study, significance of the study, the theoretical basis for the study, problem statement, research questions and hypotheses, overview of the methodology, and the organization of the study will be examined in detail.

1.1. Background of the Study

This study deals with two main issues. The first is the importance of vocabulary learning in the teaching of the second language, and the second one is the effects of TPR activities with songs in language learning. Vocabulary is a determining factor element in communication, and vocabulary learning through songs is a well-known method of second language teaching. According to the study of Chen and Chen (2009), music can be used as an effective way of teaching language, especially for young learners. Thus, music is a valuable teaching tool in second language learning.

Arevalo (2010), in his study, showed that songs could facilitate language learning more effectively. Using a learner-centric approach, students may have the opportunity to participate in education and to have personal interaction with songs.

The interactive process of education can have many benefits for students. Arevalo (2010), states that songs provide an opportunity for students to naturally listen and repeat the sounds and phrases of sentences in a new language. In this way, the students not only improve their pronunciation, but they can also learn the language naturally. He concludes that using songs in the classroom allows students to determine the relationship between sentences and phrases quickly, and it helps them improve their pronunciation skills by repeating the song.

There are various ways to improve student learning in the classroom. One of the methods used to increase student concentration is Total Physical Response (TPR). James Asher first introduced this method. Asher (2009), stated that the purpose of this method is to use physical activity to coordinate the speech and the movements of the learner. This

method has been used for many years by various countries to learn a foreign language. In this method, students not only receive information from the teacher, but they should also be a part of the learning process.

This method assumes that the human brain can learn natural languages such as sign language. For example, one can point to conversations between parents and newborns in which the infant realizes his or her parents' facial and body statements. Asher (2009), believes that physical responses, such as laughing, walking, running, sitting, talking, holding, grasping, etc., are all ways of communicating between parents and the infant in the early years of life and before he/she starts to speak. Although the infant does not speak during this period, he/she does provide a linguistic map of how language functions and how concepts and movements relate to one another. The infant in his / her mind can associate symptoms and patterns such as silence, loudness, or tone of speech with different emotions. When these encodings are sufficiently developed in the target language, speaking begins naturally and spontaneously.

Speech is minimal and complicated in the early stages of a child's life. However, as time goes by, the child can gradually strengthen these relationships and reduce their communication problems. Therefore, James Asher believes that the Total Physical Response (TPR) method can be used to teach children a second language (Asher, 2009). The educators use this method to show a large amount of target language data to students through activities such as storytelling and songs. TPR activities create a stress-free atmosphere in which students learn the language naturally without feeling the anxiety of learning. The students can repeat the actions provided by the teacher with the target language, and they can speak whenever they have the ability or the encouragement to talk

without any pressure. Therefore, TPR can be considered as an essential language learning method in children (Cain, 2000).

1.2. Significance of the Study

Due to the growing importance of English for the child's future and career, many parents want their children to learn English an early age. However, teaching language to children at a young age has its challenges and difficulties. For children, learning words and phrases as constituents of speech is more complicated than for adults. Most children have problems with language learning methods and feel under stress in the classroom. This concluded the fact that adult language teaching methods are not quite suitable for children. Therefore, specific models and methods for teaching language to children should be considered (Barnes, 2015). One of the suggested ways of teaching language to children is the TPR method. In this study, the effects of this method will be investigated.

1.3. The Theoretical Basis for the Study

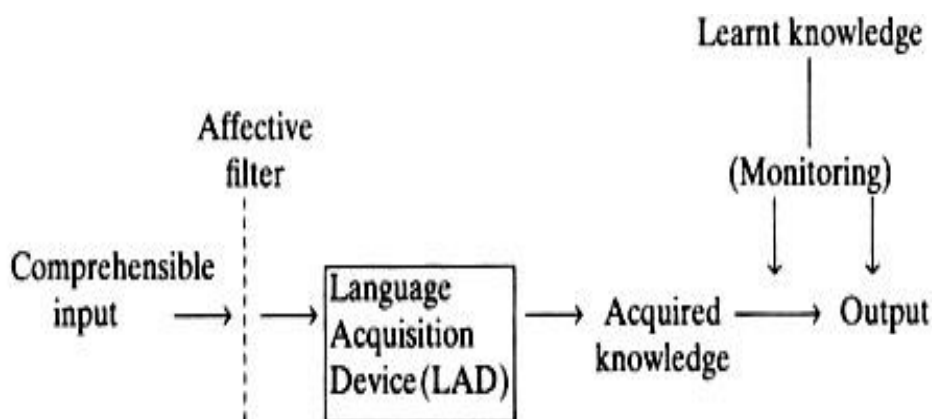
Vocabulary learning is an inseparable part of language learning. Arnsten (2017), in his study, showed that without proper vocabulary, no proper linguistic communication could be done, and communications can enhance with proper wording and phrases. Montgomery (2007) showed in his study that language learning begins with the teaching of basic vocabulary, and vocabulary is one of the essential elements in language learning.

In the mother tongue, the child can quickly learn vocabulary due to being in the environment and regularly being exposed to it. However, this is not the case while learning a second language, and the person who is not around the language environment must

continuously try to learn new vocabulary and structures voluntarily and show a conscious manner towards language learning (Barnes, 2015).

There are various language learning theories that are introduced by researchers in second language like Skinner's theory of behaviorism, Chomsky's theory of Universal Grammar, Krashen's five Hypotheses and Vygotsky's socio-cultural theory, and all of these theories have a great influence on second language learning. This study is mainly affected by Krashen's five hypotheses, since he introduced the concept of language learning in five stages, pre- production, early production, speech emergence, intermediate fluency, and advanced fluency (Krashen & Terrell, 1983). His theory lays emphasis on the role, which is relating the language we teach to the way in which English is used, the focus is on "use" rather than "usage". TPR activities allow students to speak in the target language independently without feeling the exposure of grammar rules. In addition, students are exposed to natural language through TPR activities rather than textbooks that are used for language teaching.

In order to understand the similarity between Krashen's theory and TPR, in this section we will examine the details of Krashen's five hypotheses.



The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

Figure 1.1: Combined model of acquisition and production
Taken from Cook (1993)

As it is shown above, first the learner hears comprehensible input from a speaker. However, not all the input can be taken by the learner, since some of it is filtered out by an ‘Affective Filter’. The affective filter hypothesis basically explains the barrier between the language learning and the learner. This barrier is mainly built by the learner’s high level of stress and anxiety towards language learning. For this reason, the learner should be motivated to participate in language activities without worrying about making mistakes. Recent studies have shown that a successful second language syllabus should integrate the worlds of the language learners and help them bring this integration into the classroom (Bourke, 2006). Even though there are many methods that have been used for teaching English as a second language, it is important to apply the method that makes language learning effective and efficient for the target group. Moon (2002) states that understanding young learners’ characteristics and creating a learning environment accordingly maximizes their language learning. In his hypothesis, Krashen makes the young learners’ early years

of speech more understandable and meaningful. The monitor hypothesis not only explains the relationship between acquisition and learning, but also defines the influence of the learning on the acquisition (Krashen, 1978). The monitoring function is simply defined as the practical result of the learned structures of a language. According to Krashen (1979), the learning system works as a 'monitor' or the 'editor'. However, this monitor does not work until three specific conditions are met:

- The second language learner has sufficient time at their disposal.
- They focus on form or think about correctness.
- They know the rule. (Krashen & Stephen, 1987)

Words are the main components of a language. Finding an effective way of teaching words to the learners has always been a priority for language instructors. Shin (2017), in his study put emphasis on vocabulary learning and he stated that a foreign language must be learned through continuous repetition of various words and efficient methods applied by the teachers in the classroom. This situation reflects the natural need to learn words in the process of learning a new language. Without a vocabulary, the building block of the language structure cannot be created, and no communication without vocabulary is possible. In TPR, the teachers play the role of the facilitators, and their main job is to find appropriate activities for their learners and guide them to use the second language in a communicative context. This can only happen if teachers understand the needs and interest of their learners, and shape their lesson plans around some predetermined tasks and enrich their teaching with various activities that stimulate their learners' language development. Thus, the hypothesis proposes that when the tasks are designed in a way that young learners

have fun and get engaged, the learners' will use the 'monitor' less. Krashen (1979), also points out the fact that individual differences also affect the language learners frequency of 'monitor' usage. He distinguishes the learners as over-users, under-users and optimal users that use the 'monitor' appropriately. Characteristics of the learners affect the use of their monitor system. Krashen (1979), stated that usually extroverts are under-users, while introverts and perfectionists are over-users. The learners with lack of self-confidence are also tempted to be over-users. This is where and why there is a need for TPR activities arise since they create a stress-free environment for the learners, and make language-learning fun through spontaneous tasks which allow students to follow the instructions easier than written textbooks.

1.4. Problem Statement

Various factors affect second language learning. One's self-esteem or attitude towards language learning, age, one's motivation and reasons for learning a foreign language, the reasons of being in the learning environment, language learning environment conditions, family background, teachers' skills, etc. (Arnsten, 2017) are some of them. Language is a crucial element for communication for humankind. Without the language, human society couldn't form. The language also carries human culture and civilization. Therefore, language learning is considered as an important aspect of life. Today, learning a second language can facilitate communication in international settings and affect all aspects of one's life. To this end, and with considering the future of technology and globalization acceleration, teaching English as a second language to children is highly relevant.

In this study, I will investigate the effect of TPR songs without considering the factors that affect second language learning.

1.5. Research Questions

For the purposes of this study, the research questions are as follows:

1. Did young learners learn and remember vocabulary using TPR songs?
2. Did TPR songs increase children's participation in class and vocabulary teaching?
3. Do students use the vocabulary learned at school in other environments such as home?

1.6. Overview of the Methodology

This is a case study and a mixed methods design was used to collect data. The research was carried out in a private school, in Istanbul. The participants were early first-grade students, ages 6-7. A convenient sampling strategy was used for sampling. The research was conducted in regular classes and did not interfere with other programs or courses. The researcher's diary was used to obtain data, and the teacher, as the researcher, recorded the activities during the research. Interview with the parents and tests for assessment were also held to collect data.

1.7. Definition of Terms

In this section, the frequently used terms in the study will be defined briefly.

Total Physical Response: *TPR* stands for Total Physical Response and was created by Dr. James J Asher. This method basically copied the way that children learn their first

language. Parents, especially mothers, use their mimics and body language to make the meaning of a word clear with their children. The child is tempted to respond to this physical way of communication. The child does not have the ability of speaking at his early age, but he is taking in all of the language; the sounds and the patterns of the language. Eventually when the child has enough input, he is ready to produce the language quite spontaneously. TPR attempts to use this same effect in the second language learning.

TPR Songs: As explained above TPR aims to build a meaningful bridge between speech and actions. Songs are a great way of promoting dance or acts while singing.

Young Learners: Although there are a lot of definitions for young learners, the definition of “young learners” adopted in this study follows as in Scott and Ytreberg’s (1993): “Young learners as the learners whose ages are from *five* to *ten* and young learners as the learners whose ages are from eight to ten” (p. 3). In the following chapters, the characteristics of young learners will be examined thoroughly.

1.8. Organization of the Study

The second chapter deals with the concepts and articles related to the study. This chapter will focus particular on language learning techniques, ideas in language learning, and theoretical knowledge needed to study. Chapter 3 describes the method used to conduct the research. This section covers research design, the context of the study, participants, data collection instruments, and data collection procedures. In the fourth chapter, the obtained data will be analyzed. Finally, in Chapter 5, I will discuss and conclude the analysis.

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

In order to properly understand the dimensions of research, it is necessary to explain theoretical knowledge in detail. In this chapter, the related articles and the theoretical framework of the thesis topic will be reviewed. The following sections will focus on foreign language teaching techniques, theoretical approaches, and related concepts.

2.2 Language learning in the early years of life

Language learning is an essential need today. Language learning also makes people more tolerant – multilinguals are usually more flexible and open for changes. English is probably one of the most spoken languages in the world and it is recognized as the first language in many countries and continents (Meade Barnes, 2015). In most states, when families are looking for a second language for their children, English is their first choice (Garton, Copland & Bruns, 2011).

The increasing demand for language education and the belief that learning English plays a vital role in the future career and academic achievement of children has made EYL programs significantly expand (Enever & Moon, 2009). Even though there might be various reasons for starting language education in early childhood, the two main reasons are as follows:

- 1) its impact on children's future career and education and
- 2) the benefits of language learning on children's minds (Shin & Crandall, 2014).

2.2.1 Teaching language to very young learners

Early language teaching has become common in many developed countries, and with the decline of language education age in children, education has moved from school years to pre-school years. These learners, who range from pre-school to second grade and usually include as young as ten or eleven, are referred to as very young learners (Dunn, 1983).

Very young learners learn by interacting with the language environment, and the discovery of the environment around them has a significant impact on their learning. Children acquire knowledge through social interaction (Vygotsky, 1934). The Zone of Proximal Development (ZPD) is an age range in which children gain experience through interaction with other people. In the ZPD age range, children can achieve optimal problem-solving capacity with the help of other people.

Children have high energy and low concentration, so it is best to incorporate physical activity into the educational environment (Donaldson, 1978; Hughers, 1986). Thus, to create an active learning environment, children can have an interactive experience in language learning. Children are creative and energetic; thus, they like to use their energy with activities like games, puzzles, or pictures. If these activities are carried out related to education, children learn the language in a fun but still in a fruitful way. Children always see the world through their surroundings and use their five senses to understand concepts (Scott & Ytreberg, 1990). Therefore, the teacher in the classroom has the task of creating and presenting group activities to children allowing them to gain a learning experience without being bored. In addition, if children get involved in the educational process, they

can become more interested and take more responsibility for educational activities (Moon, 2000).

2.2.2 Learning Characteristics in Young Learners

Before examining the dynamics of teaching young learners, it is vital to understand the essential characteristics of young learners and how the teachers consider and handle them. Shin and Crandall (2014) showed in a study that children' and teachers' moods during the learning process have a substantial effect on the language learning process. For example, when a teacher is having a good day, he /she may describe the children as energetic, social, and curious. In contrast, on a bad day, the same teacher may represent the same behaviors as overactive, loud, and lacking focus. Before a young learner teacher tags his/her students with these adjectives, he/she should understand the fact that young learners' learning process is very different from teenagers and adults. Their features cause this difference, and these properties are specific interpretations of a set of particular properties, such as (Khan & McWilliams, 1998; Moon, 2000; Wells, 1999; Dunn, 1983; Shin & Crandall, 2014):

- 1) Being energetic and physically active
- 2) Spontaneous and interested in participating in activities
- 3) Have a strong imagination
- 4) Curious and interested in new things
- 5) The attention span is short and gets easily distracted
- 6) Social and learn through interaction with others
- 7) Self-centered and relate new concepts to themselves

Each of the above will be described below in detail.

1- Being energetic and physically active: Children who are at even the lowest levels of language proficiency can communicate between verbal expressions and body movements and learn through repetition. Therefore, the Total Physical Response (TPR) method is one of the ways that can be effective in educating children because it relates physical movements to linguistic concepts, and the child can learn this relationship (Asher, 1977). Thus, the teacher can use this ability to teach better, rather than suppressing the child's natural talent in physical activity and forcing him or her to sit still in the classroom.

2- Spontaneous and interested in participating in activities: Children have a spontaneous spirit and imitate others well. Because of this characteristic, they do not have to worry about misspelling or spelling words correctly or even understanding concepts and can easily repeat songs and words after the teacher. Children in the classroom are more inclined to participate in play activities and do not worry about speaking out in front of others or feeling ashamed. Teachers can use this ability and encourage children to repeat words by using songs, chants, rhythms, and dialogs.

3- Have a strong imagination: Children are very creative and interested in using their creativity and love to play different activities playfully. One of the games used to learn new vocabulary is a game in which children randomly pick an animal's name from a bag of animal names and mimic that animal for their classmates to guess the animal's name. Stories also play an essential role in stimulating children's imagination. They can create specific characters in the stories and teach the children the language by performing their tasks. Creating a fantasy world with fictional characters is one of the methods used in

many children's television programs and cartoons to teach concepts to them. Role-playing and imitation games can stimulate children's imagination, thereby increasing a child's interest in learning a new language.

4- Curious and interested in new things: Familiarizing children with different cultures is another way to stimulate children's curiosity and introduce new ideas to them. Topics for kids and young learners include food, music, clothing, fun facts, and folktales. Presenting new subjects to children, such as rare animal or plant species that do not exist in children's areas of life, can help draw the child's attention to the subject. These kinds of rare animals and plants can harness their imagination and show them the wonders of the world, a new world they can explore in a new language. There is usually a form of curiosity in young learners, and teachers can use this curiosity to carry on their educational activities. For children and young learners, the world is a new place, and they want to know more about it.

5- The attention span is short and gets easily distracted: Children are easily distracted. They have a short attention span, and if they get bored, they quickly become distracted. Fun and engaging activities can be used to draw the attention of children. Teachers should use fun activities to stimulate children's curiosity and imagination and increase their enthusiasm for learning. Pictures, posters, and flashcards can also play a significant role in attracting children's attention. Audio and visual tools such as songs, cartoons, and fun videos can also be used to keep children away from getting bored. In this respect, it can be a good idea if teachers can plan their curricula for children in the form of short activities. Shin et al. (2006) argue in his study that as children grow, their ability to focus longer also increases. He recommends 5 to 10 minutes of educational activities for

5-7-year-old children and 10-15 minutes for 8-10-year-old children. He suggested that if the children focused on writing exercises, the teacher would give a break to the students at the appropriate time and perform a TPR activity such as "Hand Shakes." For example, if a writing activity for the age group of ten-year-old students lasts 15 minutes, the teacher can divide this activity into different sections and examine the progress of the children between parts to maintain their focus and track of the action. Although most teachers prefer to do more extended activities at once, the activities can be designed with short breaks and a review of student progress between each section. This break can be a short one-minute break and include a TPR song or even a small game and activity that will motivate and change students' moods. It is up to the teacher to choose the appropriate exercise based on the student's age and background (Shin et al., 2006).

6- Self-centered and relate new concepts to themselves: Children are self-centered. As the children get older, their world is slowly expanding, but by the early years of school, they have been embracing only the concepts around them. Teachers should allow children to personalize what they are going to learn. For example, if children are to learn to describe people, they can learn it through puzzles and games with real or imaginary people or use songs related to the subject and attribute new adjectives to themselves and their relatives. This will help children understand the concepts in a better way. Teachers can ask children to draw pictures of themselves or their relatives and attribute them to different people with their creativity. They can combine this with poetry to stimulate their creativity in addition to changing the atmosphere of the classroom. In addition to teaching children new words, this method can also be used to familiarize them with new cultures and concepts. For example, by using stories and content related to new or international

cultures, the child can connect them to their own culture depending on their context and environment. This allows students to have a better understanding of new concepts and to understand new and different ideas more clearly.

7- Social and learn through interaction with others: Children are very social and interested in communicating with others. Teachers should take this into account and allow students to interact appropriately in every type, such as two-person interaction, group work, and student to teacher interaction. In the first place, activities must have different ways of interacting, from individual exercises to group activities. Because this way, students become more involved in activities, and diversity creates creativity and vitality in the classroom. It also enables the child to interact with different people and learn different ways of communicating. Learning to connect with others and work with classmates also allows children to develop their personalities. In this respect, teacher and student relation take a role of child's language learning process. This form of communication is significant for student support in the various educational methods. Teachers can make good use of the characteristics of children to provide more effective education to very young learners to teach the language effectively.

2.2.3 The benefits of language learning for children

Various studies have shown that language learning at a young age has significant results. For children, this learning is more in the form of listening instruction and pronunciation of words and can have long-term benefits for children. However, second language grammar learning for children is slower than adults (Harley et al., 1995). Research results show that children perform better on receptive skills such as listening

skills than productive skills such as speaking or writing (Cameron, 2001). Thus, this study will not focus on grammar learning since the scope of this study consist of young learners.

Mihaljević Djigunović (2001), in his article, examined the benefits of language learning in childhood. He claims that some language policy strategies point to the benefits of language learning at an early age. The European Commission takes an interest in the advantages of language learning at an early age as better language skills and a better attitude towards other people, cultures, and communications. These benefits are provided if the conditions of education, classes, and teachers are in place. In another study, Rixon and Council (1999) argue that educational program conditions are more critical than learner age. These include extracurricular circumstances such as the economic, cultural, and social status of the community, and the classroom, such as the classroom atmosphere and teacher behavior. Wulf (1991) states in his study that children learn better under the following conditions:

- Presented in a natural environment
- Related to real events
- Fun and entertaining
- Related to the child's surroundings
- Based on the child's current knowledge, yet challenging enough for him/her
- Providing appropriate support for learning
- Being part of a more comprehensive program
- Involve several different child senses

- Be active and discoverable
- Be rememberable
- Offered in a warm and intimate environment

Shin and Crandall (2014), in their study, concluded that there are various reasons for language learning at an early age, some of which are:

- 1) The value of learning a language increases with time
- 2) It is possible to acquire a better pronunciation and fluency in the future
- 3) It is possible to become more aware of the world and different cultures
- 4) The mental and social benefits of being bilingual for a child

In the following, each of the above will be explained in detail.

1. The value of learning a language increases with time: Although some researchers believe that adults learn the language better than children do, children and young learners have more time to learn the language, and this is a determining factor in language learning (Carroll, 1975). However, training time for young learners can not only be considered as an influential factor in language learning but also the amount of training should be considered. The suggested time for teaching children is approximately two 30-minute classes per week (Curtain & Dahlberg, 2010).

2. It is possible to acquire a better pronunciation and fluency in the future: Some researchers have found that children who learn a language at an early age have a better native pronunciation in the future than those who have begun to learn a language at an older age (Scovel, 1988). Others have pointed to more confidence in speaking a second

language and more oral skills for young learners (Harley, 1998). Although none of these studies reject the possibility of native learning dialect by adults, they do suggest that young learners can have an advantage over adults. If children begin to learn the second language with appropriate methods before they reach the age of 11 or 12, they may perform better at learning the native pronunciation of that language at an earlier age. Proper methods of teaching children can include well-educated teachers who are capable of teaching children, those who are capable of developing creativity and imagination. They have to use the inherent characteristics and tendency of children to imitate others for the benefit of language education and help students grow by repeating words and fun activities (Pinter, 2017).

3. It is possible to become more aware of the world and different cultures: Shin (2017) notes in his study that he encountered an interesting phrase when dealing with a young learner who was learning Spanish as a second language: “I thought talking of some other kids was funny, but now I know they are speaking Spanish.” This form of cultural understanding can be one of the most important aspects and benefits of learning a second language in childhood.

4. The mental and social benefits of being bilingual for a child: Research has shown that young learners can gain some form of mental flexibility when they speak a language other than their mother tongue and see things from different perspectives. Even when children use only one language they know, these effects are seen in them (Bialystok, 1999). Bilingual children have shown to be more creative and better at planning.

2.2.4 The learning environment for young learners

Read (2007), in his study, introduced a method called C-Wheel that allowed a language teacher to create a suitable environment for young learners. In this way, the young learner is considered as a unique learner and individual, and each person has eight different parts related to the language learning process. These include creativity, context, connections, coherence, challenge, curiosity, care, and community. In addition to these eight parts, there are six necessary factors: teacher, methodology, materials, education & cultural context, curriculum, and evaluation. The purpose of the C-wheel is to create a suitable environment for the learner to feel supported, secure, encouraged, and prosperous. The author emphasizes that to create such an experience, the teacher must be in control of the classroom environment and the current rules, and by making the activities enjoyable for the learners, he/she should make sure that everyone is motivated. Young learners find TPR activities highly motivating because thanks to them, they feel a part of the learning process through songs and repetitive movements that allow them to imitate and repeat.

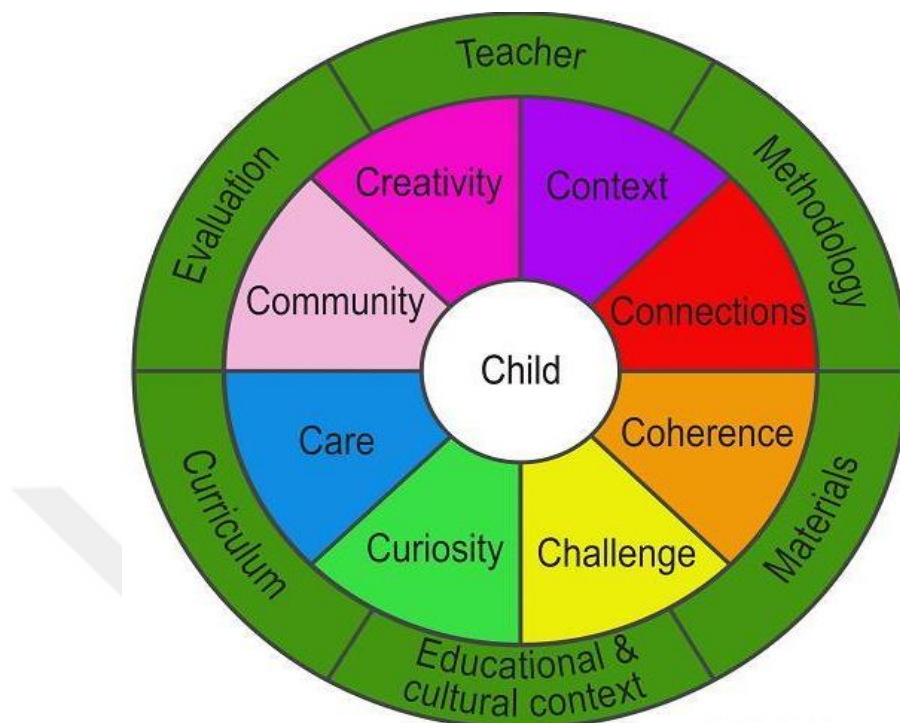


Figure 2.1: Read's C-Wheel on Process of Early Language Learning

Besides, Cameron (2001) pointed out that routine activities in the language classroom environment are essential for young learners because it provides the learner with the opportunity to learn new language concepts and interact with others to develop their skills.

2.3 Learn vocabulary in the second language

Vocabulary learning is an integral part of the foreign language learning process, and it is essential to understand the meanings and to communicate in one language in different ways. Vocabulary learning is also necessary for teaching young learners a foreign language. Recent research has shown that vocabulary teaching to children may be difficult because teachers may not be familiar with the best vocabulary teaching methods and do not know where to begin teaching vocabulary to children (Berne & Blachowicz, 2008). The development of a second language learner's knowledge of words is a fundamental

aspect of language development. This aspect has been ignored for a long time, but over time researchers have started to pay attention to the importance of learning vocabulary in language teaching (Read, 2007).

Language learning is a long-term process, and the teacher faces many challenges in this process. A wide range of methods and exercises must be used to become proficient in a language. Many studies have focused on efficient ways of second language teaching, in many of which vocabulary teaching was one of the significant challenges of education. One reason for this is that teachers do not have sufficient knowledge of vocabulary teaching methods (Berne & Blachowicz, 2008). Therefore, to teach students and especially young learners, finding effective ways to teach vocabulary is essential to the process of second language learning.

2.3.1 Vocabulary in teaching English

"While very little can be conveyed without grammar, nothing can be conveyed without vocabulary" (Wilkins, 1972, pp.111-112).

Words are integral elements of language. Finding an effective way of teaching concepts to the learner has always been a priority for language learning researchers. In English, vocabulary plays a crucial role in education, and students who are unfamiliar with the new language vocabulary cannot understand what others are saying and express their ideas. Vocabulary learning is an integral part of learning a foreign language and must be learned through repetition and efficient methods both in the book and in the classroom (Shin, 2017). Without being exposed to enough vocabulary, the language structures cannot be created by the learners, and as a result no communication can occur at the end of the

learning process. There are different approaches and methods for vocabulary teaching among linguists, but there is no standard or comprehensive agreement on the best way for vocabulary teaching (Pinter, 2017).

Schmitt (2010) stated in his study that students who were learning a new language were continually searching for meaning through words and vocabulary books. Naturally, the importance of vocabulary for communicating in a new language was emphasized. When a learner knows a few words in a language, they have difficulty in writing, reading, or listening to that language and are inherently looking to solve the problem. They know that without vocabulary, they cannot learn a new language properly. McDonough and Mackey (2013), points out in their study that a language is a tool through which human beings express their feelings and needs and, in this tool, the critical role of vocabulary in expressing cannot be ignored. For this reason, learning vocabulary is one of the most vital aspects and priorities of learning a new language.

2.3.2 Vocabulary types

Based on language skills, vocabulary is also divided into four main types (Montgomery & Windsor, 2007):

1. Listening Vocabulary: These are the words that we hear and understand. Babies, when they are awake, learn new words in this way. It is said that an average person can memorize and understand about 50,000 words.
2. Speaking Vocabulary: This is the type of the vocabulary that humans mostly use in their conversations. An adult uses about 5,000 to 1,000 words in their communications.

3. Reading Vocabulary: This type of vocabulary is also one of the significant kinds of vocabulary and refers to words that we understand when reading. This type of vocabulary cannot be improved unless a person knows how to read.

4. Writing Vocabulary: These are the words we use when writing. The vocabulary of this type is usually limited to terms that we know how to spell correctly, and therefore, it requires writing skills.

2.3.3 Vocabulary learning

Vocabulary learning in our first language has taken a complicated and long process, and learning vocabulary in a second language can be a much more complex and longer process than our mother tongue. This can be even more difficult and complicated for young learners. Young learners are usually still learning and completing their first language vocabulary, which complicates vocabulary learning in the second language. Very young learners also begin their vocabulary learning when they have not yet reached cognitive maturity or linguistic awareness, and vocabulary learning is unconsciously formed for them. In contrast, second language learning is formed by planned and conscious learning. Even if young learners can overcome these problems, they still need more work in many areas, such as areas of knowledge that are unknown to young learners but that an adult is familiar with. Therefore, when planning for foreign language learning, students' first language backgrounds should also be taken into account to differentiate between efficient or ineffective methods of foreign language teaching.

Vocabulary learning is not just about learning words, it is also about learning concepts related to words, and it is a process that cannot be achieved in a short period.

Since vocabulary learning is a periodic, repetitive, and long process, this complicates the process of learning words in a foreign language.

Locke (1995) concludes in his study that it takes a lot more time to learn the meaning of words than their spoken form, so children can use words long before they understand the meaning of them. Vocabulary development is an ongoing process in which children add not only new words to their current knowledge but also learn new concepts about terms they are already familiar with. Learning a word is not a very quick process for children, and it requires the learner to encounter that word in different situations.

Hatch and Brown (1995) stated in their study that word learning is a continuous process that changes with the growth of a child. They also outlined five key steps in learning vocabulary:

1. Learners must have a source for encountering new words.
2. Learners need to have a clear picture of new words in their minds, which can be visual or audio.
3. When resources and pictures are provided, then the learner has to learn the meaning of words.
4. Learning the meanings of words allow learners to connect the different forms and meanings of words in their memory.
5. Finally, learners will be able to use new words.

2.3.4 Vocabulary for learning a foreign language

Historically, vocabulary has had a variable place in foreign language learning. Before the 80s, audio-lingual methods were widespread, and vocabulary was of little

importance. In the 1980s, the importance of words was essential, but learning the grammatical structure and sentence patterns were still more important because linguists believed that learning the patterns of sentences could put words in their proper place. Then came Communicative Language Teaching (CLT), and with this approach, vocabulary learning became an integral part of the language learning process. The goal of this approach was to acquire and create a large vocabulary bank (Read, 2007).

Allen (1983) states in his study that sometimes even after years of learning English, many of the much-needed words may not be learned. Teacher training programs have been proposed in which teachers are introduced to the techniques of developing and improving learners' vocabulary. If the learner does not understand the meaning of the words, he or she cannot start or continue a conversation. By learning more words and vocabulary, learning English can be significantly improved (Thornbury, 2002).

2.3.5 Teaching vocabulary using songs for young learners

Hatch and Brown (1995) found in their study that young learners were not able to control their learning process. They are at beginning of their reading and writing process in their mother tongue, so it is much harder for them to learn a second language than adolescents and adults. Younger learners quickly lose focus and prefer more fun and game-based activities. Therefore, the teacher should choose a language teaching method appropriate to the characteristics of the children. Games and songs are some of the proper ways that teachers can use to teach children a foreign language. Educational games and songs are great tools to teach a language for children, since they keep children from getting bored.

2.4 The Total Physical Response (TPR) Method

Asher (1967), an American psychologist, introduced The Total Physical Response (TPR) method in the 1970s for foreign language teaching in the United States. Asher claimed that second language learning is the same as the first language and that TPR is a natural way of learning a second language. Asher (1967) also established the basic principles of this approach based on the belief that language learning progresses through the stages of child intelligence development and, therefore, must have steps in this respect. These stages are the stages of maturity in which each stage is made easier or harder to learn by specific structures depending on the general cognitive level.

Asher (1967), proposed language learning based on the stimulus-response model. In this model, physical activity in the classroom is one of the critical elements that is considered as a response to understanding a foreign language. The TPR objectives include:

- Learn a language from the stimulus-response model
- Minimizing children's anxiety in the classroom
- Vocabulary development

Some of the features of TPR are as follows:

- Before oral production, the learner must listen to comprehension instruction
- Auditory comprehension has priority and can be acknowledged through actions. The students look and act on what they have heard
- Grammar is taught by inductively, and the emphasis in this method is on the meanings in the target language.

- The level of understanding should be increased to the extent that the learner is capable of producing
- Production skills naturally increase when the learner has sufficient knowledge of the concepts.
- Learning activities for the learner should be fun
- There are no tests or exams that cause anxiety in the learner
- Only basic errors are corrected initially, and as the learner progress to higher levels, correction increases.

The teacher's role in the TPR method is as follows:

- The teacher needs proper training to act as a model for the student and to guide the class.
- The teacher corrects mistakes but has no systematic way of doing so

The role of the learner in TPR is as follows:

- The learner has a passive role at TPR because he/she repeats everything the teacher tells him/her
- The learner at TPR has little initiative and doesn't create anything
- The learner does not verbally express him/herself in TPR

The class process at TPR is as follows:

In the TPR classroom procedure, the teacher plays the role of a guide. The teacher orders instruction and executes his/her education. He/She repeats this procedure until the students realize the word. The teacher then repeats the directions and waits for the children

to respond physically to the instruction. Students imitate the teacher's movements they had learned.

The teacher then changes the order of the instructions to ensure that the learners do not execute the directions out of memory. For example, when a teacher introduces new vocabulary, he or she can name different objects and explain to the learner what it is referring to. The process continues, and the teacher does this several times for several different purposes and asks the students to accompany him/her. Finally, students can name objects first in a group and then individually.

Some of the positive aspects of the TRP method include:

- This method reduces the stress of the learners since the activities are mostly group-based, and there are no tests.
- Classes are warm and they have a lively atmosphere
- The meanings of the words are clear, and the learner understands what he or she is doing
- This method is very suitable for children who are not yet proficient in reading and writing and can also be used to learn elementary vocabulary or as a supplementary teaching method.

The TPR method also has its disadvantages as follows:

- It is not always possible to find contextualization for different contents, because sentences are always presented in the imperative form, and slightly different grammatical structures are proposed

- It is challenging to teach abstract concepts that do not have action or shape
- There are no student-to-student interactions, and all communications are with the teacher
- If not combined with other methods, this method can be boring and repetitive
- Only by relying on this method is it very complicated to design a curriculum
- This method focuses more on verbal understanding and has nothing to do with other skills
- In this method, oral language has absolute priority, and written communication is used only to represent structures and words on the classroom board, and there is usually no textbook for this method

The TPR method is a good way to understand vocabulary, especially for idiomatic expressions such as verbs. Asher (1967), designed the TPR method based on his observations and experiences of the first language learning by children. He introduced this method in his book “Learning another Language through Actions,” and it is still used today in many countries.

TPR is recognized as a language learning strategy that provides synchronized actions and dialogues for language learning. In this learning process, the learner is physically active when receiving the verbal input and thus remembers the vocabulary as such.

2.4.1 Reasons for using the TPR method

2.4.1.1 Useful in teaching strategies to young learners

Young learners need high mobility because of their high energy and unique characteristics. They have a short attention span and are highly dependent on their surroundings and are more interested in physical and tangible activities. Children's perceptions of the world around them are created through their senses, and the world is summed up in their surroundings (Scott & Ytreberg, 1990). While TPR activities are a kind of game for children, they work well for kinesthetic learners, learners who need to move around and remember different things through physical actions. In addition to kinesthetic learners, the TPR method is also useful for visual learners. Visual learners receive visual cues from actions and memorize those gestures. When used with songs, auditory learners can also benefit from the TPR method, since they can associate song rhythms with physical words and movements and remember them together (Reilly & Ward, 1997).

2.4.1.2 Text independence

In the TPR method, there is no text needed. The early stages of the TPR course may not require any teaching materials, as the teacher's voice and actions may be sufficient for classroom activities. The teacher can use objects in the classroom, such as books, toys, desks, chairs, and other things (Reilly & Ward, 1997). Since children under the age of seven do not develop literacy skills very well, it is vital to use a method of teaching for children in which they do not need to read and write. Most TPR activities are done verbally or by a picture, and learners can point to an image or participate in physical activities. Children can also act as they hear different words from the teacher's mouth (Pinter, 2017).

2.4.1.3 Fun and entertaining

The TPR method, unlike the usual educational purposes, does not inflict stress on the learner and is suitable for young learners because stress and anxiety can discourage children from learning (Reilly, 1997). However, TPR uses so many songs, games, stories, and physical movements and makes learning fun and entertaining for children. Most children love to sing, dance, and listen to the stories told by their teachers. This way they both learn the language and have fun at the same time.

2.4.1.4 Bilateral TPR Method

It is well known that linguistic activities are performed on the left side of the brain, and physical activities are coordinated on the right side of the brain (Richards, 2001). The TPR method has two main properties. First, it helps children to use both sides of their brain. Second, when children learn a language, they focus on movements and unconsciously learn the language, which reduces their stress during language learning (Asher, 1977).

2.4.2 TPR Activities Tailored to Young Learners

TPR activities can be part of the routine classroom processes that the teacher uses in combination with other methods. The teacher's role in this approach is to motivate and guide children to respond to their commands. The teacher can combine words with gestures so that children can imitate and remember the words such as happy, big, small, and sad that can be associated with the teacher's facial expression. It should be noted that children are interested in imitating different animals and professions, and the teacher can use this feature to teach related words. In these activities, the child usually first listens and

understands the concept and then tries to imitate the movements and repeat the words simultaneously (Pinter, 2017).

The types of TPR activities are as follows:

- Games, which are the most crucial part of TPR's language learning activities for young learners. Children usually like games with physical activity. One of these games is the Simon Says game, which can teach children words related to body, actions, and objects. Charades is another word imitation game played using pictures and word cards. These games can be easily done in the language classroom, and learners can imitate without the need for any individual facilities (Reilly and Ward, 1997).

- Songs, which are activities associated with music, are used to teach young learners. Actions usually accompany songs, and when the TPR elements teach them, it helps children understand their meanings and learn the vocabulary. It is also recommended to use simple, repetitive songs that are easy to understand and memorize. Easily remembered songs are very beneficial in creating memory links to words and their meanings. If the song lyrics for children are related to parts of the face, the teacher can perform song-related tasks and provide instructions according to them. For example, the teacher can say: 'Touch your knees, touch your toes.' Then the teacher can play the song and ask the children to do the action.

- Storytelling is also an effective and popular activity for teaching children. Children can quickly learn a new language through storytelling because stories contain meaningful repetitions and can make words more understandable to children (Pinter, 2017). In TPR storytelling, children can mimic the story as it is told and perform the physical

movements associated with the story as they hear words, such as standing up or talking about a character in the story. These movements make the story somehow live for them and attract their attention by seeing and imitating it. The words are repeated by the teachers so that the students can learn them. The pace of teacher training must correspond to that of the child's learning pace.

- Finally, students are presented with pictures of repeated terms and sentences and are asked to say the words associated with each image.

2.5 Multiple Intelligences

Gardner (1993) stated in his studies that humans possess several types of intelligence and abilities that can be used in learning. He claimed to have eight different skills in humans, one of which was rhythmic and musical ability. Gardner also said that music is the first multiple intelligence in humans to become functional in humans. The eight types of intelligence are:

- 1) Linguistic
- 2) Logical / Mathematical
- 3) Visual / Spatial
- 4) Musical
- 5) Bodily / Kinesthetic
- 6) Interpersonal
- 7) Intrapersonal
- 8) Naturalistic

Gardner (1993) stated that musical intelligence is as important as the other seven types of intelligence.



Figure 2.2: Types of Multiple Intelligence

Below each of these types of intelligence is explained in detail (Gardner, 1993):

- **Linguistic intelligence:** This type of intelligence deals with words, whether verbal or written. People with high linguistic intelligence are highly skilled in the areas of language and words. These people are usually skilled at reading, writing, telling stories, and memorizing words. They learn by reading, memorizing, listening to lectures, and debating. They also often have the ability to explain, educate, and persuade others to speak. People with linguistic intelligence learn foreign languages easily, have strong oral memory, and are able to understand and modify syntax structures.

- Logical intelligence: This type of intelligence deals with logic, abstraction, reasoning, and numbers. While people with this intelligence are assumed to perform well in mathematics, programming, chess, and other numerical and logical activities, more precise definitions include traditional mathematics ability and logical reasoning, abstraction patterns, scientific thinking, and complicated computational ability. This intelligence is highly correlated with traditional concepts of intelligence or IQ

- Physical-motor intelligence: People with physical-motor intelligence perform better in muscle movements, and have better physical abilities in sports and dance. These people are interested in performing and acting and are capable of making things. They usually learn things by doing physical things, not by reading or hearing about them.

- Musical Intelligence: People with this intelligence perform better in music and rhythm. Their listening skills further enhance these people's language skills. People with musical intelligence also sometimes use music or rhythm to remember or learn information.

- Interpersonal Intelligence: This type of intelligence deals with interactions with others. People with high interpersonal intelligence are usually social and extroverted and care about the feelings and thoughts of others. These people usually have a better ability to do teamwork and can communicate effectively with others. These people have good leadership abilities and learn new things by working with others and discussing them.

- Intrapersonal Intelligence: This type of intelligence relates to one's reflective abilities. People with high intrinsic intelligence are intuitive and introverted. These people are proficient in interpreting and understanding their motivations and

emotions and are interested in understanding their abilities and deep emotions. They look for their strengths and characteristics that make them unique and can predict their feelings and emotions.

- **Spatial/Visual Intelligence:** People with this intelligence perform well in visual things. A person with spatial intelligence is particularly sensitive to shape, color, and space. The ability to solve space-related problems and use maps to find a place in the city or design a building plan requires spatial intelligence.

- **Naturalistic Intelligence:** This type of intelligence is specific to people who are good at identifying and classifying species of animals and plants found in nature. People with this intelligence can differentiate between dangerous and useful species for humans.

Brown (2007), in his study, argued that musical intelligence might be the reason that some learners can produce musical patterns of language. McGinn, Stokes, and Trier (2005) also stated in their study that music acts as a facilitator of learning. Using songs in the classroom as an auxiliary tool helps to develop linguistic intelligence as learners improve their pronunciation by listening to the songs and repeating their lyrics.

Music and speech are processed through the left and right hemispheres of the brain, so they work together as we listen to a song. When listening to music, our brain processes the melody and rhythm of the music and the linguistic characteristics concurrently. Thus, when listening to a song, both musical and linguistic intelligence develop (Storr, 1992).

Each student has a different learning style, and teachers should use various methods in the classroom, methods such as musical methods (Hill-Clarke & Robinson, 2004). Hyde

(2007) noted in his study that teachers who used different teaching methods were more likely to succeed, and music as a teaching method had a positive effect on student achievement. When a young learner is taught via music, the student does not usually feel under stress, and he/she wants to join in the song and enjoy the music. Thus, music can create a stress-free learning environment.

Smith (2002), in his research, used songs when teaching language. The results of his study showed that six out of eight Gardner multiple intelligences were developed in the process of language instruction using songs, including bodily kinesthetic, musical, linguistic, logical/mathematical, social, and visual intelligence.

2.5.1 Multiple intelligence in teaching English

According to a study by Ma'mun (2012), multiple intelligence in language teaching seeks to meet students' needs based on their type of intelligence. They argued that in addition to the role of language teaching, the teacher should be a lesson designer, observer, tutor, and facilitator. The teacher should understand the needs of their students, and plan the lessons accordingly. Each student may have a different learning style, and it is important for the teacher to understand the students' learning types and include a variety of activities that appeal different learning styles.

Multiple Intelligence approaches the role of teachers not only in designing curricula and classroom activities but also in providing students with instructional materials. Teachers should focus on providing all the resources needed by students based on their intelligence needs. Teachers should also make these resources readily available to students so that students can choose the best resources for learning based on their intelligence needs.

2.5.2 Music and Multiple Intelligence

Giles, Pitre, and Womak (2003) in their study concluded that musical intelligence enables the ability to comprehend, create and interpret rhythms, pitches, and musical tones and that individuals with this intelligence can use nonverbal sounds and musical instruments to learn information. Musical intelligence is a factor that helps language learners become absorbed in the rhythm and stride of music when learning a language.

Students who learned language music instruction achieved better results than others (Maftoon & Sarem, 2012). Music education can create a vibrant, stress-free, and motivating atmosphere in the class. People with musical talent and intelligence are more sensitive to sounds and rhythms, and musical intelligence helps them to understand language through music. Chen (2005) suggests in his study some ways for the development of musical intelligence:

- Go to a music concert
- Listen to different types of music
- Create favorite music records
- Singing songs
- Participating in chorus

2.6 Using Songs as an Educational Tool

In linguistics, there are four necessary skills; listening, speaking, reading, and writing, in learning a language. Given these skills, listening has an important role, since listening is the first phase of language learning. It is also a fundamental skill in the mother

tongue learning process, and its importance in foreign language learning is even more (Sevik, 2011).

In listening skills, the person in his or her mind converts sounds into words and sentences. Learners with songs can engage in classroom activities in a fun, stress-free environment and become more involved in the learning process. Songs can create a positive, enjoyable, and fun atmosphere in the class and motivate learners to participate (Griffie, 1992). Different songs can be used to teach especially concrete words and verbs. Teachers can also use songs to gain native speaker pronunciation.

Gardner (1993), argues in his study that musical intelligence comes first in humans. Accordingly, music can be a useful tool to stimulate the creativity and motivation of young learners and to transform the classroom into a fun and efficient environment. Using music can also convey meanings and concepts to young learners.

Most young learners enjoy learning with music; so many researchers have recommended their use by the teacher in the classroom. In his study, Murphey (1992), examines the impact of using songs in language teaching. His research shows that songs have a positive effect on developing a native like pronunciation and listening skills, as well as speech skills. Since young learners are keen to sing, songwriting can be an ideal way for them. Songs enhance positive energy in the classroom and allow children to develop their skills in a stress-free environment.

Eken (1996), in his study, cites several reasons for using songs in language teaching, some of which are:

- Presenting a topic or group of words, such as body-related words
- To practice a language-related subject
- To motivate focused listening
- To correct learner errors indirectly
- To motivate participation
- To motivate creativity and imagination
- To add fun to language teaching methods

Songs enable children to improve their listening, speaking, vocabulary, and pronunciation skills and allow them to become familiar with sentence structures. The songs also allow children to learn the language in a fun, engaging, and stress-free way and have enough motivation to continue learning and participate in the classroom (Džanić & Pejić., 2016).

2.6.1 Music as a motivational tool for language learning

The language teaching methods used for adults are not suitable for children and young learners. Children have different needs and cannot focus on one thing in the long run. They get bored quickly, lose interest, and need fun things. Chen (2005) pointed out in his study that teaching young learners is quite different from adult education and that young learners need to play and get entertained during the learning process. The learning process for young learners should be appropriate for their characteristics, so songs and music can be used in their learning process.

Many teachers prefer to use songs in their teaching methods. Sarıçoban and Metin (2000) found in their study that songs are easy to use in language classes and have significant positive effects on students' learning and listening skills. Lo and Li (1998) also showed in their study that songs can eliminate the tiresome process of the classroom, and besides, create a stress-free atmosphere in the classroom and motivate the learner to develop their language skills.

2.6.2 The importance of using songs in teaching young learners

Listening skills are one of the first skills that young learners develop because they have not yet learned reading and writing skills. Therefore, children's information sources for foreign language learning are things that they hear that can be combined with visual aids, physical movements, and images to provide greater efficiency in education (Scott, 1990). Using music can also allow students to develop their language skills. Sarıçoban (2000), in his study, concluded that songs used in young learners' classrooms draw children's attention to the educational process and create a positive attitude toward language structures among learners. Hare & Smallwood (2008) also found in their study that songs can provide a fun and entertaining experience for young learners.

Songs in educational programs also help preserve the knowledge learned by students. In his study, Scott (1990) found that songs and rhythms help learners improve their listening and voice recognition skills. They also found that using songs can help improve memory and remembrance of words in children. Schoepp (2001) pointed out in his study that songs that contain everyday language structures can have a beneficial effect on learning that language. Young learners also like and feel safe if they are taught with

routines. When we consider their everyday activities like tidying up, brushing teeth, waking up and getting dresses, TPR songs can focus on these activities and children can be encouraged to use the songs while they are on these tasks. In their study, Brown and Eusebio (2008) examined the impact of music on learning information and concluded that music could have a positive effect on brain stimulation in learning and processing information. Paquette and Rieg (2008) point out in their study that music can improve the attention span and long-term memory performance of the learner and enhance their creativity. When young learners learn a word or a structure through a TPR song, they are more likely to use the same word and structure in their further conversations with their peers. They do not only learn the meaning of the words and structures, but they also have a native-like pronunciation when they learn it through songs sung by native speakers. . In his study, Markee (2008) concluded that music had a positive effect on accent, memory, and grammar learning of a language learner.

In their study, Bennett-Armistead, Armistead, Duke, and Moses (2005) investigated the use of songs for young learners and concluded that songs create phonological awareness and that learners are able to identify rhythmic words and create new words using them. He also mentioned the positive effects of music on the mental state, pleasure, and motivation of learners as well as their memory performance. Rumley (1999) noted in his study that the repetition of songs and accompanying physical movements could provide an entertaining learning experience for new information of a foreign language. In this era, learners who start learning a foreign language likely to learn another foreign language in their future education life. Hence, their first learning experience is essential. If they have a good memory of learning a foreign language, they may assume that learning a language is easy

and fun. Schoepp (2001), stated in his study that using songs in the classroom creates a positive environment and attitude and can create a stress-free environment for learners to be more confident in their activities. He also addressed the positive impact of songs on learning meaningful structures in language.

Sharpe (2001), also showed that songs help learners of a language learn a new language in a fun way. Kirsch (2008), in his study, concluded that the materials used in listening activities such as stories, songs and dialogues must be meaningful and based on the level of learners in order to help them learn. In this regard, Er (2014), suggested that teachers could use songs containing simple and comprehensible lyrics related to the subject of the lesson or vocabulary studied in the classroom.

It should be noted that learning and remembering a word is one of the most common problems in teaching young learners a foreign language. This problem is especially complex when people are learning a foreign language at an early age. It is usually observed that even if children learn very fast, they forget very fast. In order to help them transfer the information to their long term memory, children and young learners can be taught through methods that are fun and interesting. One of these methods is to use songs to learn and remember vocabulary that motivates children to learn a foreign language (Atilla, 2014).

Molinsky (2000), in his study, referred to the following as the effect of song on learning English:

- Songs develop memory
- Songs increase concentration

- Songs make language learning more attractive
- Songs reduce the stress and stress of the learner
- Songs improve teamwork
- Songs motivate you to learn a new language

He also stated that children's activities in groups and the repetition of songs could help them remember the songs.

2.6.3 The benefits of using songs for young learners

There are many benefits of using songs in language teaching to young learners so that they can be used correctly in educational programs. Here are some of the advantages of using songs in language teaching for young learners:

- Psychomotor effects: Children interact through music during class, and music has positive impact on their brain and immune system (Pruden et al., 2004). Music reduces stress and improves immune function and has a positive effect on blood pressure and heart rate (Jensen, 2001). Music can also change the mood of children. For example, if children are overworked, choosing a suitable song can affect their relaxation. If children are sitting too long and bored, choosing an energetic song can get their attention back in the classroom (Pica, 2013).
- Social and Emotional Impacts: Singing helps children to feel part of the group and to have a positive impact on their emotions in society (Paquette & Rieg 2008).
- Cognitive influences: Pruden et al. (2004), in their study, showed that music improves memory through beats and melodies and is directly related to emotions. Music,

along with gestures and game-like movements, is an ideal way for young learners to learn the language because it develops their intelligence. Combining rhythmic movements with songs and words can help young learners develop their minds and skills.

2.6.4 Criteria for choosing the right song

Prosic-Santovac (2015) stated in his study that children's early childhood attitudes toward everything, including language learning, can have a long-term impact on their attitude toward that in their whole lives. Since songs are recognized as an important element in the language learning process, there must be criteria for selecting suitable songs for teaching English that include:

- Content
- Illustrations
- Language

In this regard, all selected songs should be examined linguistically, psychologically, and morally so that songs that do not fit the age group of young learners are not included in the curriculum. Each of these criteria is discussed below.

2.6.4.1 Content

The songs should be examined from the perspective of the children's world and evaluated to what extent they can be of interest to children. The content of the song should be appropriate for the age of the child, and the dialogues and words used should have valuable meanings and concepts in addition to being entertaining. These songs should also help children to cope with the problems they may face daily. Children's songs can

sometimes be traditional songs that come in many forms; some of them rooted in adult myths and have nothing to do with the world of children (Prosic-Santovac, 2009). Therefore, teachers should choose appropriate songs related to children. Kuhn and Sims (1983), found in his study of songs suitable for children that the choice of children's songs was often incompatible with children's morals. Therefore, teachers should select songs based on children's interests and backgrounds. Teachers should not rely solely on their own choice of song and ask children for their favorite song instead. This way, they can find out what the children's tastes are so that the child's favorite content is provided.

Songs should also be appropriate for the age of children. According to Fisher and Natarella's (1982) study, first-, second-, and third-grade children preferred traditional poems to new poems, and this was in contrast to higher-grade children. Songs should also help children to cope with their daily problems. Most children's songs seek to present useful concepts to children that apply to their daily lives (Horner & Ryf, 2007). Teachers can address issues that are not addressed in school textbooks. In addition to learning a new language, these songs can teach children new concepts and help them gain new experiences and overcome their daily problems. For example, the question of bullying at school can be addressed by selecting appropriate songs for children. It should be born in mind that this choice should be based on classroom themes and should be related to the words of the lessons.

When choosing songs, the teacher should pay close attention to the meanings and values that the song imparts to children. Children's songs, for example, should not promote concepts such as racism or hatred, and these issues should be carefully considered. (Prosic-Santovac, 2007). For example, the song "Ten little nigger boys" is a good example of

linguistic education of counting. Still, because it considers some members of the community to be "others," it may not be the right choice for language classes.

The relationship between children and adults is also significant in the world of children, and this aspect of communication should be appropriately addressed in songs. This is especially important because children make adults and song characters are their role models. Therefore, the characteristics of the characters in the song must also be carefully examined.

The teacher should also be careful about sexist songs and not choose songs that prefer one gender to another. Therefore, songs that use both genders as the main characters should be used, and the negative and positive attitudes should not always be a specific gender.

2.6.4.2 Illustrations

Using images in the process of learning a foreign language is important for children. An image can support the meanings of words and help to remember that word in the learner's memory. However, there must be appropriate criteria for selecting different images, including different personalities, environments, and activities.

Wong and Hines (2014), in their study, suggested that human characters in images should appear with different genders and that teachers should not use images that display common stereotypes about gender. Gender bias can be created by choosing images with gender stereotype themes, something that children today are not faced with daily. In addition, there should be a proper distribution between the genders. This means that regardless of the stereotypes of what is "appropriate" for both sexes, both male and female

characters display similar emotions. The authors suggested that images should not reinforce these stereotypes. The authors suggested that images should not reinforce these stereotypes.

Colors also play a role in representing characters of different races and ethnicities. Whenever possible, different characters of different ethnicities and races should be used to allow children to become familiar with the equality of different races and ethnicities (Prosic-Santovac, 2007). Animal characters are also widely used in images of various childhood stories. The use of animal characters stimulates the child's imagination and creativity and can help to draw the child's attention and convey language-related concepts (Prosic-Santovac, 2009).

2.6.4.2 Language

Certain criteria must be taken into account when selecting a song from a linguistic perspective. The linguistic criteria can be divided into the following categories:

- Select according to the appropriate level
- Language Learning Potential
- The potential to create activities alongside the song

In the following, we will examine each of these criteria.

- *Select according to the appropriate level:* Curtain (2010) suggested in his study that poems with limited vocabulary could be used. This vocabulary must be a vocabulary that can be used in other parts of the learning process. This choice should be supported by repetitions, melodies, and childlike stories. The chosen song should not be

musically challenging because if the music is challenging and difficult to repeat, attention to the music can overcome linguistic purposes (Curtain, 2010).

- *Language learning potential:* Childlike poems and songs should be in line with language learning goals and implicitly teach vocabulary structure and grammar. Prosic-Santovac (2015) showed in his study that learning numbers using rhyming songs could be interesting and effective for learners. The different sounds of the songs can also be used for pronunciation exercises.

- *The potential to create activities alongside the song:* The most important feature of a song is the ability to teach English alongside it and combine it with class activities. Songs should not be used as an add-on or as a time-filling activity. Instead, it should be used as a supplement to curriculum and classroom activities. Therefore, songs that provide the opportunity to develop skills and combine with more class activities should be a top priority. For example, songs related to the words taught in that session can be used to link words and concepts with class activities (Curtain, 2010).

2.6.5 Selecting the right song

Shin (2017), in his studies, showed that many of the songs used in classrooms contain traditional songs that are used as part of local culture representation to teach children language. The following is one of the popular songs for teaching English to children:

“B-I-N-G-O”

“Head, Shoulders, Knees, and Toes”

“Hokey Pokey”

“If You’re Happy and You Know It”

“Itsy Bitsy Spider” (or “Eensy Weensy Spider”)

“London Bridge is Falling Down”

“Mary Had a Little Lamb”

“Old MacDonald Had a Farm”

“Skip to My Lou”

“The Wheels on the Bus”

These songs are parts of traditional cultures that simultaneously teach children language and content. These songs symbolize a several traits and make them appealing to children. Therefore, using these songs is useful in teaching children language. Children's songs should be short and with repetitive melodies and rhythms. The rhythms of these songs must be recognizable. This makes it easy to remember these songs. These songs also have to be accompanied by different body movements and gestures to develop children's motor skills. However, teachers should consider the songs in terms of content. The following is a checklist of songs suggested by Shin (2017).

Song Selection Checklist	
Is this song ...	
☐	connected to the language and content in the lesson?
☐	compatible with learners' level of language proficiency?
☐	attractive in melody and rhythm?
☐	musically simple (e.g., range of notes, melody, rhythm)?
☐	repetitive in text, rhythm, and melody?
☐	easily adaptable to actions and/or dramatization?
☐	motivating and interesting to children?

Figure 2.3: Song selection checklist

Teachers can use songs designed to teach English to very young learners. Two popular approaches are:

- Jazz Chants
- The International Children's Song Approach

These approaches have all of the above checklists and are written in a way that is appealing, rhythmic, and motivating for children.

The Jazz Chant is one of the most widely used chants for second language teaching, written by Carolyn Graham. Graham's general approach is that American jazz songs and chants can be used to practice English with an American accent. In her article (Graham, 2006), she points out that her compositions allow the English learner to become familiar with the aesthetics, rhythms, and natural pronunciation of American English words. English language teachers often use jazz chants because jazz chants are designed for educational purposes, they may not have many of the characteristics of musical aesthetics.

However, the jazz chants written by Graham (2002) are valuable resources for teaching the language with an American accent.

The International Children's Song Approach (ICSA), written by Shin (2017), uses children's songs from different cultures around the world to teach English. This approach is based on the premise that English is essentially an international language and does not belong to a particular culture or country. Therefore, this approach seeks to use different cultural resources for language teaching and not to limit educational resources only to British or American resources. The ISCA approach takes children's songs from different countries and adapts them to language teaching so that children can enjoy the song while learning the language. For example, the song "Old MacDonald Had a Farm," which is an English song, is known in Turkey as "Ali Baba Has a Farm" to be more in line with the local culture of children (Shin, 2017). This approach allows the use of local cultural material in the classes of young English learners and makes children more interested in learning the language. Other localized songs in Shin's (2017) approach include "Tiny Little Boat" from Spain and "Three Bears" from Korea.

2.6.7 Tips for teachers

Some teachers already have a background in music or enjoy teaching English with music. On the other hand, some other teachers may find it awkward to sing in the classroom. Those teachers can easily find adequate resources to use in class using the Internet and sites such as YouTube and other social networks. Language books written for children also usually have audio and video resources along with books for each lesson that teachers can use to teach the language using songs. Whether teachers are interested in

singing or not, they need to know that using music and physical activity in the classroom can significantly increase teaching productivity as well as fun in the classroom.

The first step in using music in the classroom is to create motivation and enthusiasm. Teachers who are not comfortable with singing songs can initially use ready-made audios and videos instead of singing on their own, but they should keep in mind that they should always actively repeat songs with students and don't play a passive role in the classroom. Young learners do not pay much attention to whether or not their teacher sings the songs in the right tone, and they enjoy singing and playing.

CHAPTER III. METHOD

3.1 Introduction

This chapter describes in detail the methodology, the research model, the data collection tools, the population, the sample studied, and the overall process of conducting the research.

3.2 Research Design

This study seeks to identify the benefits of teaching English using songs and physical movements to young learners. This study is a case study carried out with 40 students whose ages are 6-7. In a case study, a detailed analysis with the details of a case is needed first to have an accurate understanding of the case study (Bryman, 2004).

In this study, a mixed methods design was used to collect data. Creswell (2017, p. 42), in his study, defines qualitative research as follows: “research studies that investigate the quality of relationships, activities, situations, or most materials are frequently referred to as qualitative research.” It also allows researchers to obtain reliable information from a variety of sources and to arrive at a general conclusion from their study. In contrast, quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data. A mixed methods is a combination of both qualitative and quantitative methods with a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem.

The study was conducted at a private school, in İstanbul. The early first-grade students whose age range is between 6-7 were chosen for this study. The environment of

the classrooms in the school was colorful and bright, and there were tools such as student desks, a smartboard, teaching tools & a whiteboard, a teacher desk, a computer, a projector, and speakers. In this class, children have 2 hours of English class per week in which they learn vocabulary, listening and speaking skills.

3.3 Population

The study population was 40 students aged 6 to 7 years. These students already had experience in English classes and had a basic knowledge of the language, but were still at the beginner level. The background of the participants was similar, and they had a similar mother tongue, economic, and cultural status. All of the children studied did not have a particular problem with intuitive, visual, and motor learning, and had a passion for educational activities and in-class games. The number of female participants was slightly higher than the number of male participants. Gender distribution among the participants was 24 females (60%) and 16 (40%) males. The table below shows the demographics of gender distribution.

Table 3.1

Demographic Gender Distribution

	Frequency	Percent
Female	24	60
Male	16	40
Total	40	100

In this study, a convenient sampling method was used. The convenient sampling method is one of the simplest methods of population sampling to select the most available individuals (Marshall, 1996). I sought to examine the use of music along with physical

activity in the classroom and its benefits in improving vocabulary learning and listening skills and understanding children's concepts. Therefore, the study in a typical English classroom was conducted, and students were not affected by another curriculum during the study process.

3.4 Data Collection

One of the tools to collect data was the researcher's diary. The researcher's journal provides a collection method in which the researcher records all of his/her research activities and notes all stages of research from design to collection and the analysis along with interpretations and related thoughts (Bloor, 2006). In the study, the researcher was a teacher in the classroom who used the researcher's diary. Other tools used to collect data were; a pre-test, a post-test, and an interview (for parents). All of these tools were used during a five-week research program.

3.4.1 Pre- and Post-Tests

The flashcards were used for pre-test and post-test to test young learners' ability to learn and recall vocabulary through songs. These tests consisted of five similar questions, each of which showed several flashcards to the student and asked him/her to guess the word that matched the flashcard. This process is done individually for all participants. Examples of test flashcards are given in Appendix 1.

The pre-test and post-test were based on five songs that were practiced with the students in five weeks; each of these songs was related to a specific topic and they tried to teach children the vocabulary and language structures in these topics. Table 3 shows an example of the data collected in a student's pre-test.

Table 3.2

Sample Pre-test Results for a Student

Themes	Student Knowledge Level			
	Null	Basic	Intermediate	Advance
Question 1: Physical Actions 1		X		
Question 2: Physical Actions 2	X			
Question 3: Physical Actions and parts of the face 1			X	
Question 4: Physical Actions 3				X
Question 5: Physical Actions and parts of the face 2	X			

At the beginning of the study, before any song is introduced, a pre-test is given to the students to figure out whether students are already familiar with the words. The post-test was also performed at the end of five weeks of instruction after the students were introduced to the words using the song. Table 4 shows an example of a post-test result for a student.

Table 3.3

Sample post-test results for a student

Themes	Student Knowledge Level			
	Null	Basic	Intermediate	Advance
Question 1: Physical Actions 1				X
Question 2: Physical Actions 2				X
Question 3: Physical Actions and parts of the face 1			X	
Question 4: Physical Actions 3				X
Question 5: Physical Actions and parts of the face 2				X

As can be seen, both tests are similar and examine the same criteria at the beginning and end of the course.

3.4.2 Interview

A structured interview with four questions was also designed for parents to review information related to children's vocabulary-related behaviors at home. During the interview, parents enter information related to children's use of the words learned in school, for example, children use words learned in school in the form of songs, short sentences, or everyday words at home. Parents answered four questions with "yes," "sometimes," and "no" answers. The interview was organized by the researcher to provide information about vocabulary recall by children out of the school environment. Besides, using this data collection method, we can find out if children have enjoyed using songs in class. The interview was designed to be as short as possible and done with the parents at the end of the five-week research period. Here are four questions in the interview (Appendix C).

1. "Have they used vocabulary related to body parts?"
2. "Do they use any action words such as jump, stand up, sit down, shake, twist, open, or shut?"
3. "Have they ever used a short sentence in English?"
4. "Have they sung an English song or a part of a song at home?"

In Table 4, we can see an example of the interview and the answers given by one of the students' parents.

Table 3.4

An example of a student's parents interview

Question	Yes	Sometime s	No
“Have they used vocabulary related to body parts?”			X
“Do they use any action words such as jump, stand up, sit down, shake, twist, open, or shut?”		X	
“Have they ever used a short sentence in English?”	X		
“Have they sung an English song or a part of a song at home?”	X		

3.4.3 The diary of the teacher

The researcher took notes and record events and observations that have taken place in the classroom. These events and observations include teaching programs, teacher feedback on the benefits and challenges of using songs in the classroom, and all activities related to language teaching in the classroom. Based on the research questions, three questions were designed for the teacher to answer based on classroom observations and events.

1. Were young learners able to learn and memorize words using songs?
2. Were TPR activities combined with songs able to increase student participation in the language learning process?
3. Did the students use the words learned in class in other settings such as home?

3.5 Data Collection Procedures

For five weeks, the same teacher used songs to teach children, and she was considered a researcher who completed the diary. Relevant courses were offered in the first semester of the academic calendar. These lessons were held in ten class sessions, each lasting approximately forty minutes.

At each session, students were expected to listen to children's songs and, after listening to the song three times, they begin to accompany and sing along with the song. Some teaching themes related to the songs were also used (Appendix D). It was observed that all children in the classroom were active and energetic. Parents of children were also asked to sing these songs at home with their children. Finally, after reviewing their diary, the teachers answered three questions mentioned in the previous section. The following is a summary of the data collection process for each week.

3.5.1 First week

Theme: Physical Actions

Aim: Assist children to learn words related to physical movements such as touching the head, jumping, or lying down.

Material: A children's song called "Jump!" written by Patty Shukla (appendix E)

Table 5 shows the information related to the covered vocabulary and the linguistic structure of the song.

Table 3.5*The covered vocabulary in the Jump! song*

Song	Vocabulary	Language structure
Jump!	● Jump ● Close ● Eyes ● Take ● Breath ● Head	● Lay down ● Close your eyes ● Take a deep breath ● Touch your head ● Turn around ● Come on

Procedure: After the song is played in the classroom, the teacher asks the students to listen to the song. After listening to the song three times, the teacher then asks the students to sing along with the song. Finally, students must learn the desired action words. Other students' skills, such as listening and speaking skills, are enhanced during the learning process.

3.5.2. Second Week

Theme: Physical Actions

Aim: Assist children to learn words related to physical movements such as sitting down, Standing up, or turning around.

Material: A children's song called "Stand Up, Sit Down" written by Patty Shukla (appendix F)

Table 6 shows the information related to the covered vocabulary and the linguistic structure of the song

Table 3.6

The covered vocabulary in the Stand Up, Sit Down song

Song	Vocabulary
Stand Up, Sit Down	● Stand up ● Sit down ● Turn around

Procedure: Like last week, the teacher plays the song three times. When singing, the teacher should point to the parts of her body while singing and perform the words with gestures. Students sing along with the teacher after listening to the song three times. After that, students should be able to sing the song individually. In the end, each student sings a song by himself/herself and repeats the new action words as he/she reads, moving his/her body at the same time.

3.5.3 Third Week

Theme: Face parts and physical actions

Aim: Assist children to learn words related to physical movements such as touching the nose, touching the ear, touching the mouth, and clapping the hands.

Material: A children's song called " Shake and Move " written by Patty Shukla (appendix G)

Table 7 shows the information related to the covered vocabulary and the linguistic structure of the song

Table 3.7

The covered vocabulary in the Shake and Move song

Song	Vocabulary	Language structure
Shake and move	● Snap ● Shake ● Move ● Wiggle ● Body ● Finger ● Tap ● Eyes ● Hands ● Ears ● Nose ● Chin ● Head ● Shoulders ● Knees	● Snap your finger ● Close your eyes ● Shake your hands ● Touch your ears ● Wiggle your nose ● Open your mouth ● Move your body ● All around

Procedure: Students first listen to the song three times and then repeat it all together. When singing, the teacher should point to the parts of her body while singing and perform the words with gestures. After that, students should be able to sing the song individually. In the end, each student sings a song alone and repeats the new action words, moving his/her body at the same time.

3.5.4 Fourth week

Theme: Physical actions

Aim: Assist children to learn words related to physical movements such as twisting the hands, doing the hops, drop, and stop.

Material: A children's song called "Twist" written by Patty Shukla (appendix H)

Table 8 shows the information related to the covered vocabulary and the linguistic structure of the song

Table 3.8

The covered vocabulary in the Twist song

Song	Vocabulary	Language structure
Twist	● Twist ● Right ● Left ● Hand ● Dance ● Hop ● Hip	● Twist your right hand ● Twist your left hand ● Dance to the music ● Now everybody stop ● Twist your left hip ● Twist your right hip

Procedure: Students first listen to the song three times and then repeat it all together. When singing, the teacher should point to the parts of her body while singing and perform the words with gestures. After that, students should be able to sing the song individually. In the end, it is expected for each student to do the movements correctly and learn the meaning of new action words.

3.5.5 Fifth week

Theme: Face parts and physical actions

Aim: Assist children to learn words related to physical movements such as clapping, stomping, opening, and putting hands on the parts of body.

Material: A children's song called "Open Shut" written by Patty Shukla (appendix I)

Table 9 shows the information related to the covered vocabulary and the linguistic structure of the song.

Table 3.9

The covered vocabulary in the Open Shut song

Song	Vocabulary	Language structure
Open, shut	● Open ● Shut ● Clap ● Dance ● Stomp ● Freeze ● Head ● Ears ● Nose ● Knees	● Give a little clap. ● Put them on your head.

Procedure: Students first listen to the song three times and then repeat it all together. When singing, the teacher should point to the parts of her body while singing and perform the words with gestures. After that, students should be able to sing the song individually. In the end, it is expected for each student to do the movements correctly and learn the meaning of new action words.

At the end of the fifth week, the parents of the students were asked to participate in an interview consisting of 4 questions to find out if the children were using the words learned at home.

3.6 Data Analysis

The researcher's diary was the result of 5 weeks of recording all the events and opinions of the teacher regarding the teaching process using songs in each session. The teacher also wrote down her observations about the students attitudes towards TPR songs.

During the interview, the parents answered the following three questions:

- Yes: Students at home often use the words learned at school
- Sometimes: Students at home sometimes use the words learned at school.
- No: Students at home do not use the words learned at school.

In the pre-test and post-test, scales were defined that the teacher marked based on the students' vocabulary level. These scales are described below:

- Null: The student has no understanding of the topic
- Basic: The student has a basic knowledge of the topic and can use some basic language structures
- Intermediate: The student has significant knowledge of subject-related vocabulary and can use language structures with some minor flaws.
- Advanced: The student has mastered the vocabulary and can easily use it in the linguistic structure.

CHAPTER IV. RESULTS

In this chapter, the results of the analysis of pre-test and post-test data, parent interviews, and the teacher's diary based on our research questions will be reviewed.

4.1 Question 1

Did young learners learn and remember vocabulary using TPR songs?

The analysis and the results of the data obtained from the pre- and post-test are as follows.

Pre-Test Results

The first pre-test question was about children's level of knowledge about physical activity in Part 1. The results were Null: 32, Basic: 8, Intermediate: 0 and Advanced: 0

The second pre-test question was about children's level of knowledge about the subject of Physical Actions Part 2. The results were Null: 34, Basic: 6, Intermediate: 0 and Advanced: 0

The third pre-test question was about children's level of knowledge about the subject of Physical Actions and Facial Parts. The results were Null: 30, Basic: 10, Intermediate: 0 and Advanced: 0

The fourth pre-test question was about children's level of knowledge about the subject of Physical Actions Part 3. The results were Null: 34, Basic: 6, Intermediate: 0 and Advanced: 0

The fifth pre-test question was about children's level of knowledge about the subject of Physical Actions and Facial Parts Part 2. The results were Null: 30, Basic: 10, Intermediate: 0 and Advanced: 0

The pre-test results are shown in Table 10 and Figure 4. The variable in the graph is the number of students.

Table 4. 1

Student knowledge level in the pre-test

Theme	Level of knowledge			
	Null	Basic	Intermediate	Advance
Question 1	32	8	0	0
Question 2	34	6	0	0
Question 3	30	10	0	0
Question 4	34	6	0	0
Question 5	30	10	0	0

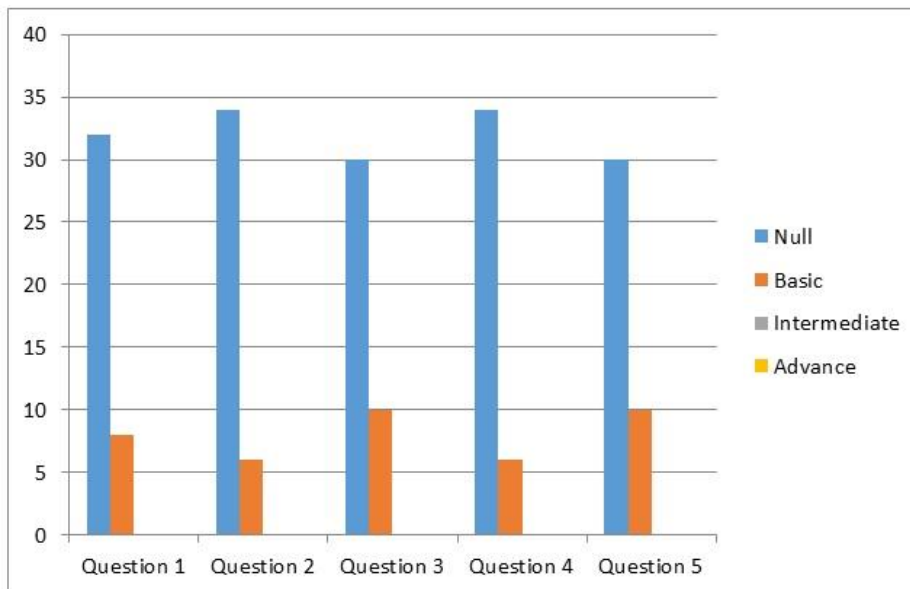


Figure 4.1: Student knowledge level in the pre-test

Post-Test Results

The post-test was taken from students at the end of the course and showed the effect of the curriculum on the level of knowledge of the students.

The first post-test question was about children's level of knowledge about physical activity in Part 1. The results were Null: 0, Basic: 5, Intermediate: 28 and Advanced: 7

The second post-test question was about children's level of knowledge about the subject of Physical Actions Part 2. The results were Null: 0, Basic: 5, Intermediate: 30 and Advanced: 5

The third post-test question was about children's level of knowledge about the subject of Physical Actions and Facial Parts. The results were Null: 0, Basic: 0, Intermediate: 35 and Advanced: 5

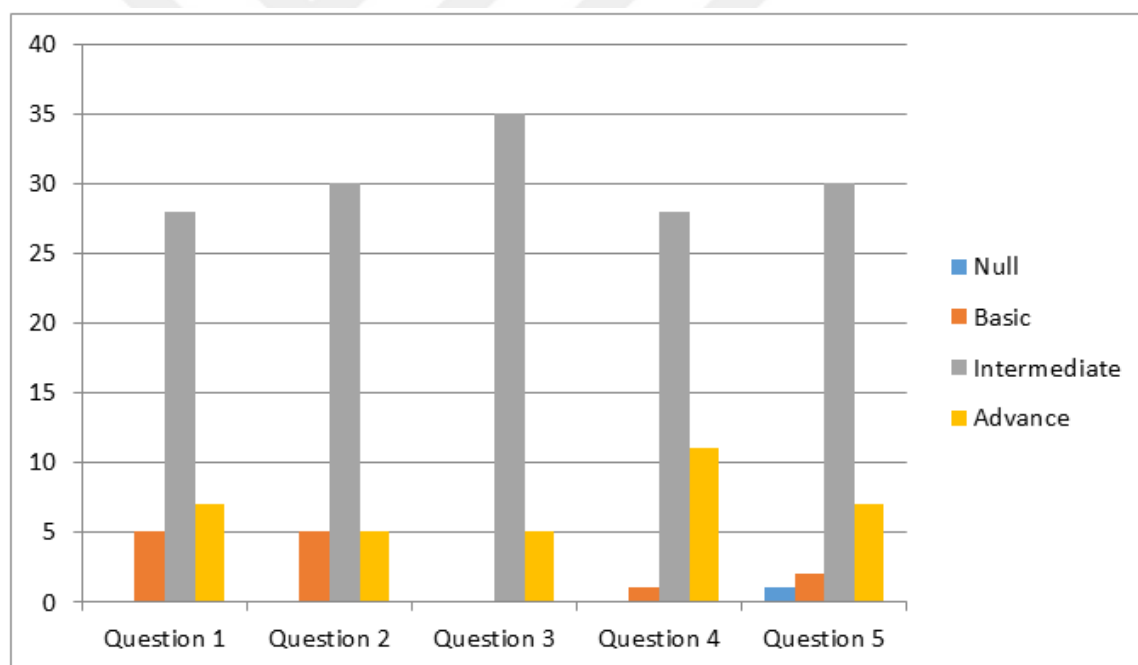
The fourth post-test question was about children's level of knowledge about the subject of Physical Actions Part 3. The results were Null: 0, Basic: 1, Intermediate: 28 and Advanced: 11

The fifth post-test question was about children's level of knowledge about the subject of Physical Actions and Facial Parts Part 2. The results were Null: 1, Basic: 2, Intermediate: 30 and Advanced: 7

The post-test results are shown in Table 11 and Figure 5. The variable in the graph is the number of students.

Table 4.2*Student knowledge level in the post-test*

Theme	Level of knowledge			
	Null	Basic	Intermediate	Advance
Question 1	0	5	28	7
Question 2	0	5	30	5
Question 3	0	0	35	5
Question 4	0	1	28	11
Question 5	1	2	30	7

*Figure 4.2: Student knowledge level in the post-test*

By analyzing the above results, it can be seen that most of the students did not have any knowledge of the relevant English vocabulary before the start of the training. Post-test results showed that most students had acquired the intermediate level of vocabulary knowledge. The implementation process of pre-test and post-test was quite similar to each

other, and this significant difference in post-test and pre-test results shows the effect of method on students' vocabulary learning.

In the post-test, the students answered the questions very quickly and seemed to be very happy with their performance. Therefore, the analysis of pre-test and post-test data shows that the use of songs and TPR had a positive effect on language teaching to young learners.

4.2 Question 2

Did TPR songs increase children's participation in class and vocabulary teaching?

The researcher's diary was a reliable tool to measure student participation and motivation in the classroom. In the following, the teacher's notes will be reviewed in detail every week.

By analyzing teacher's notes in different weeks, it can be summarized as TPR and song activities to teach words to children certainly effects children's participation in the classroom activities positively, as these songs reduced stress and increased students' response to teacher's instructions. The selection of songs must be made with great care because if the songs are repetitive, the students, especially boys, may lose their focus very quickly. It is also recommended that the previous session song can be played at the beginning of each session so that students can both feel comfortable and remember the words learned during the last course

4.2.1 Relevant notes

First Week:

"When I first started playing music, the students just looked at me. They did not know what to do. Therefore, I started dancing and performing, and their faces immediately changed. They started dancing and repeating the word jump with me".

"At the end of the lesson, when I played the song for the third time, the students repeated different words of the song. While they were singing the song, they could also do the actions of the song."

Second Week

"As I entered the classroom, students were eagerly waiting for me to arrive, so they could start dancing and singing."

"I played a new song. I do not think I did the right thing because I felt like the students were feeling weird again. They started dancing for the second time by playing the song, and some started repeating the second song."

"Boys got bored much faster than girls."

Third Week

"Once again, the students were waiting for me before I got to class. They were very delighted to see me and asked if I still had a new song. "

"They loved the song of the third session from the very beginning, as they began to make movements such as touching the eyes, ears, and lips."

Fourth Week

"Today, the students wanted to work on the song from the previous week. I explained to them that I have a new song for them."

"They didn't like the song as much as I expected, but they still imitated the actions with me."

Fifth Week

"Today is the last day of the class program, and they were very sad about it."

"They loved today's song very much. As soon as the song was played, they started dancing, and touching the body parts based on the song."

"I could see them improve their listening and speaking skills. They were no longer afraid of using English and were somehow familiar with the language."

4.3 Question 3

Do students use the vocabulary learned at school in other environments such as home?

An interview was held with the parents to check if children were using the learned words at home. This interview had four questions and three possible answers: Yes, Sometimes, and No. The purpose of the questions was whether students used content related to what they learned in class.

The first question in the interview was: "Have they used vocabulary related to body parts?"

The answers were 20 “Yes,” 15 “Sometimes,” and 5 “No.”

The second question in the interview was: “Do they use any action words such as jump, stand up, sit down, shake, twist, open or shut?”

The answers were 25 “Yes,” 11 “Sometimes,” and 4 “No.”

The third question in the interview was: “Have they ever used a short sentence in English?”

The answers were 13 “Yes,” 18 “Sometimes,” and 9 “No.”

The fourth question in the interview was: “Have they sung an English song or a part of a song at home?”

The answers were 12 “Yes,” 19 “Sometimes,” and 9 “No.”

The results are shown in Table 13 and Figure 6. The variable in the graph is the number of students.

Table 4.3

Level of use of vocabulary learned by students at home

Question	Yes	Sometimes	No
“Have they used vocabulary related to body parts?”	20	15	5
“Do they use any action words such as jump, stand up, sit down, shake, twist, open or shut?”	25	11	4
“Have they ever used a short sentence in English?”	13	18	9
“Have they sung an English song or a part of a song at home?”	12	19	9

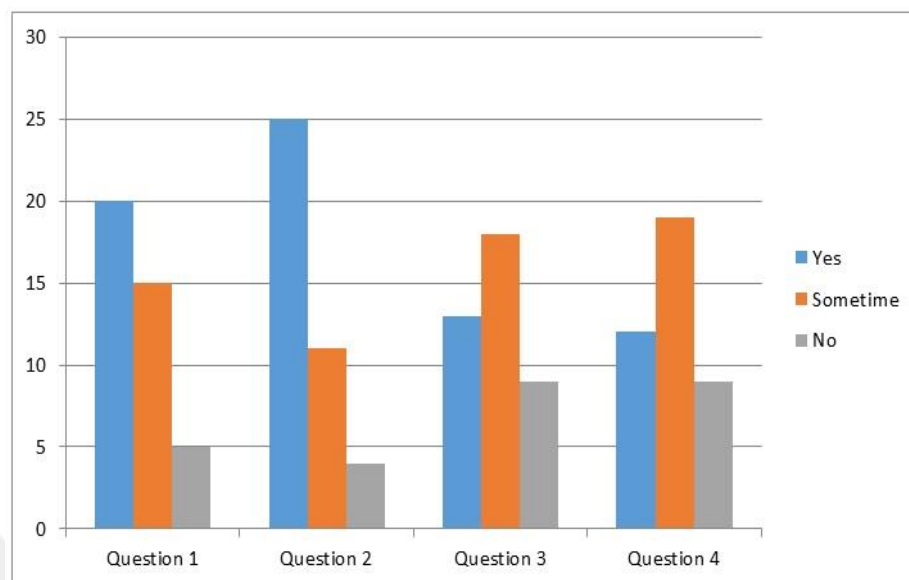


Figure 4.3: Level of use of vocabulary learned by students at home

Based on the results of the interview, it can be seen that in the first and second questions, more parents answered "yes," and on the other hand, for the third and fourth questions, the number of "sometimes" answers was higher. This meant that students were able to memorize words and use the concepts learned in class at home. This result showed that the use of songs in teaching language to children could have a positive effect on the memorization of words for young learners.

CHAPTER V. DISCUSSION AND CONCLUSION

This study aimed to investigate whether songs and TPR could increase vocabulary acquisition in young learners. The study population consisted of 40 students, 6-7 ages. In the study, a pre-test, a post-test, researcher's diary, and an interview with the parents were used.

Based on the findings of pre-test and post-test data, a significant difference in student knowledge level before and after training was observed by TPR songs and activities. These results showed that learning through TPR and song activities can increase students' vocabulary learning. Krashen (1981) points out that learning new words for people is best done when people are not stressed. Students are better able to learn words when they are comfortable and stress-free. The results of the study were also consistent with this hypothesis. It was shown that students perform well in vocabulary learning in a stress-free and fun environment. The students feel secure while they are singing and dancing to the tune. They are learning the vocabulary unconsciously and using them spontaneously as their early days of language learning in their mother tongue.

As Donaldson, 1978, suggested children have high energy and low concentration, so he emphasizes incorporating physical activity into the educational environment. The study results also showed the importance of creating an active learning environment. Children are creative and energetic; it is best to use their energy into language learning. Young learners are children *with high learning potential*; however, they do not know how to use this potential. As teachers, we need to process this data. Since young learners who are considered to be under the age of seven do not know how to read and write very well,

it is important to use a method of which does not require literacy skills. In this study, the TPR activities are applied either verbally or with the help of visuals like flashcards, so that learners can point to an image or participate in physical activities.

As Sarıçoban and Metin (2000) found in their study many teachers prefer to use songs in their teaching methods, because songs are easy to use in language classes and have significant positive effects on students' learning and listening skills. Lo and Li (1998) also showed in their study that songs can decrease the stress of learning a new language, and create a friendly atmosphere and motivate the learner to develop their language skills. The study results also showed that even the shy students who did not want to participate any language activities were active during TPR songs. They were up to their feet as soon as they heard the songs and they happily became a part of circle time activities holding hands with their peers and enjoying the joy of the songs. As explained in the literature review in a detailed way, learning and remembering a word is one of the most common problems in teaching young learners a foreign language. It is very common that even if children learn very fast, they forget even faster than they learn unless they use the vocabulary often. In his study, Atilla, 2014, found that using songs to learn and remember vocabulary motivates children to learn a foreign language. The findings of this study also supports the results of his study. It has shown that the students learnt the vocabulary easier and used the words at home more often. Schoepp (2001) stated in his study that using songs in the classroom creates a positive environment and attitude and can create a stress-free environment for learners to be more confident in their activities. He also addressed the positive impact of songs on learning meaningful structures in language. This study also showed similar results. The teacher observed that the students enjoyed while she was playing TPR songs,

and the parents confirmed that their children started to use the English vocabulary more often at home without any reminders.

Er (2014) suggested that teachers could use songs containing simple and comprehensible lyrics related to the subject of the lesson or vocabulary studied in the classroom. It can also increase the students' confidence in language learning as well as building a positive relationship between teachers and students. As Er (2014), supported the interaction between teachers and students also plays an important role in language learning. The study results showed that TPR enhances this relationship, because the teacher is also active in the classroom, dancing with the students, showing the actions, singing the songs and playing with the students. However, TPR does not offer a teacher-centered classroom environment even if the teacher is also in the center of TPR activities. The teacher fosters the students' second language learning, guiding them while they need to. As Scott & Ytreberg (1990), pointed out the fact that children always see the world through their surroundings and use their hands, eyes, and ears to understand concepts. The study results supported the fact that children learn better when they are offered a variety of tasks enabling their creativity. In addition, if children get involved in the educational process, they can become more interested and take more responsibility for educational activities (Moon, 2000). Post-test results showed that students performed well in recalling the learned vocabulary and were able to respond quickly and were satisfied with their good performance.

Based on the results of the teacher's diary, it was shown that the use of TPR activities during class could have a very positive effect on children's attitudes and reduce their level of anxiety. According to the observations, students were less stressed when

playing the song, more confident in their classroom activities, and more motivated to learn. They also expressed a willingness to work together. Therefore, the use of TPR songs and activities in language teaching not only had a positive impact on children's language skills but also had a positive effect on their interpersonal and musical intelligence. The results also showed similar results with Hyde's study who (2007) noted that teachers who used different teaching methods were more likely to succeed, and music as a teaching method had a positive effect on student achievement.

The results of the interview showed that the majority of the parents confirmed that the students enjoyed the songs learned at school and used the words learned in class at home in different ways. However, new activities can be included in curricula so that children can use short sentences and more language structures because the answers to the questions showed that children were not able to use short sentences, but sing a piece of a song at home.

The results of the study showed that young learners enjoy learning the language using songs and can memorize words more quickly in a stress-free and lively environment. Learning with music has created a fun and comfortable atmosphere in the classroom and motivates students to learn more and have a positive attitude towards learning English. They could also use the vocabulary more confidently. The results of this study also showed that the use of TPR songs and activities could have a positive effect on vocabulary acquisition by young learners. Therefore, it can be suggested that based on the level, taste, and culture of young students in the classroom, songs can be used in educational content to increase the vocabulary learning capacity of young learners, strengthen their motivation and improve their attitude towards language learning.

5.1. Limitations of the Study

The first limitation of the study is the limited number of the participants. Results that are more generalizable would have been found, if the study had been conducted with more participants. However, the researcher's aim was not to generalize the results. To have more detailed information about the students' attitudes towards language learning through TPR songs was aimed at the present study.

The other limitation is the fact that the researcher only used teacher logs and parent interviews as data gathering techniques. Since the scope of the study was young learners, it was not possible to use tests or any written assessments. Thus, the teacher needed to observe the students very closely and gain further information from the parents. However, which can also be considered as another limitation, it was not always easy to cooperate with the parents. Some parents were not willing to give information about their children's second learning process while others give some contradictory information about their child's second language profile. That is why notes of the teacher played an important role for data collection for this study. However, it was also another tough process. Teacher logs were not only used to observe the students' participation but also to revise the lesson plans in order to determine the problematic areas. In order to achieve that the teaching logs are recorded systematically every day after the lessons. However, the researcher was a full time teacher with other responsibilities like duty, parent meetings at school. For that reason, it was not always possible to take notes right after the lessons, but at the end of the day. The teacher sometimes had a hard time to remember all the details of the lesson after a tiring day. Hence, the teacher should be as organized as a professional researcher who conducts a systematic inquiry.

5.2 Pedagogical Implications

Taking the limitations of the study into the consideration, it is possible to suggest the following implications for the teachers who want to integrate TPR songs into their lessons.

1. The teacher should know the characteristics of his/her teaching group.
2. Before the application procedure starts the teacher should clearly explain the aims of the activities, so that the students can understand what they are going to do during the process.
3. In order to avoid stress, the teacher may apply TPR activities on a voluntary basis in his/ her weeks' of application.

5.3. Research Implications

The purpose of this paper was to investigate the effects of using TPR songs in vocabulary teaching for young learners. Research and the results obtained from the interview and teacher's diary showed the importance of TPR songs during vocabulary teaching. In fact, teaching English to young learners at schools has become too much concerned with vocabulary learning and comprehension vocabulary in which the grammar rules can be concluded after getting a certain amount of vocabulary in the second language. Nowadays, it is understood that vocabulary is of major importance for second language learners, either for young learners or for adults. A high range of vocabulary knowledge and the ability to apply this knowledge while communicating and expressing ideas are inseparable parts of language learning. For this reason, it is recommended to develop an adequate pedagogy which is highly important for the teacher to lead the learners towards

an independent and continuous ability to mime and use the actions done by the teacher and repeat after the teacher to enhance their language skills. That is why it can be recommended for the teachers to use TPR songs in class for enhancing vocabulary development and enrichment. Furthermore, the teacher of English who teaches young learners should enjoy what he/ she is doing in the classroom. Being a young learner teacher is way different than being a teacher who works with adolescents or adults, because while the adults or even the teenagers can take the responsibility of their own learning, the young learners cannot. Thus, the teacher of English should always seek ways to attract their attention and keep them focused on the activities. TPR suggests great ideas to take young learners' attention; however, the teacher should be willing to apply those suggestions, since they are not always very easy to achieve. The teachers of young learners are not only responsible for young learners' English development, but also their attitude towards language learning. Due to the effects of globalization, it is mostly probable that these children will learn English at some point. However, it is highly important to gain a positive attitude towards language learning, so that children do not only learn English, but also they are tempted to learn other languages. This will be correlated with their experiences of their second language learning. Thus, the teachers of English who want to use TPR activities in their classrooms should have a deep understanding of the method, and have a very applicable plan.

REFERENCES

- Allen, P. (1983). The Communicative Orientation of Language Teaching: An Observation Scheme.
- Arevalo, E. A. (2010). The use of songs as a tool to work on listening and culture in EFL classes. *Cuadernos de Lingüística Hispánica*(15), 121-138.
- Armistead, V., Duke, N., & Moses, A. (2005). Literacy and the youngest learner.
- Armstrong, T. (1994). Multiple Intelligences: Seven Ways to Approach Curriculum. *Educational Leadership*, 52(3), 26-28.
- Arnsten, T. (2017). *How To Teach Young Learners*. Retrieved January 4, 2018, from buysteacher.org: <https://busyteacher.org/4261-how-to-teach-young-learners-one-step-at-a-time.html>
- Asher, J. J. (1977). Learning another language through actions: The complete teacher's guidebook.
- Asher, J. J. (2009). *Learning Another Language Through Actions*. Oakland: Sky Oak Productions.
- Asher, J. J., & Price, B. S. (1967). The learning strategy of the total physical response: Some age differences. *Child Development*, 1219-1227.
- Atila, F. S. (2014). *A case study on the benefits of using songs in teaching vocabulary to young learners of English* (Master's thesis, Çağ Üniversitesi Sosyal Bilimler Enstitüsü).
- Barnes, M. (2015). *Teaching English as a Foreign Language to Very Young Learners*.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, 13(4), 544-559.
- Berne, J. I., & Blachowicz, C. L. (2008). What reading teachers say about vocabulary instruction: Voices from the classroom. *The Reading Teacher*, 62(4), 314-323.

- Bialystok, E., & Hakuta, K. (1999). Confounded age: Linguistic and cognitive factors in age differences for second language acquisition. *Second language acquisition and the critical period hypothesis*, 161-181.
- Biddulph, M., Lambert, D., & Balderstone, D. (2015). *Learning to teach geography in secondary school: A companion to school experience*. Routledge.
- Bourke, J. (2006). Designing a topic-based syllabus for young learners. *ELT Journal*, 60, 279-286. doi:10.1093/elt/ccl008.
- Brown, A., & Dillon, S. (2007). Networked improvisational musical environments: learning through on-line collaborative music-making. *Music education with digital technology*, 96-106.
- Brown, P., & Eusebio, A. (2008). Paradoxes of functional neurosurgery: clues from basal ganglia recordings. *Movement Disorders*, 23(1), 12-20.
- Bruner, J. (1985). Child's talk: Learning to use language. *Child Language Teaching and Therapy*, 1(1), 111-114.
- Bryman, A. (2016). *Social research methods*. Oxford university press.
- Cain, R. (2000, December 10). Total Physical Response. *English Teaching Professional*(14), 37-41. Retrieved December 25, 2017, from Scribd.com: <https://tr.scribd.com/document/45040332/Total-Physical-Response-Ebook1>
- Cameron, L. (2001). *Teaching languages to young learners*. Ernst Klett Sprachen.
- Carroll, J. B., & Husén, T. (1975). *The teaching of French as a foreign language in eight countries* (Vol. 5). New York: Wiley.
- Chen, S. F. (2005). Cooperative learning, multiple intelligences, and proficiency: Application in college English language teaching and learning.

- Chen, Y. C., & Chen, P. (2009). The Effect of English Popular Songs on Learning Motivation and Learning Performance. *WHAMPOA-An Interdisciplinary Journal*, 56, 13-28.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Curtain, H., & Dahlberg, C. (2010). Languages and children. Making the match. New languages for young learners, grades K-8.4 th edi.
- Donaldson, M. C. (1978). *Children's minds* (Vol. 5287). Fontana Press.
- Dunn, O. (1983). Beginning English with young learners.
- Džanić, N. D., & Pejić, A. (2016). The effect of using songs on young learners and their motivation for learning English. *An Interdisciplinary Journal*, 1(2), 40-54.
- Eken, D. K. (1996, January). Ideas for using songs in the English language classroom. In *English Teaching Forum* (Vol. 34, No. 1, pp. 46-47).
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of advanced nursing*, 62(1), 107-115.
- Enever, J., Moon, J., & Raman, U. (2009). *Young learner English language policy and implementation: International perspectives*. Garnet Publishing.
- Er, S. (2014). Which is the most appropriate strategy for very young language learners. *International Journal of Social Sciences & Education*, 4(4), 829-837.
- Fisher, C. J., & Natarella, M. A. (1982). Young children's preferences in poetry: A national survey of first, second and third graders. *Research in the Teaching of English*, 339-354.
- Gardner's, H. (1993). Multiple intelligences. *New York, NY: Basic Books*.

- Garton, S., Copland, F., & Burns, A. (2011). Investigating global practices in teaching English to young learners. *British Council ELT*, 11, 1-29.
- Giles, E., Pitre, S., & Womack, S. (2003). Multiple intelligences and learning styles. *Emerging perspectives on learning, teaching, and technology*.
- Graham, C. (2002). *Children's Jazz Chants: Old and New*. Oxford, UK: Oxford University Press.
- Graham, C. (2006). *Teaching Jazz Chants to Young Learners: An English Language Teacher Training Video*. Office of English Language Programs.
- Graham, C. (2006). *Teaching Jazz Chants to Young Learners: An English Language Teacher Training Video*. Office of English Language Programs.
- Graham, C., & Veltfort, A. (1979). *Jazz chants for children*. Oxford University Press.
- Griffie, D. (1992). *Songs in action*. Prentice Hall.
- Hare, K., & Smallwood, J. (2008). Music and Learning.
- Harley, B. (1998). The outcomes of early and later language learning. *Critical issues in early second language learning*, 26-31.
- Harley, B., Howard, J., & Hart, D. (1995). Second language processing at different ages: Do younger learners pay more attention to prosodic cues to sentence structure? *Language Learning*, 45(1), 43-71.
- Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education*. Cambridge University Press, 40 West 20th Street, New York, NY 10011-4211 (hardback: ISBN-0-521-47409-4; paperback: ISBN-0-521-47942-8)..
- Hill-Clarke, K. Y., & Robinson, N. R. (2004). It's as easy as ABC and Do-Re-Mi: Music, rhythm, and rhyme enhance children's literacy skills. *YC young children*, 59(5), 91.

- Horner, C., & Ryf, V. (2007). Creative Teaching English in the early years & Primary classroom.(pp. 1). New York: Tylor & Francis e-Library.
- Hughes, M. (1986). *Children and number: Difficulties in learning mathematics*. Wiley-Blackwell.
- Hyde, W. G. (2007). Determining associations between nontraditionally prepared and traditionally prepared career and technical education teachers in central Pennsylvania.
- Jensen, E. (2001). *Arts with the brain in mind*. ASCD.
- Khan, A. W., & McWilliams, P. (1998). Application of interactive technologies in open and distance learning: An overview. *Indian Journal of Open Learning*, 7(1), 7-21.
- Kirsch, C. (2008). *Teaching foreign languages in the primary school: Principles and practice*. Continuum.
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford University Press.
- Krashen, S. (1979), 'The Monitor Model for second language acquisition,' in R. Gingras (ed.) *Second Language Acquisition and Foreign Language Teaching*, CAL
- Krashen, Stephen D. *Principles and Practice in Second Language Acquisition*. Prentice-Hall International, 1987
- Kuhn, T. L., & Sims, W. L. (1983). The effect of simultaneous melodic and harmonic accompaniment, pitch level, and song tones on first-grade students' ability to sing correct pitches. In *Contributions to Symposium/83: The Bowling Green State University Symposium on Music Teaching and Research* (Vol. 2, pp. 153-167).

- Lo, R. S. M., & Li, H. C. F. (1998). Songs Enhance Learner Involvement: Materials Development. In *Forum* (Vol. 36, No. 3, p. n3).
- Locke, J. L. (1995). *The child's path to spoken language*. Harvard University Press.
- Ma'mun, N. (2012). The Use of Multiple Intelligence Approach in the Teaching of English for Young Learner. *Teaching English for Young Learners in Indonesia: From Policy to Classroom*, 131-138.
- Maftoon, P., & Sarem, S. N. (2012). The Realization of Gardner's Multiple Intelligences (MI) Theory in Second Language Acquisition (SLA). *Journal of Language Teaching & Research*, 3(6).
- Markee, N. (2008). Toward a learning behavior tracking methodology for CA-for-SLA. *Applied Linguistics*, 29(3), 404-427.
- McDonough, K., & Mackey, A. (Eds.). (2013). *Second language interaction in diverse educational contexts* (Vol. 34). John Benjamins Publishing.
- McGinn, L., Stokes, J., & Trier, A. (2005). Does music affect language acquisition. *TESOL, San Antonio, TX*.
- McIlvain, A. (2011). Teaching English to very young learners. *Http. Englishadventure. net*.
retrieved on September, 12, 2012.
- Meade Barnes, E. L. (2015). Teaching English as a foreign language to very young learners.
- Mihaljević Djigunović, J. (2001). Are language learning strategies motivation-specific. *Orbis linguarum*, 18, 167-180.
- Molinsky, S. J., & Bliss, B. (2000). *Side by side: Handbook of teaching strategies*. Longman.

- Montgomery, J. K. (2007). *The bridge of vocabulary: Evidence-based activities for academic success. USA: NCS Pearson Inc.*
- Montgomery, J. W., & Windsor, J. (2007). Examining the language performances of children with and without specific language impairment: Contributions of phonological short-term memory and speed of processing. *Journal of Speech, Language, and Hearing Research.*
- Moon, J. (2002). *Young Children Learning.* Oxford; Macmillan Heinemann, 209-225.
- Murphey, T. (1992). The discourse of pop songs. *Tesol Quarterly*, 26(4), 770-774.
- Paquette, K. R., & Rieg, S. A. (2008). Using music to support the literacy development of young English language learners. *Early Childhood Education Journal*, 36(3), 227-232.
- Pica, T. (2013). From input, output and comprehension to negotiation, evidence, and attention. *Contemporary approaches to second language acquisition*, 9, 49.
- Pinter, A. (2017). *Teaching young language learners.* Oxford University Press.
- Prosic-Santovac, D. (2007). Negative pedagogical messages in Mother Goose nursery rhymes. *Language, Literature, Politics. Nis: Faculty of Philosophy*, 425-438.
- Prošić-Santovac, D. (2009). THE USE OF TONGUE TWISTERS IN EFL TEACHING. *Annual Review of the Faculty of Philosophy/Godisnjak Filozofskog Fakulteta*, 34.
- Prosic-Santovac, D. (2015). Making the match: Traditional nursery rhymes and teaching English to modern children. *CLELE journal*, 25-48.

- Pruden, S. M., Hirsh-Pasek, K., Maguire, M., & Meyer, M. (2004). Foundations of verb learning: Infants categorize path and manner in motion events. In *Proceedings of the 28th annual Boston University conference on language development* (pp. 461-472).
- Read, J. (2007). Second language vocabulary assessment: Current practices and new directions. *International Journal of English Studies*, 7(2), 105-126.
- Reilly, V., & Ward, S. M. (1997). *Very young learners*. Oxford University Press.
- Richards, J. C. (2001). RODGERS. Approaches and methods in language teaching.
- Rixon, S., & Council, B. (1999). *Young learners of English: Some research perspectives*. Longman.
- Rumley, G. (1999). Games and songs for teaching modern foreign languages to young children. *The teaching of modern foreign languages in the primary school*, 114-125.
- Sarıçoban, A. (2000). The quality of foreign language teaching in Turkey. In *Conference proceedings-Challenges for language teachers towards the millennium* (pp. 257-270).
- Sarıçoban, A., & Metin, E. (2000). Songs, Verse and Games for Teaching Grammar. *The Internet TESL Journal*, Vol. VI, No. 10.
- Scarino, A., & Liddicoat, A. (2009). *Teaching and learning languages: A guide*. Melbourne: Curriculum Corporation.
- Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. Springer.
- Schoepp, K. (2001). Reasons for using songs in the ESL/EFL classroom. *The internet TESL journal*, 7(2), 1-4.

Scott, W. A., & Ytreberg, L. H. (1990). Teaching English.

Scott-Gibson, L. (1990). 7.4 Sign Language Interpreting: An Emerging. *Constructing deafness*, 253.

Scott, Wendy A., Ytreberg,, & Lisbeth H. (1993). *Teaching English to children*. New York: Longman.

Scovel, T. (1988). *A time to speak: A psycholinguistic inquiry into the critical period for human speech*. Newbury House Publishers.

Sevik, M. (2011). Teacher views about using songs in teaching English to young learners. *Educational Research and Reviews*, 6(21), 1027.

Sharpe, K. (2001). Modern Foreign Languages in the primary school: the what, why and how of early Modern Foreign Languages Teaching. *London: Kogan Paul*.

Shin, J. K. (2017). Get up and Sing! Get up and Move! Using Songs and Movement with Young Learners of English. In *English Teaching Forum* (Vol. 55, No. 2, pp. 14-25). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.

Shin, J. K. (2017). Get up and Sing! Get up and Move! Using Songs and Movement with Young Learners of English. In *English Teaching Forum* (Vol. 55, No. 2, pp. 14-25). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.

Shin, J. K., & Crandall, J. (2014). Teaching YLs English; From theory to practice. USA: *National Geographic Learning & Heinle Cengage Learning*.

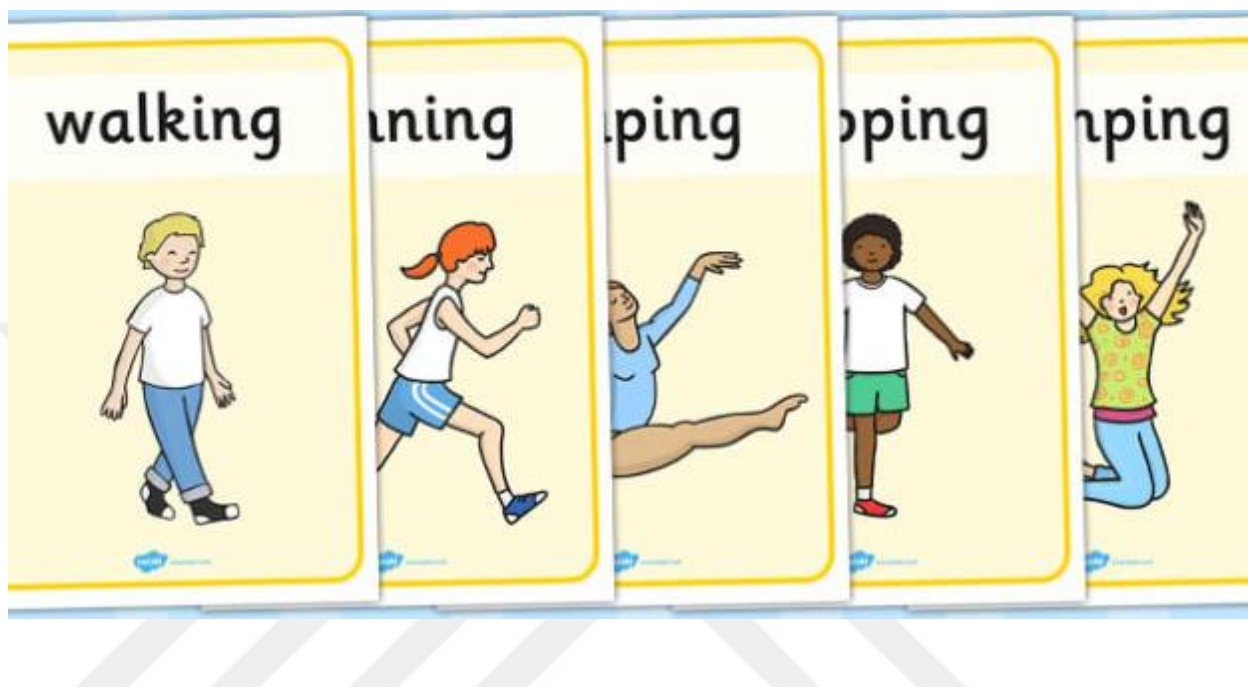
- Shin, J. K., & JoAnn (Jodi) Crandall. (2014). *Teaching young learners English: From theory to practice*. National Geographic Learning.
- Shin, J., Nhan, N. V., Crittenden, K. S., Hong, H. T. D., Flory, M., & Ladinsky, J. (2006). Parenting stress of mothers and fathers of young children with cognitive delays in Vietnam. *Journal of Intellectual Disability Research*, 50(10), 748-760.
- Shin, S. J. (2017). *Bilingualism in schools and society: Language, identity, and policy*. Routledge.
- Smith, M. K. (2002). Howard Gardner and multiple intelligences. *The encyclopedia of informal education*, 15, 2012.
- Storr, J. (1992). *Blissymbol reference guide*. Blissymbolics Communication International.
- Tagoilelagi-LeotaGlynn, F. A., McNaughton, S., MacDonald, S., & Farry, S. (2005). Bilingual and biliteracy development over the transition to school. *International Journal of Bilingual Education and Bilingualism*, 8(5), 455-479.
- Thornbury, S. (2002). *How to teach vocabulary*. England.
- Vygotsky, L. (1934). 1962. *Thought and language*. Trans. E. Hanfmann and G. Vakar. Cambridge: MIT Press.
- Wells, G. (1999). *Dialogic inquiry: Towards a socio-cultural practice and theory of education*. Cambridge University Press.
- Wilkins, D. A. (1972). *Linguistics in language teaching*. E. Arnold, 1973.
- Wong, W. I., & Hines, M. (2014). Evaluating the usefulness of 2D: 4D in young children: sex difference, stability and behavioral correlates. In *Annual Meeting of the International Academy of Sex Research, IASR 2014*.

Wulf, G. (1991). The effect of type of practice on motor learning in children. *Applied cognitive psychology*, 5(2), 123-134.



APPENDICES

Appendix A: Example of Flashcards used for Pre-Test and Post Test



Appendix B: Sheet of log results of Pre-Test and Post Test

Example Pre Test:

Student 1

Themes	Level of knowledge of the student			
	Null	Basic	Intermediate	Advance
Week 1: Physical Actions	X			
Week 2: Physical Actions		X		
Week 3: Physical Actions and parts of the face.	X			
Week 4: Physical Actions		X		
Week 5: Physical Actions and parts of the face.		X		

Appendix C: Interview Questions

Mark with an X the answer you may think fits better.

Question	Yes	Sometimes	No
“Have they used vocabulary related to body parts?”			
“Do they use any action words such as jump, stand up, sit down, shake, twist, open or shut?”			
“Have they ever used a short sentence in English?”			
“Have they sung an English song or a part of a song at home?”			

Appendix D: Songs Links

<https://www.youtube.com/watch?v=kcQJDpj5TSY>

https://www.youtube.com/watch?v=t9WAGkQUUL0&list=PLrXxN6TWvzh_aLcZ--hG9b0unM5Ed5843&index=8

<https://www.youtube.com/watch?v=0UzIV2SDExU&index=61&list=PL1C312DEA6B4206E6>

<https://www.youtube.com/watch?v=eiU7oJgktuo&list=PLdbX1TZx0Wc3bRM9vYKJNRsDTpwB-5bPQ&index=5>

<https://youtu.be/SzA-CnPFXY>

Appendix E: JUMP!

Come on and Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Come on and Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump

Lay down and close your eyes,
 Dream of rainbows and butterflies
 Lay down and close your eyes,
 Dream of rainbows and butterflies

Come on and Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Come on and Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump

Take a deep breath and sigh out loud “Ah”,
 Touch your head and turn around.
 Take a deep breath and sigh out loud “Ah”,
 Touch your head and turn around.

Come on and Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Come on and Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Come on and Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump
 Jump, Jump, Jump (repeat til end)

Appendix F: STAND UP, SIT DOWN

There once was a troll
 Who guarded a bridge
 wouldn't let you pass
 Until you did what he said
 And His special request
 went something like this
 Stand up, Turn around, sit down

Stand up
 Sit Down
 Stand up
 Turn around
 And now
 Sit down
 Stand up
 Turn around
 Sit Down

But then he said you had to do it faster!

There once was a troll
Who guarded a bridge
wouldn't let you pass
Until you did what he said
And His special request
went something like this
Stand up, Turn around, sit down

Stand up
Sit Down
Stand up
Turn around
And now
Sit down
Stand up
Turn around
Sit Down

But you had to do it faster! Can you do it faster?

There once was a troll
Who guarded a bridge
wouldn't let you pass
Until you did what he said
And His special request
went something like this
Stand up, Turn around, sit down

Stand up
Sit Down
Stand up
Turn around
And now
Sit down
Stand up
Turn around
Sit Down

ONE MORE TIME!

Stand up
Sit Down
Stand up
Turn around
And now
Sit down
Stand up, Turn around, Sit Down

Appendix G: SHAKE AND MOVE

Wiggle your fingers, blink your eyes
 Wiggle your fingers, blink, blink, blink
 Move your hands side to side
 Move your hands side to side

Shake your hands 1, 2, 3
 Shake your hands, Shake with me
 Shake, shake, shake, shake, shake, shake
 Shake, shake, shake, shake, shake, shake

Touch your ears
 Touch your nose
 Touch your mouth
 And chin below
 Move your head all around
 Move your head all around

Shake your hands 1, 2, 3
 Shake your hands, Shake with me
 Shake, shake, shake, shake, shake, shake
 Shake, shake, shake, shake, shake, shake

Pat your knees pat, pat, pat
 Pat your knees pat, pat, pat
 Move your shoulders up and down
 Move your shoulders up and down

Shake your hands 1, 2, 3
 Shake your hands, Shake with me
 Shake, shake, shake, shake, shake, shake
 Shake, shake, shake, shake, shake, shake

Clap your hands, clap, clap, clap
 Clap your hands, clap, clap, clap
 Move your feet back and forth
 Move your feet back and forth

Shake your hands 1, 2, 3
 Shake your hands, Shake with me
 Shake, shake, shake, shake, shake, shake
 Shake, shake, shake, shake, shake, shake
 Shake your hands 1, 2, 3
 Shake your hands, Shake with me
 Shake, shake, shake, shake, shake, shake

Shake, shake, shake, shake, shake, shake

Appendix H: TWIST!

Twist your right hand.
 Twist twist
 Twist your right hand.
 Twist, twist
 Twist your left hand.
 Twist twist Twist your left hand. ,
 Twist twist
 Turn around
 Shake it down ,
 And twist, twist, twist, twist
 Twist your right foot.
 Twist twist Twist your right foot.
 Twist, twist Twist your left foot.
 Twist twist Twist your left foot.
 Twist twist
 Turn around
 Shake it down
 And twist, twist, twist, twist
 Now Dance to the music.
 Dance dance ,
 Dance to the music.
 Dance dance
 Do 3 hops.
 Hop hop hop
 Do 3 hops.
 Hop hop hop
 Dance to the music.
 Dance dance
 Dance to the music.
 Dance dance
 Now everybody stop!
 Now everybody drop!
 Twist your right hip.
 Twist twist
 Twist your right hip.
 Twist, twist
 Twist your left hip.
 Twist twist Twist your left hip.

Appendix I: OPEN, SHUT!

Clap, clap, clap
Stomp, stomp, stomp
dance, dance, dance
Freeze!
Open, shut them, open, shut them
Give a little clap, clap, clap
Open, shut them, open, shut them
Put them on your head!
(Repeat with knees, ears, nose)

