

**BAŞKENT UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES**

**EVALUATING THE EFFICIENCY OF NLP APPLICATIONS FOR  
THE TEACHING OF ENGLISH VOCABULARY OF YOUNG  
LEARNERS: ADAPTING SONGS**

**DUYGU GÜLTEN**

**MASTER OF ARTS  
ENGLISH LANGUAGE TEACHING**

**Ankara 2012**

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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YÜKSEK LİSANS TEZİ

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Eğitim Bilimleri Enstitü Müdürü

Prof. Dr. ....

ÖZ

ÇOCUKLARA İNGİLİZCE KELİME ÖĞRETİMİNDE NLP  
UYGULAMALARININ ETKİLİLİĞİNİ DEĞERLENDİRME :  
ŞARKILARIN UYARLANMASI

DUYGU GÜLTEN

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI

YÜKSEK LİSANS TEZİ

EYLÜL 2012

Deneyssel bir çalışma olan bu tez, şarkıların ve bunlara dayanarak Nörolingüistik Programlama ilkelerine ve tekniklerine göre hazırlanmış sınıf içi etkinliklerin, çocuklara yabancı dilde kelime öğretime etkilerini araştırmaktadır. Bu amaçla, ilköğretim beşinci sınıf öğrencilerinden oluşan iki gruba deneyssel bir çalışma yürütülmüştür. Kontrol grubundaki öğrencilere, kelime öğretimi geleneksel metot ve tekniklerle yapılırken deney grubunda şarkı ve Nörolingüistik Programlama ilkelerine ve tekniklerine göre hazırlanmış sınıf içi aktiviteler kullanılmıştır.

Her uygulamadan bir hafta sonra, kullanılan yöntemin ve materyallerin etkilerini gözlemleyebilmek amacıyla, her iki grubu da toplam dört tane son-test uygulanmıştır. Uygulama sırasındaki öğretim, kullanılan aktivite ve tekniklerin öğrenciler üzerindeki etkilerini ve öğrencilerin bunlara tepkilerini gözlemleyebilmek amacıyla videoya

alınmış ve uygulama bitiminde öğrencilerin görüşlerini almak amacıyla görüşmeler yapılmıştır.

Çalışmanın sonuçları, şarkıların ve Nörolingüistik Programlama ilkelerine ve tekniklerine göre hazırlanmış sınıf içi etkinliklerin, öğrencileri büyük ölçüde motive ettiğini ve bütün aktivitelere aktif bir şekilde katıldıklarını ve öğretilen kelimeleri rahatlıkla hatırlayabildiklerini göstermiştir. Ayrıca, bulgular deney grubundaki öğrencilerin, uygulanan son-testlerde, kontrol grubundakilerden daha yüksek puan aldıklarını da göstermiştir. Bu da kelime öğretimi için kullanılan şarkıların ve Nörolingüistik Programlama ilkelerine ve tekniklerine göre hazırlanmış aktivitelerin, çocukların İngilizce öğrenirken kelime hatırlama becerilerini geliştirdiği ve katkı sağladığı yönünde yorumlanabilir.

Anahtar Sözcükler: Nörolingüistik Programlama, çocuklara İngilizce öğretimi, kelime öğretimi ve şarkılar

## ABSTRACT

### EVALUATING THE EFFICIENCY OF NLP APPLICATIONS FOR THE TEACHING OF ENGLISH VOCABULARY OF YOUNG LEARNERS:

#### ADAPTING SONGS

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ENGLISH LANGUAGE EDUCATION

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This thesis is an experimental study that investigates the impacts of songs, as well as classroom activities applied using songs, which have been prepared in the light of Neurolinguistic Programming principles for teaching vocabulary to young learners in ELT in primary schools. To this end, the experiment was carried out with two groups of fifth grade primary school students. The students in the control group were taught the vocabulary in the treatment using the traditional methods and techniques suggested in the course-book, without using any songs or other supplementary materials. However, the experimental group was instructed through the use of songs which were employed to teach the new words through NLP techniques and principles.

A week after each session, a post-test was administered to both the control and experimental groups to observe the effects of the treatment and the differences in the

test scores of the students in the control group and the experimental group. The instructions during the treatment were also video-recorded in order to later observe the reactions of the students to the activities and techniques used. At the end of the experiment, a follow-up interview was carried out with the students in order to learn how they felt during the activities and whether they enjoyed the classes.

The results revealed that the use of songs, together with the other activities that were applied in the light of NLP, motivated the students to a great extent, so that they participated in the exercises actively and looked forward to seeing the next; and they could remember the meanings of the words taught. The findings also showed that the students in the experimental group received higher marks than those in the control group, by which it can be concluded that songs and activities prepared according to NLP principles and techniques improved vocabulary retention of YLs while learning English.

Keywords: Neurolinguistic programming, teaching English to young learners, vocabulary teaching, songs.

## **ABBREVIATIONS**

| Abbreviation | Explanation                            |
|--------------|----------------------------------------|
| ELT          | English Language Teaching              |
| L1           | First Language                         |
| NLP          | Neurolinguistic Programming            |
| YLS          | Young Learners                         |
|              | Visual-Auditory-Kinesthetic-Olfactory- |
| VAKOG        | Gustatory                              |

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# **CHAPTER I**

## **INTRODUCTION**

This chapter gives the background information of the study “Evaluating the Efficiency of NLP (Neurolinguistic Programming) Applications for the Teaching of English Vocabulary to Young Learners: Adapting Songs” and presents the problem and the analysis of the study. After presenting the purpose of the study, within this chapter the research questions are presented, and the significance of the study is discussed. Since the thesis investigates the impact of using songs within the scope of NLP on teaching vocabulary to young learners (YLS) in English Language Teaching (ELT), the problems concerning vocabulary instruction for young learners are mentioned. Moreover, a brief overview of NLP, the use of songs in vocabulary teaching and the characteristics of YLS are also explained and discussed.

NLP is defined in the Oxford English Dictionary (<http://www.oed.com/view/Entry/245682#eid12359480>) as "a model of interpersonal communication chiefly concerned with the relationship between successful patterns of behavior and the subjective experiences (esp. patterns of thought) underlying them" and "a system of alternative therapy based on this which seeks to educate people in self-awareness and effective communication, and to change their patterns of mental and emotional behavior". It can be also thought of as a collection of patterns and strategies depending on some underlying principles of how the mind works and how people perceive and experience the world. It has its roots in psychology and neurology and is related to the way the brain works and how the brain can be trained with the intention of betterment (Darn, 2005). According to NLP, people perceive, process and store information in

different ways from each other (Revell & Norman, 1997). They simply perceive the world through their own senses, which is known as *representational systems* (VAKOG system):

- Visual means that we look and see;
- Auditory, that we hear and listen;
- Kinaesthetic, that we feel, which includes touch, movement and emotion;
- Olfactory, that we rely on our sense of smell; and
- Gustatory, that we rely on our sense of taste (Revell & Norman, 1997: 31).

The core idea behind NLP is our outcomes, our successes and failures; there is no room for failure in NLP, only feedback, which is determined by the thought and behavior patterns which we make use of without being aware of them. By realizing our own patterns, we have the opportunity to change the ones which do not help us reach the outcomes we desire.

Because of their different biological and psychological features, teaching language to adolescents or adults and teaching it to YLs are different from each other (See Chapter II for more detailed information). The first difference that we can spot is that children love to have fun while learning, and they easily get bored due to their limited motivation span. Having them sit at their desk for a long time will demotivate them, and they will not want to participate in the activities and exercises. Another obvious feature of YLs is their wish to please their teacher, rather than their peer groups, which encourages them to try to participate even if they do not comprehend how and what to do during the activity (Cameron, 2001). In addition to this, they need to be physically active and participate in kinesthetic activities while learning the language due to their biological development and low level of motivation span. Other important characteristics of YLs that teachers should be aware of are as follows:

- They are quite imaginative, creative, and energetic and have a huge world of fantasy.
- They often learn in an indirect way, rather than directly (Halliwell, 1992) because they do not have the access to metalanguage that teachers can make use of to explain about the language being learned as older learners do (Cameron, 2001).
- They are intrinsically curious; thus, they wish to explore and guess. What is more pleasant here is that when they succeed in their guesses and explorations, they will want to learn more and more.
- Being competitive, they want to fulfill challenging tasks to feel success and earn the love and affection of the teacher; but when asking them to complete a task, teachers again need to be careful not to challenge them too much and overwhelm them with long-lasting activities.
- Providing a sufficient amount of praise and rewards will make children more enthusiastic about participating actively in the activities and help them to learn more.

Developing vocabulary is a very significant aspect of foreign language learning and teaching because vocabulary is actually a must in learning and employing grammatical structures. “While options differ as to how much grammar of the foreign language can be taught, children are clearly capable of learning foreign language words through participating in the discourse of classroom activities” (Cameron, 2001: 72). Although there has been a consensus on the importance of building up vocabulary in teaching and learning English, researchers have adopted a great variety of methods and techniques to teach new words. Using dictionary definitions to teach words to YLs should definitely not be mentioned as a useful technique, but there are different opinions as to which methods and techniques work best. One of these techniques might be adapting songs

and using NLP principles and assumptions. Children can move around, touch, listen, watch, and work with their friends or sometimes alone to complete a task when songs are used to teach vocabulary. Moreover, tasks and activities need to simultaneously provide them with fun and pleasure. Most children enjoy listening to and singing songs; songs increase children's motivation so that the desired learning atmosphere can be achieved.

Eken (1996: 46), for example, states the following reasons for using songs in the English language classroom:

- to present a topic, a language point, lexis, etc.;
- to practice a language point, lexis, etc.;
- to focus on common learner errors in a more indirect way;
- to encourage extensive and intensive listening;
- to stimulate discussions of attitudes and feelings;
- to encourage creativity and use of imagination;
- to provide a relaxed classroom atmosphere;
- to bring variety and fun to teaching and learning.

### **1.1. Background of the Study**

As the need and demand to learn English has been increasing, the interest in teaching English to YLs has also been greatly increased in recent years, which has led primary schools to specifically focus on teaching English to children in the most effective way. Thus, the search for new, contemporary and efficient methods and techniques to teach foreign languages to YLs is needed.

Teaching and learning a foreign language requires development in language skills; that is, speaking, writing, reading, and listening, as well as the language areas of

grammar and vocabulary. For a language learner to be able to comprehend and use the target language, s/he needs to first learn the grammatical structures of the language and develop his/her vocabulary knowledge. Furthermore, learners need to have a sufficient amount of vocabulary so as to understand and to be understood (Meara & Fitzpatrick 2000; Read 2000 cited in Tongpoon 2009). Therefore, vocabulary development can be considered as one of the core elements of learning and teaching a foreign language. Researchers have also revealed that for a learner to comprehend a reading text written in the target language, s/he needs to know words that cover 95% of the text (e.g., Laufer 1998); and furthermore, Liu Na and Nation (1985) suggest that knowledge of 3,000 words provides coverage of at least 95% of a text. Taking this into consideration, vocabulary teaching and making this process easy and enjoyable for YLs is of great importance.

## **1.2 Statement of the Problem**

For teachers, teaching vocabulary to YLs is one of the major problems in foreign language instruction, since it is often problematic to keep children's motivation alive as needed to build their vocabulary. When children are overloaded with new words, and they are frustrated due to the fact that they cannot understand the reading and listening texts, they tend to set up a barrier to learning the language. Moreover, most of the time, vocabulary teaching is done by means of traditional techniques, such as giving definitions and synonyms/antonyms or using only pictures. Apart from problems about the way new words are taught to children, the lack of vocabulary knowledge in the target language causes children to hate reading and/or listening, simply because they have serious problems in understanding the language; thus, they may give up studying

owing to the frustration and disappointment they experience in the course of learning English. This might be overcome through the use of songs and the classroom activities applied using these songs, which have been prepared in the light of NLP principles because songs keep children's motivation alive, and children live in a rhythmic and musical world (Herrera, 2003). Therefore, children are encouraged to use the language, as they are very enthusiastic about singing the song repeatedly, which enables them to internalize the meaning of the newly-learned words and practice their pronunciation. Since repetition is needed to help learners remember the words (Nation, 1990), and vocabulary is often taught and best learnt when is presented in chunks, songs are great sources for such purposes. Furthermore, language teachers need to avoid anxiety in the classroom as much as possible in order to ensure self-confidence and a relaxing atmosphere for students to take part in activities using English. For optimal learning to occur, the affective filter must be reduced, and an anxiety-free classroom atmosphere needs to be created (Krashen, 1982). Winch (2005: 1) suggests that:

NLP is making an impact on English language teaching, and may just offer one solution to this problem. By drawing upon the notion of preferred representational systems....., expressing oneself with satisfaction may be as simple as understating how one processes and stores information.

Since “vocabulary learning is a long and gradual process, learners need to have multiple exposure to words and know different aspects of a word before they can learn and actually use them in their productions” (Tongpoon 2009: 1). Students who learn English as a foreign language mainly have the opportunity to be exposed to the target language in the classroom, not outside the school. Therefore, teachers need to provide contexts in which meaningful or “comprehensible input” (Krashen, 1985) is presented to the students in teaching vocabulary. Sternberg (1987) states that first language

learners learn most of their vocabulary from context, and this can easily be applied to foreign language learners as well; songs can be useful contexts and can be regarded as meaningful input in teaching vocabulary to YLs.

As stated before, with the increasing demand and need to learn English at early ages in the 21<sup>st</sup> century, teaching language to YLs has proved to be among the most essential issues to be researched and highlighted in the field of foreign language teaching in Turkey. Thus, new and effective techniques and methods need to be developed in order to meet the needs of the learners whose characteristics have changed dramatically, thanks to the digital era we are living in. Since almost every child has a computer from a very early age and has access to the Internet, it is becoming difficult to maintain their attention during classes while teaching English with traditional methods.

In this study, it is thought that the use of songs and the application of the activities with songs within the scope of NLP in teaching vocabulary to YLs will increase students' success in vocabulary learning and retention.

### **1.3 The Aim and Scope of the Study**

The scope of the study is teaching vocabulary to YLs and developing their vocabulary knowledge and retention in English. Keeping the characteristics of YLs and the ways YLs learn foreign languages in mind, songs and classroom activities prepared in accordance with NLP principles are considered to be an effective and enjoyable way of teaching vocabulary to children. Since NLP suggests that people simply perceive the world through their own senses, which are known as 'representational systems' (VAKOG system), songs can be used to appeal to these representational systems so that

children can learn new words without seeing it as a burden and retain the words they have learnt. Moreover, auditory, visual, tactile and kinesthetic, as well as olfactory and gustatory reinforcements have been shown to enhance acquisition by appealing to different learning styles (Wrembel, 2001 :65).

The aim of the study is to investigate the impact of songs and the classroom activities applied using songs that have been prepared in the light of NLP principles on teaching vocabulary to YLs in primary schools.

#### **1.4. Research Questions**

The current study aims to answer the following research questions:

1. What are the effects of songs on the vocabulary learning and retention success of YLs' in English?
2. Does the use of songs increase the motivation and enthusiasm of YLs to learn vocabulary in English?
3. What are the advantages and disadvantages of using NLP principles while teaching vocabulary to YLs in English by means of songs?

#### **1.5 Limitations of the Study**

This thesis is not without limitations. First, the sample of the research is not big enough for statistical analysis and generalizations of the findings. Therefore, a larger sample of participants would lead us to generalize the results to a larger population of students. Second, only young learners are targeted in the experiment procedures, and the period of instruction lasted for four weeks; in order to observe the effects of the

experiment and the differences between the control and experimental groups, this period of time was not long enough to observe the long term effects of application. Thus, a longer-term study may be needed. The experiment was designed in light of NLP principles and techniques; however, mainly VAKOG, the core principles of rapport, sensory acuity, and outcomes have been adopted in this thesis. Lastly, in the data collection procedure and lesson design, only one researcher worked throughout the whole study. Therefore, it is also recommended to obtain another researcher's point of view concerning the observations of the applications; therefore, using an independent observer might have resulted in more reliable findings by enabling a comparison of the results.

## 1.6 Definitions of Terms

|                             |                                                                                                                                                                        |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Neurolinguistic Programming | Subfield of artificial intelligence and linguistics that deals with generation of natural language, process of understanding and generating of natural human language. |
| Visual                      | Having the nature of or producing an image in the mind                                                                                                                 |
| Auditory                    | Relating to or involving the organs or sense of hearing                                                                                                                |
| Kinesthetic                 | The sense that detects bodily position, weight, or movement                                                                                                            |
| Olfactory                   | Relating to or involving the organs or sense of smell                                                                                                                  |
| Gustatory                   | Of or relating to the sense of taste                                                                                                                                   |

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, first the characteristics of YLs, the importance of teaching vocabulary and the effects of songs in teaching words are presented and discussed. Then, NLP and its key points are explained and discussed in detail. Finally, the studies related to the application of NLP in ELT and the impacts of NLP on language teaching are reviewed and discussed.

#### **2.1. The Characteristics of YLs**

This study is concerned with the teaching vocabulary to YLs; therefore, it is first necessary to clarify who YLs are and what their characteristics as individuals and learners are. As cited by Solak (2006), Phillips (1993) states that YLs are those students going through the first year of formal schooling up to the age of eleven or twelve; Slattery and Willis (2003) emphasize that children manifest different features at different ages, and they differentiate between very YLs (under 7 years) and YLs (between 7 to 12 years).

Teaching languages to adolescents or adults differs from teaching it to young learners, mainly because of their characteristics, which come along with their different biological and psychological stands. The immediate differences that manifest themselves are the greater enthusiasm and liveliness they possess as learners (Cameron, 2001). Children, for instance, “have the instinct for play and fun” (Halliwell, 1992: 6); therefore, activities used in the classroom very often need

to be fun if permanent and anxiety-free learning is desired. Another apparent feature of young learners is their desire to please the teacher, rather than their peer groups, which encourages them to try to participate in the activities even if they do not comprehend how and what to do during the activity (Cameron, 2001). They need to be physically active and move around while learning the language due to their biological development and low motivational span. Teachers, in a way, are supposed to be like actors and actresses who have the magic wand (i.e., the appropriately prepared teaching materials and activities) needed to keep children motivated and alert. Other obvious and significant features of young learners, which language teachers need to be aware of and make the most of in their teaching, are as follows:

- They are quite imaginative, energetic and have a huge world of fantasy.
- They often learn in an indirect way, rather than direct (Halliwell, 1992), because they do not have access to the metalanguage that teachers make use of to explain about the language being learned as older learners do (Cameron, 2001).
- They are intrinsically curious; thus, they wish to explore and guess. What is more pleasant here is that when they succeed in their guesses and explorations, they will want to learn more and more.
- They are already very good at interpreting meaning without necessarily understanding the individual words, and they have the ability to use limited language very creatively (Halliwell, 1992).
- Being competitive, they want to fulfill challenging tasks to feel success and earn the love and affection of the teacher; but when asking them to complete

a task, teachers again need to be careful not to challenge them too much and overwhelm them with long-lasting activities.

- Providing sufficient amounts of praise and rewards will make children more enthusiastic about participating in the activities and learning more.
- According to what Piaget highlights about the development of children, their knowledge is actively constructed (Cameron, 2001). Consequently, they are still in the process of discovering the world and learning their mother tongue during primary school, and language teachers need to provide them the opportunity to construct meaning in the new language by providing them with meaningful tasks.

## **2.2. Teaching Vocabulary to YLs**

Developing vocabulary is a fundamental part of foreign language learning and teaching because vocabulary is actually a must in learning and employing grammatical structures. “While options differ as to how much grammar of the foreign language can be taught, children are clearly capable of learning foreign language words through participating in the discourse of classroom activities” (Cameron, 2001: 72). Researchers have arrived at a consensus regarding the significance of building up vocabulary in teaching and learning a foreign language; however, they are inconsistent with the methods and techniques adopted to teach new words. Using dictionary definitions to teach words to YLs can definitely not be mentioned as a useful technique, but there are different opinions as to which methods and techniques work best. For some, games and pictures are the most helpful means to teach words to YLs, while for others, it is songs and activities involving songs that ensure the permanent learning of

words and making strong memory connections with the contexts in which the newly-learnt words are used.

Vocabulary can be described as the words that are taught in the foreign languages; a new word may not necessarily be a single word (Ur, 2005). Rather, these can be phrases and/or chunks consisting of more than one word used to express a single idea or object, such as bus stop and dining-room. It is also important to define what it means to know a word. Knowing a word is multifaceted. “At the most basic level, knowing a word involves knowing its form and its meaning” (Thornbury, 2002: 15). To put it another way, it requires knowing how to pronounce and write it, where and what kind of contexts in which to use it, and what other words it goes with. However, very young learners who have not learnt how to read and write yet may only understand the meaning of words when they hear them.

During the first language acquisition processes, vocabulary development occurs by naming the objects in accordance with the child’s needs and wants. They always begin with words utilized for labeling. By doing this, children match concepts with words, as in the example of the word dog. At first, children may call some other animals ‘dog’, but later, they gradually distinguish a dog from other animals. Namely, acquiring vocabulary calls for both labeling and categorizing skills (Thornbury, 2002). Thornbury suggests that children construct some sort of a network and start to acquire words as superordinates, synonyms or antonyms, which is the case in learning a foreign language, as well.

Another important issue in teaching vocabulary to YLs is the selection of the words to teach in the classroom. Considering the cognitive development of children,

particularly with very young children, teachers need to select concrete words to teach. As mentioned above, children start to learn vocabulary by labeling the objects around them; therefore, they first need to be taught the words that they can see, touch and hear. Abstract vocabulary needs to be postponed for later stages.

The frequency of words is also significant in the selection of which words to teach. The words that the children frequently encounter in their daily lives and with which they are familiar should be taught in the early stages of teaching and learning the target language. After the decision process of what and how many words to teach, the presentation of the vocabulary comes to the fore. As Prabhu (1999) states, there is no best method or technique for teaching language due to the fact that it depends on whom and in what circumstances you teach and for what purposes. It is the same in vocabulary teaching; however, children seem to learn vocabulary best when/if the contexts in which the new words are taught are created in a way to address to their five senses; in this respect, songs are the among the most effective vocabulary teaching materials.

Thornbury (2002) mentions several ways to present vocabulary in the classroom, such as translation, using realia, pictures or mime, as the Direct Method suggests; as opposed to translation, which is advised by the Grammar Translation Method; and demonstrating the words and having children perform the same or similar actions as a technique employed in Total Physical Response. Apart from the translation technique, using pictures, real objects, flashcards, children's favorite cartoons, songs (See Section 2.3 for detailed explanation on songs); dramatizing/role playing and miming are the most frequently adopted/utilized materials and techniques in vocabulary teaching to YLs.

### **2.3. The Effects of Songs in Teaching Vocabulary to YLs**

As mentioned earlier in the discussion regarding the characteristics of YLs, the language learning environment needs to be supported with activities that allow children to move around, touch, listen, watch, work with their friends and sometimes work alone to complete a task individually. Moreover, tasks and activities need to simultaneously provide them with fun and pleasure. Most children enjoy listening to and singing songs; based on my 5-year experience with YLs, I can state that the motivation and attention of the children increase, and the desired learning atmosphere can be achieved. This might be one of the many reasons why songs have played an important role in teaching English to YLs.

Apart from their role in motivating YLs to learn the language, it is a change from the routine classroom activities and can “make the experience of learning English a child-centered and enjoyable one” (Richards, 1969: 161). Although language course-books provide a certain amount of activities, many of them do not meet the needs and interests of children; thus, after a while, the lessons turn out to be monotonous, which causes children to lose interest. Songs keep children’s motivation alive, and children live in a rhythmic and musical world (Herrera, 2003). Songs are especially useful when they are used to teach vocabulary, and they encourage children to use the language, as they are very enthusiastic about singing the song repeatedly, which enables them to internalize the meaning of the newly-learned words and practice their pronunciation. Since repetition is needed to help learners remember the words (Nation, 1990), and vocabulary is often taught and best learnt when is presented in chunks, songs are great sources for such purposes. Çakır (1999) emphasizes that songs are a source of

motivation and entertainment for children in the classroom, and teachers can easily use them to attract students' attention and enable them to repeat the previously learnt language items and provide a means to remember them. Besides, as cited in Kömür et al. (2005), Saricoban and Metin (2000) report that songs can be one of the most appealing and culturally-enriching sources which can be used in language classrooms. In addition, Demirel (2004) asserts that songs are the most effective teaching materials for developing listening skills, dictation and pronunciation practice in language classes.

As Schoepp (2001: 6) explains in the following statement:

“Patterns emerge from the literature as to why teachers and researchers find using songs valuable. These patterns include affective reasons, cognitive reasons, and linguistic reasons. The affective, cognitive, and linguistic reasons for using songs which follow, are all grounded in learning theory, and provide insights into the benefits of songs in the classroom”.

Affective reasons are the factors related to the motivating and enjoyable aspect of songs. These reasons are pertinent to the Affective Filter Hypothesis, one of the hypotheses developed by Krashen (1982). To say the least, it explains how the affective factors have an impact on language learning. Students need to have a positive attitude towards learning. According to Krashen (1982), for optimal learning to occur, the affective filter must be weak, which means, in return, a positive attitude towards learning. However, if the affective filter is strong, learners cannot concentrate on the language input; therefore, they will set a barrier against language acquisition. The implication of this hypothesis is that teachers need to provide a positive and anxiety-free

atmosphere for language learning. Using songs is one method of establishing a weak affective filter and thus facilitating language learning (Schoepp, 2001).

In this respect, Eken (1996:46) also propounds the following reasons for making use of songs in the English language classroom:

- to present a topic, a language point, lexis, etc.;
- to practice a language point, lexis, etc.;
- to focus on common learner errors in a more indirect way;
- to encourage extensive and intensive listening;
- to stimulate discussions of attitudes and feelings;
- to encourage creativity and use of imagination;
- to provide a relaxed classroom atmosphere;
- to bring variety and fun to teaching and learning.

Lo and Fai Li (1998) also put forward the notion that learning English by means of songs provides a relaxing atmosphere for students, who are generally nervous while speaking English in a formal classroom environment.

Songs can help children develop automaticity; in other words, they enable children to use the language naturally and without conscious effort. Schoepp (2001) explains this as the main cognitive effect of songs in language learning. Moreover, there is also a linguistic reason for making use of songs in language teaching. Some of the songs are valuable sources which include informal conversation and daily language. It can also be stated that in a country where English is learnt and taught as a foreign language, songs are often the major sources wherein learners encounter the target language. Thus, bringing such valuable sources into the classroom and presenting them in an appropriate and meaningful way to children will lend itself to permanent learning and reinforcement.

Another benefit of using songs in language classes has been indicated within the scope of neuroscience. The results of research on neuroscience have shown that “musical and language processing occur in the same part of the brain and there appear to be parallels in how musical and linguistic syntax is processed” (Maess & Koelsch, as cited in Kömür et al., 2005). As a result, most of the activities employing rhythm practice with songs can reinforce the recalling and retention process, as these are highly memorable and motivating (Kömür et al., 2005). This aspect of songs is important in the sense that the present study aims at integrating songs into teaching vocabulary to YLs by making use of the principles and techniques used in NLP.

According to Hisar (2006), the language learning and acquisition of children greatly depend on the process of their development, the impact of the surrounding people, and their making connections between events and objects. In this respect, he notes that it is of great importance for teachers to design the language materials to be used in the classroom in accordance with the children’s needs and characteristics. He emphasizes that a combination of physical activities, games, tongue twisters, and especially songs in classroom tasks is really important in language teaching.

#### **2.4. Testing Vocabulary Knowledge**

Testing the vocabulary knowledge of students and how we assess their success are as important as how we teach vocabulary to learners while teaching a foreign language. However, vocabulary tests are dependent on how the test designer or teacher defines vocabulary knowledge (Laufer & Goldstein 2004: 400). It has been frequently defined as follows:

“the sum of interrelated subknowledges such as knowledge of the spoken and written form, morphological knowledge, knowledge of word meaning, collocational and grammatical knowledge, connotative and associational knowledge, and the knowledge of social or other constraints to be observed in the use of a word”.

However, rather than testing multiple components of a word, such as knowing how to pronounce it and how to use it in an appropriate context., most of the vocabulary tests used assess whether students know the meanings of the words which have been taught in the course of determined time.

Vocabulary tests with respect to the form-meaning link can be divided into two: direct tests of the form-meaning link and indirect tests of the form-meaning link (Laufer & Goldstein, 2004). Direct tests are those in which students are supposed to show that they understand the meanings of the words. Matching the words with their paraphrases, translating them into the first language (L1) and writing ‘yes’ if the word is understood and writing ‘no’ if not are examples of direct tests of the form-meaning link. Indirect tests, on the other hand, are tests that assess the students’ ability to find the related word among a group of eight other words; for instance, “whether ‘edit’ is associated with ‘article’ and ‘publish’, where correct decision can be made only if the meaning of ‘edit’ is known” (Laufer & Goldstein, 2004: 403).

As was explained in detail in Section 2.2, knowing a word includes several aspects. In Ur’s terms (2005), it can be stated that one knows a word when s/he knows its form, grammar, collocation, meaning, and formation. Therefore, it is also important to test these aspects of vocabulary knowledge in order to ensure that students know the words that we have taught them.

Another aspect that needs consideration is ‘passive’ versus ‘active’ vocabulary (Pavlu, 2009). Active vocabulary is composed of the words that students can use in their productive skills, whereas passive vocabulary refers to those words that they can understand in their receptive skills, but they cannot use them productively. Thus, teachers may test vocabulary knowledge through reading or listening passages, where students are expected to understand certain words and answer some questions, or they can also test their vocabulary knowledge by means of tests where students are asked to produce sentences using the tested words.

Pavlu (2009) also makes a differentiation between contextualised and de-contextualised vocabulary tests.

Contextualised *test* means that the vocabulary is examined through a text whereas in [a] de-contextualised test there are only words without any text. If the teacher needs to test student’s knowledge of spelling, he can dictate words without any context. On the other hand, when we test meanings of words, we have to put them into a context (Pavlu, 2009: 30).

Reliability and validity issues are other important aspects of vocabulary testing; in fact, a test is required to be reliable and valid. A vocabulary test is reliable when the results of the test do not differ when administered at different times (Heaton, 1990; Hughes, 1989). More specifically, the results of the test need to be more or less the same at different times of administration. In addition, “a test should measure whatever it is supposed to measure and nothing else” (Heaton, 1990: 7). A vocabulary test should test the words that are expected to be tested; in other words, it should not include words that have not been previously taught.

There is a great number of vocabulary testing techniques, the most commonly used of which are multiple choice, cloze tests, gap filling, matching the words with pictures/synonyms or antonyms or paraphrases, and sentence completion. While testing the vocabulary knowledge of YLs, however, matching and gap filling tests are the most frequently utilized test types. Cameron (2001) also mentions informal ways of assessing the learning of very young children that will not be threatening to them. To illustrate, the teacher gets the child to listen to a word and point to the correct picture, or the child listens to 3 animal words and selects 3 pictures in the same order. Moreover, the teacher might show a picture, and the child utters the word.

Testing has several benefits, both for teachers and students. The main reason behind testing is that it gives teachers information about how good the students are in the course of teaching and learning, so that the teachers know the weak and strong aspects of their students' ability in language learning. Besides, students can keep track of their development and focus on their weaknesses and improve themselves. When they are told that they are going to have a vocabulary test, for example, they begin to study harder, so it has a positive effect on the students' language learning processes (Thornbury 2001), which helps them learn and recall the words more easily. More specifically, testing helps to recycle vocabulary (Pavlu, 2009). Sometimes, students can also learn the words that they missed during the instructions in the classroom due to absence, illnesses or lack of motivation.

## **2.5. Neurolinguistic Programming (NLP)**

NLP was first developed in the United States of America in the early 1970's by John Grindler and Richard Bandler, who investigated successful people's patterns and beliefs. It has taken on popularity as a method for communication and personal development. From the studies on thinking and behavioral skills used specifically by effective and successful people, they generated a set of patterns, techniques and strategies for other people to benefit from their own success. It basically grew out of the behavioral modeling activities of Grindler and Bandler. NLP can be explained when the components of it are divided as follows:

Neuro is about your neurological system. NLP is based on the idea that we experience the world through our senses and translate sensory information into thought processes, both conscious and unconscious. Thought processes activate the neurological system, which affects physiology, emotions, and behavior.

Linguistic refers to the way human beings use language to make sense of the world, capture and conceptualize experience, and communicate that experience to others. In NLP, linguistics is the study of how the words you speak influence your experience.

Programming draws heavily from learning theory and addresses how we code or mentally represent experience. Your personal programming consists of your internal processes and strategies (thinking patterns) that you use to make decisions, solve problems, learn, evaluate, and get results. NLP shows people how to recode their experiences and organize their internal programming so they can get the outcomes they want. (Revell & Norman, 1997: 14)

NLP is also defined in the Oxford English Dictionary as "a model of interpersonal communication chiefly concerned with the relationship between successful patterns of behavior and the subjective experiences (esp. patterns of thought) underlying them," as well as "a system of alternative therapy based on this which seeks to educate people in self-awareness and effective communication, and to change their patterns of mental and emotional behavior" (<http://www.oed.com/view/Entry/245682#eid12359480>).

NLP can be considered as a collection of patterns and strategies based on a series of underlying principles of how the mind works and how people perceive and experience the world. It has its roots in psychology and neurology and is related to the way the brain works and how the brain can be trained with the intention of betterment (Darn, 2005). Darn adds that it embodies 'left/right brain' functions, 'visual/auditory/kinesthetic' learning styles, and multiple intelligence in order to identify modes of learning and recognize the importance of the individual learner. These are the basis of 'VAK' – the identification of visual, auditory and kinesthetic learners. It is also stated in NLP that learning is dictated by their own personal filters. NLP identifies these as 'beliefs', 'values', 'decisions' and 'memories'. The main idea behind NLP is that there is no room for failure in NLP, but feedback is essential and effective. Moreover, actions are determined by thought and behavior patterns, which we make use of without being aware of them. By realizing our own patterns, we have the opportunity to change the ones which do not help us to reach the outcomes we desire.

One featured question about NLP is related to its theoretical base; for example, Craft (2001, as cited in Tosey & Mathison, 2003: 8) "questions, appropriately, the extent to which NLP can be said to have a coherent theoretical base, compared with being a

collection of models and practices”. However, Tosey & Mathison (2003) suggest that NLP might be considered as transdisciplinary.

Although NLP has been labeled as a ‘pseudo-science’ and criticized in terms of lack of empirical studies, there are some powerful reasons why NLP is in tune with current classroom practices:

- NLP is about recognizing patterns.
- NLP is concerned with process rather than content.
- NLP provides a model of how we communicate with ourselves and others (Darn, 2005).

Language learning is a complex and demanding phenomenon, and it requires a great amount of effort, which may frequently cause frustration for the learners when they find it difficult to use the words and grammatical structures to express their ideas fluently. Therefore, language teachers need to avoid anxiety in the classroom as much as possible in order to ensure self-confidence and a relaxing atmosphere, so as to encourage students to participate in the activities using the target language without the fear of making mistakes. This brings us to the Affective Filter Hypothesis, developed by Krashen (1982). For optimal learning to occur, the affective filter must be reduced, and an anxiety-free classroom atmosphere needs to be created. Winch (2005:1) suggests that

“NLP is making an impact on English language teaching, and may just offer one solution to this problem. By drawing upon the notion of preferred representational systems ... expressing oneself with satisfaction may be as simple as understating how one processes and stores information”. NLP puts forward that a desired state of mind can occur by

means of relaxation techniques such as breathing exercises or guided imagery activities, which enable learners to become emotionally calm and mentally alert. Studies show that getting students to relax before starting teaching will increase their learning by 25 percent (Bolstad, 1997).

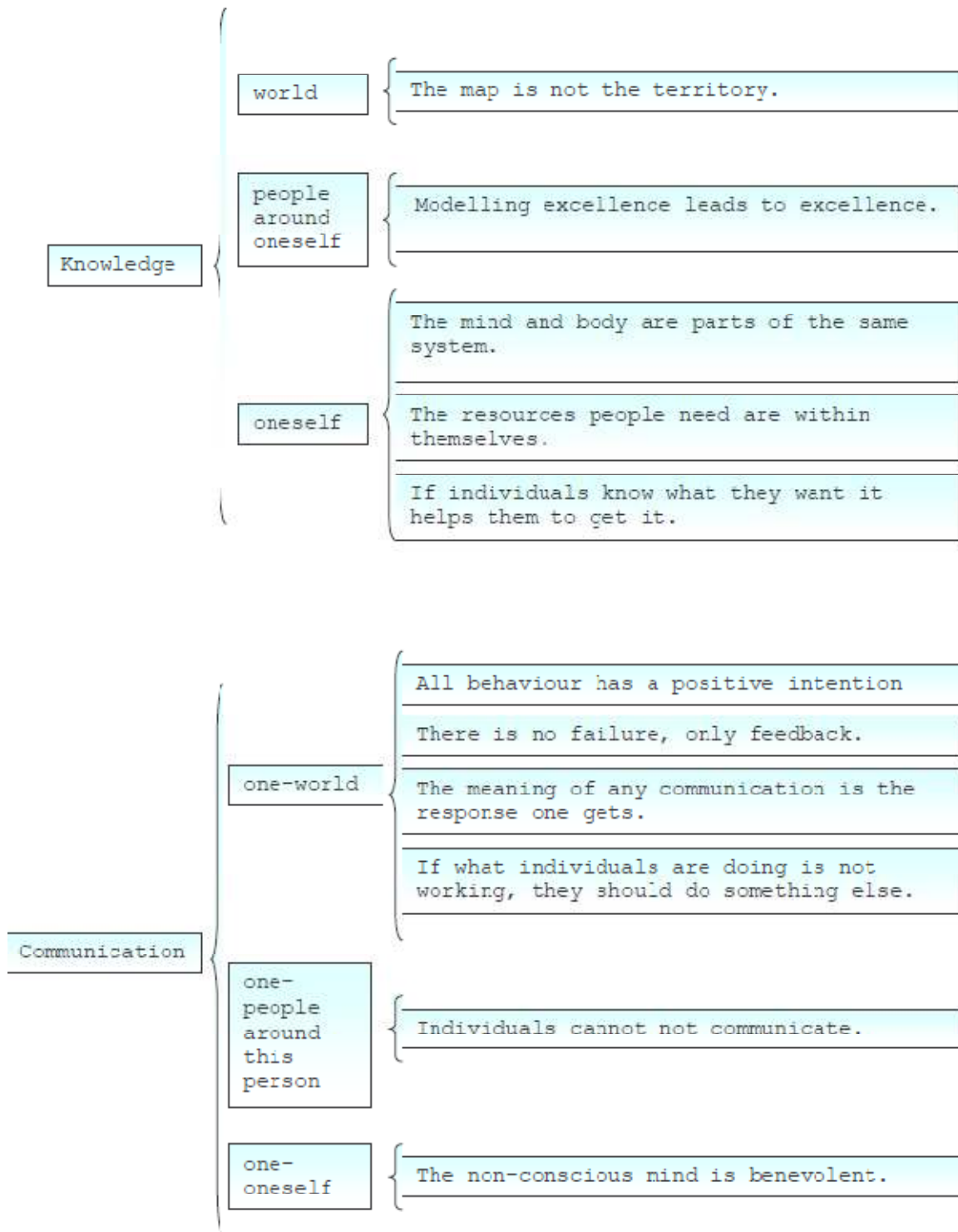
### **2.5.1. Key Points in NLP**

NLP first gained its popularity as a method for communication and personal development. It is widely utilized by professional practitioners such as counselors, managers, trainers, and consultants, and most recently, it has been adopted in the field of ELT. It includes three substantial components, which construct experiences through the interplay between mind, language, emotions and behavioral patterns. It strongly suggests that our behaviors undergo changes in accordance with our thoughts and emotions. Hence, NLP trains learners to reduce their negative behaviors and anxiety and transform them into positive ones.

At the core of NLP lies the notion that “neurological processes have a determining role for our conduct, and that there is both conscious and unconscious storage of experiences through our senses” (Bovbjerg, as cited in Targutay, 2010:15). In other words, Bovbjerg states that to obtain the most appropriate functions in communication and desired impact of these functions, the essential issues are claimed to be the acquisition of knowledge and control of one’s language. Revell and Norman (1997: 15) list thirteen presuppositions of NLP, which guide the entire approach. Language teachers and educators can adopt these principles, as their belief systems shape their teaching regardless of what method they are using (Antić, 2006).

1. Mind and the body are interconnected: they are parts of the same system, and each affects the other;
2. The map is not the territory: we all have different maps of the world;
3. There is no failure, only feedback...and a renewed opportunity for success;
4. The map becomes the territory: what you believe to be true either is true or becomes true;
5. Knowing what you want helps you to get it;
6. The resources we need are within us;
7. Communication is non-verbal as well as verbal;
8. The non-conscious mind is benevolent;
9. Communication is non-conscious as well as conscious;
10. All behavior has a positive intention;
11. The meaning of my communication is the response I get;
12. Modeling excellent behavior leads to excellence;
13. In any system, the element with the greatest flexibility will have the most influence on that system.

Mallol Macau (2006: 42) classifies these presuppositions into two groups to further clarify and order them: (1) “knowledge”, which can be about oneself, about people around oneself or about the world in general, (2) “communication”, which can occur between one and oneself and the people around oneself or one and the world. The suggested schema is as follows :



Taken from Mallol Macau (2006:42).

According to NLP, people perceive, process and store information in different ways from each other (Revell & Norman, 1997). They simply perceive the world through their own senses, which is known as the ‘representational systems’ (VAKOG system):

- Visual means that we look and see;
- Auditory, that we hear and listen;
- Kinaesthetic, that we feel, which includes touch, movement and emotion;
- Olfactory, that we rely on our sense of smell; and
- Gustatory, that we rely on our sense of taste (Revell & Norman, 1997: 31).

As O'Connor and McDermott (as cited in Antić, 2006) and Revell and Norman (1997) state, there are four underlying principles of NLP. The first key principle is ‘*outcomes*’, which can be defined as knowing what you want to achieve. When this principle is considered in terms of ELT, both on the parts of teachers and learners, setting a target initiates the process of success.

Second comes ‘*rapport*’, through which people can minimize the differences and maximize the similarities between them so as to constitute rapport, not only with oneself, but also with others. Since language means communication, while learning and teaching a foreign language, rapport can ease the complex and difficult process of language learning and/or acquisition.

‘Sensory acuity’ is to identify what other people are expressing verbally and non-verbally, which is very much related to the VAKOG system mentioned above. Lastly, in NLP, it is presupposed that changing the means that have not done any good to reach your goals is what people need to do. This is defined as ‘flexibility’; trying to manage

things in different ways and having and finding a wide range of skills to fulfill your dreams requires being flexible and strong-minded.

### **2.5.2. *In Your Hands: NLP in ELT* by Jane Revell and Susan Norman**

*In Your Hands* is an insightful book and a resource manual in which there are a great many narrated stories and various techniques using NLP principles that teachers can apply in their classroom situations; major language, drama, reading, listening, and interactive activities to be used in the classroom are also provided. Teachers can find a number of guided fantasies and entertaining stories, as well as guided relaxation prepared in the light of terms like sensory acuity, anchoring, and VAKOG. The authors address the audience as 'you', which makes the book quite reader friendly and effective. They intend to make a change in teachers for the better, yet with teachers' own contribution, because as NLP suggests, people perceive the world through their own sensory experience. Therefore, they need to test the concepts and principles of NLP through their representational systems. The book starts with an introduction to NLP and follows with 13 NLP presuppositions (See Section 2.5.1. Key Points in NLP). Each of the 13 presuppositions of NLP is exemplified by introducing the key concept, and they are always related to the reader's experience. For instance, the presupposition 'The map becomes the territory' (p. 26) is directly related to the power of belief; thus, if you believe something to be true, you can make it true. There are also plenty of tips to make positive changes in a person. For example, they suggest that whenever someone feels like saying "Yes, but..." they should try saying "Yes, and ..." instead. This positive way of thinking also affects the outcomes according to NLP principles. It is always good and beneficial to spice up the activities used inside the classroom by adding variety,

thus increasing motivation so that the success and interest of the students can also be increased. The quotation that can best summarize this point might be that 'NLP is about having more choices in your life. What is important is to have a choice. It's in your hands' (p. 136).

### **2.5.3 *Handing over: NLP-Based Activities for Language Learning* by Jane Revell & Susan Norman**

Revell & Norman (1999: 3) start their book with the following sentence: "NLP is doing what we do better, and feeling better about what we do"; they provide us with plenty of activities which have been successfully tried in language classrooms based on NLP techniques. They put forward that NLP is concerned with method, not content, yet it is not a teaching method as with the direct method, the silent way or other language teaching methods. Rather, it is an approach to life, learning and the way that communication takes place. The activities suggested in the book often integrate all of the representational systems, Visual-Auditory-Kinesthetic-Olfactory-Gustatory, in order to ensure that learning and teaching language items or skills are permanent; in some cases, an activity includes some of these. For example, many kinesthetic learners need to move to help their thinking processes (Revell & Norman, 1999: 44) so the authors provide language teachers with many activities appealing to this sense. 'Feel and describe' is an activity where students take turns putting their hands in a bag and holding one of the objects inside, feeling it carefully in order to guess the object. The other students ask yes/no questions to get clues from the student who is holding the object. This activity can be used to practice any concrete vocabulary. Another activity suggested by the authors is 'Blind man's bluff'. The students create a circle, and one

student is blindfolded. The blindfolded student is turned around several times to disorient him/her, and then s/he tries to touch a student; feeling the student's face and hair, s/he tries to guess who s/he is. When the blindfolded student's guess is correct, s/he joins the circle.

The suggested activities in this book can be adapted to any level and any skills, and they generally help teachers to create a comfortable and anxiety-free atmosphere for students.

As stated before, NLP is also about creating a positive approach on the part of the students. For example, through the following activity, teachers may help learners to learn and practice vocabulary and to enjoy the language:

## WONDERFUL WORDS

### Purpose

To enhance enjoyment of the language

### Language focus

Vocabulary, spelling

### PROCEDURE

Tell students that these words are some of the most attractive words in English

|         |          |         |             |        |        |
|---------|----------|---------|-------------|--------|--------|
| Shimmer | murmur   | darling | silken      | willow | golden |
| Caress  | tranquil | crystal | mellifluous | peace  | autumn |

- Ask students to think first individually, and then to discuss in pairs:
  - Which are your favorites? Put them in order. Why do you like them?  
Is it the look of the word on paper?  
Is it the sound of the word as you say it?  
Is it the feeling that you get about what the word represents?  
Is there another reason?
  - Are there any words here that you don't like? Why not?
  - Add three (or more) words you like. And a few words you don't like. Think about why.
- Asks students-individually- to choose one word they like most of all and write it down. They then mime it to their partner, who must guess what it is. Invite students to turn to say their words out loud (and check by asking: Can anyone remember Paulo's word? etc.)
- Students work with a partner and make a sentence containing both their words-again reading/acting out their sentence for the rest of the class to enjoy.

(Revell & Norman 1999: 61).

## 2.6. The Impact of NLP on Language Teaching

Although NLP was developed in the early 1970s, it is still not very commonly used in developing English Language Teaching materials. However, the books by Jane Revell and Susan Norman, *Handing Over* (1999) and *In Your Hands* (1997), provide teachers of English with classroom activities based on the principles and presuppositions of NLP. Rather than considering NLP as an approach or method to teach language, it can be seen as a set of belief systems, including helpful humanistic principles that can be applied to the techniques, classroom activities and teacher-student communication and teacher talk in the classroom. As Revell and Norman (1997: 15) point out, the assumptions in NLP "need not be accepted as the absolute truth, but acting as if they were true can make a world of difference in your life and in your teaching".

As cited by Millrood (2004: 28), Thornbury states that NLP helps “achieve excellence of performance in language teaching and learning, improve classroom communication, optimize learner attitudes and motivation, raise self-esteem, facilitate personal growth in students, and even change their attitude to[ward] life”. What is more, teacher and learner interaction is “a cybernetic loop, a dynamic process in which meaning is constructed through reciprocal feedback” (Antić, 2006: 124); this is of great importance in language teaching. We can also mention another important principle of NLP here, *modeling*. NLP suggests that if one has the desire to excel in something, in this case if a learner wants to speak English fluently and accurately, s/he needs to model the native speaker of the target language or the teacher because in countries where English is spoken as a foreign language, students only have the chance of being exposed to English in the classroom. Revell and Norman (1997: 116) put it as follows: “If you

want to speak a language like a native speaker, model native speakers”. Moreover, people perceive and represent the world through their sensory imagery, and NLP deals with the way people structure their internal representations. NLP also makes the assumption that there are systematic relationships between this structuring and that individual's language and behavior; therefore, if language teachers are aware of the representational structures of their students, they can shape their activities and teaching techniques accordingly.

NLP has a great deal of potential for teaching and learning (Tosey & Mathison 2003). There are many possible examples of applications in the techniques for education and training (e.g. Lyall 2002). Tosey and Mathison (2003) state that NLP is generally made use of in order to offer solutions to problems faced in teaching; for example, to do with classroom management, and they characterize an NLP approach to teaching and learning as follows:

- The teacher- learner relationship is a cybernetic loop, a dynamic process in which meaning is constructed through reciprocal feedback; not a transmission of information from one individual to another, separate, individual.
- People act according to the way they understand and represent the world, not according to the way the world 'is' (i.e., 'the map is not the territory').
- Of prime interest in NLP are the ways in which people represent the world internally, through sensory imagery (principally visual, auditory and kinesthetic) and language. NLP is particularly interested in the way internal representations are structured, both in themselves (e.g., the location, size, brightness, etc. of visual imagery), and dynamically (e.g., as sequences). NLP assumes that the structure of internal representation shows regularities for, and is unique to, each individual.

- NLP also assumes that there are systematic relationships between this structuring and that individual's language and behavior. A learner's internal representations and processing are reflected, in various ways, in their language and their external behavior (e.g., non-verbal behavior). (NLP courses train participants to observe and utilize these aspects).
- Skills, beliefs and behaviors are all learnt (e.g., skills have corresponding sequences of internal representation, often referred to as 'strategies'). Learning is a process through which such representations and sequences are acquired and modified.
- An individual's capacity to learn is influenced strongly by their neuro-physiological 'state' (e.g., a state of curiosity rather than a state of boredom), and by their beliefs about learning and about themselves as learners (rather obviously, beliefs that one is capable of learning and that learning is worthwhile and fun are considered more useful than their opposites). Such states and beliefs are also learnt and susceptible to change.
- Such modification happens through communication between teacher and learner, which takes place through verbal and non-verbal channels, both consciously and unconsciously. The functioning of which human beings are conscious, and which can be controlled consciously, represents only a small proportion of total functioning.
- All communication potentially influences leaning. Crucially, teachers' language and behavior influence learners on at least two levels simultaneously; both their understanding of the topic in question (e.g., the dynamic structure of their internal representations), and their beliefs about the world, including about learning.
- It follows that awareness of choice about one's own language patterns and behavior as a teacher, and sensitivity to and curiosity about their influence on and interaction with learner's internal representations, are crucial to effective teaching and learning (p. 3).

Interpersonal relations between the teacher and the students are given much importance in NLP. This metacommunication, that is, rapport, linkage and authority

(Bolstad 1997), can facilitate language learning to a great extent, because students feel comfortable and safe when trying to learn to communicate in a new and different language. Suggestion, also referred to as educational hypnosis, is one of the key priorities in NLP. As Murphy and Bolstad (1997) put forward, it is a desire to constantly suggest internal representations that lead learners to facilitative states. Thus, how instructors talk about learning vocabulary in a foreign language, for instance, and the messages sent consciously or subconsciously to students through teacher talk include significant underlying suggestive communication patterns. If these suggestive communication patterns are positive, and language is used efficiently via NLP principles, teachers can produce intended responses on the part of the students. One vocabulary-enhancing technique adopted from NLP might include visualization. In other words, visualizing a word or a chunk or in general experiencing the learning process through the five senses helps students to build new neurological pathways/synapses. Another technique can be reframing; namely, changing the context of students' experience into modeling a native speaker, and finally, anchoring or doing something memorable or linking the learning process with a particular experience. Anchoring generally happens when presenting some concrete or memorable phrases. Songs can best serve for this purpose, since YLs find them enjoyable and remember them, especially if they like the lyrics and the rhythm.

## **2.7 Studies on NLP in Language Teaching**

To the best knowledge of the researcher, there is limited research regarding NLP in Turkey (e.g. Şaman, 2006; Targutay, 2010), as well as worldwide, although there has

been an increasing tendency to investigate the effects of NLP on teaching English. These studies are as follows:

Caine and Caine (1995) have carried out research to test the effect of NLP on students' success at schools and colleges. Following this research, the students who participated in the study were standardized, and there was an improvement in students' grades when follow-up tests were applied. In another study, Hoge (2002) examined how the use of NLP in literature courses at primary schools would affect the development, success and attitudes of the students'. In line with this study, it was shown that students did not content themselves with the knowledge presented to them in the classroom, but rather they became active readers and writers who were encouraged to participate in the lessons actively.

Getz (2003) also employed the principles and techniques of NLP in teaching writing in English courses and investigated the influences of NLP on the success, attitudes and the comfort of students' during writing tasks. The points that the student received from three different evaluations were analyzed, and significant improvement and convenience were seen in the writings of the students.

Şaman (2006) investigated the effects of NLP techniques in teaching and learning English as a second language. This study mainly aimed to find out how NLP techniques help learners develop a system to understand and support themselves to get over the anxiety caused by any problems related to learning English. For teachers, it also aims to implement some fruitful NLP techniques in order to create a positive and fun atmosphere in teaching English. More specifically, by examining the NLP and its principles, as well as the current attitudes of English teachers' towards this approach,

she aims to assist language teachers in lessening difficulties and barriers which their learners encounter through an alternative method called NLP, as well as a variety of activities that will help learners to experience the benefits of NLP techniques. To this end, she investigates (1) what techniques teachers make use of to teach English in preparatory classes, and whether they are helpful or not; (2) whether teachers are aware of NLP techniques, presuppositions, and the representational systems in NLP, called VAKOG; (3) whether they can select suitable activities including the representational systems; and (4) if NLP techniques will be beneficial in teaching and learning English. She carried out a study with 36 pre-intermediate level students, 19 students in one classroom and 17 in another, at the Preparatory School at Çağ University, a private university in Mersin. She conducted the study through the use of a questionnaire and NLP activities. Before the implementation, she administered a questionnaire to the students to identify the types of learners according to the VAKOG criteria in order to decide what techniques and activities to use. Based on the results of the questionnaire, she chose the presuppositions on which to rely during the implementation period. She implemented classroom activities with respect to only six of the presuppositions and five of the core-concepts.

At the end of the implementations, she received oral feedback from the students. The students stated that the NLP activities caused them to feel relaxed, comfortable and confident in the classroom. They also said that “they acquired higher self-confidence by struggling with challenging activities without feeling fear due to the warm acceptance of the teacher and their peers” (Şaman, 2006: 82). The researcher also observed the improvement of the learners’ ability and desire to use the basic skills in the learning

process. As she stated, even the most introverted learners started to participate in the activities.

Targutay (2010) investigated the perceptions of NLP-trained ELT practitioners regarding the role of NLP in the field of ELT. In other words, the strategies and techniques suggested by NLP and used by these NLP-trained ELT practitioners were explored. She collected the data from 12 NLP-trained practitioners via semi-structured interviews that were audio-recorded. The findings of her study revealed that NLP is not seen as a cluster of small scale teaching techniques, but rather a large scale of communication disciplines. However, the interviewees also indicated that NLP includes what many humanistic approaches to language teaching already have. It was also found that NLP techniques and strategies such as anchoring, visualization and metaphors help reduce students' anxiety levels.

Harris's (2001) article titled "NLP: If it works, use it," summaries the issue very well. Instead of refusing, ignoring or underestimating various assumptions, techniques and principles of NLP, language teachers can apply them in their classrooms to maximize students' success in language learning processes as a strategy that can be dropped if it doesn't work at all.

## CHAPTER III

### METHODOLOGY

This experimental study aims to investigate the effects of songs applied using NLP techniques in the ELT classroom for teaching vocabulary to YLs. It primarily aims to determine how NLP techniques and songs can help children become motivated to learn words while learning English as a foreign language. This chapter consists of a discussion of the participants, the treatment procedures, the materials utilized during the procedures, the findings and a discussion of the findings.

#### 3.1. Participants

The experiment was carried out with 5<sup>th</sup> grade primary school students at a private school in Ankara. There were 15 students in the control group and 12 in the experimental group, so a total of 27 students participated in the research. The proficiency level of the students was elementary; namely, they had basic skills in English, and they could comprehend and follow the instructions during the classroom activities. As far as the researcher is concerned, the control group (5/A class) was relatively more successful in English than the experimental group (5/C class), so the researcher decided to carry out the treatment with this group of students.

The 5<sup>th</sup> graders in the research setting were taught English for 10 hours a week. The course book which was used during the education period was *More! 2* (Puchta et al., 2010), supplemented with a workbook. Although the main course book was a skills-based course book, the units generally were initiated with a listening dialogue; the

grammatical structures were taught through reading passages. There were also some writing and speaking activities, through which students could utilize the grammatical structures they had learnt within the scope of the units. As for the vocabulary teaching, new words were frequently introduced through matching exercises, where students were supposed to match the pictures with the words (see Appendix 1) for a sample of teaching vocabulary taken from the course book). The students were provided with numerous worksheets to help them develop their vocabulary and grammar knowledge. It can be stated that overall, traditional methods and techniques are preferred at Ayşeabla College, because teachers have to maintain the pace of the course, and they need to cover all of the subjects and units in their curriculum.

### **3.2. Procedure**

The researcher was not teaching the students participating in the research at the time of the study. This group of students was selected on the basis of availability. The researcher asked the teacher who was instructing the students in 5/A to carry on teaching the words in the units chosen to be included in the treatment, using the traditional methods and techniques and without using any songs or other supplementary materials. On the other hand, she obtained permission from the teacher who was teaching the students in 5/C to teach the new vocabulary with songs, the lyrics of which were written by the researcher herself and put to music by a music teacher. The experimental group was instructed through these songs ,which were utilized to teach the new words through NLP techniques and principles. As NLP presupposes that what people believe and think turns out to be reality, and the language people use affects

people's success and approach to outside world, the researcher paid careful attention to her classroom talk to motivate and encourage the students.

The treatment lasted for four weeks. In each treatment, the experimental group received instruction for one class period, 40 minutes. The new words to be taught in the last four units of the course book had been previously selected and included in the songs that were composed. A week after each lesson, a post-test was administered to both the control and experimental groups to observe the effects of the treatment and the difference between the test scores of the students in the control group and the experimental group. The post-tests used at the end of each instruction (See Appendices 5, 6, 7 and 8) were adapted from the workbook of the *More 2* series. As already mentioned in Section 2.4, Testing Vocabulary Knowledge, there are a great number of vocabulary testing techniques, the most commonly used of which are multiple choice, cloze tests, gap filling, matching words with pictures/synonyms or antonyms/paraphrases, and sentence completion. While testing the vocabulary knowledge of YLs, however, matching and gap filling tests are most the frequently utilized test types. Hence, although the instructions, namely the teaching process, were carried out with innovative methods and techniques, the testing techniques were traditional, since we needed standardization in the process.

The instructions during the treatment were video-recorded in order to later observe the reactions of the students to the activities and techniques used. At the end of the experiment, the students were asked to talk about how they felt during the activities and whether they enjoyed the classes.

The findings and discussions of the study were based on the average scores that the students received from the four post-tests, the researcher's observations on the students' reactions during the treatment procedure, and students' comments and perceptions on the instructions and activities. In other words, the data analysis was illustrated numerically in a graphic chart and tables, and the results were evaluated and interpreted descriptively.

The following sections below mention the activities and materials used during the instruction to teach the vocabulary covered week by week.

### **3.2.1. First Week of the Experiment**

For the first week of the treatment, the vocabulary section of Unit 9 (see appendix I) in the course book, which included words related to emotions, aimed to teach: "angry, bored, frightened, happy, nervous, sad, scared, shocked, surprised, and thrilled". Therefore, the researcher created a song (See Song 1 below) in which these words were included. The activities used in the classroom were designed in light of VAKOG representational systems, because NLP presupposes that people perceive the world through their senses.

As visual and auditory activities, the teacher showed the lyrics of Song 1 on a power point presentation and played the song. She motivated the students to play a game. She helped the students find their way round the sound lyrics by calling out things for them to find, and asked "How many feeling words did you see in this song?" This exercise is called "How Many Letters?" and relies on and practices visual discrimination (Revell & Norman, 1999):

**“How many letters?”** Take any paragraph from a section of a textbook that students will not actually be studying for a week or two. Ask them to find as many examples as possible of a particular letter or word, e.g. *How many letter ‘a’s can you see in this paragraph? How many capital letters are there? How many vowels are there? What is the first example of the letter ‘I’? How many times does the author use the word ‘but’?* (Students will pick up some awareness of the text peripherally, which will make it seem more familiar when they come to study it later.) (p. 27).

The second activity was an auditory, visual and kinesthetic activity called “Stand up and Notice” (Revell & Norman, 1999: 36). The teacher gave each group of students a different secret word that she had previously written on cards: “angry, bored, frightened, happy, nervous, sad, scared, shocked, surprised, and thrilled”. Then, the students listened to the song, where there were numerous repetitions of the secret words. Whenever the groups heard their particular word, they stood up once and sat down again. As far as the researcher observed, the students enjoyed this activity the most. It can be said that the dominant sensory styles of the students were auditory and kinesthetic.

Third activity was an olfactory activity. The teacher put the cards with new words on them in a bag and asked her students to find out the words that smelled good. The students could identify the good feelings by the help of good smells. As a final activity, the teacher used a game that relied on gustatory perception. She put some tasty food in the bag, such as chocolate, candy and biscuits, and asked the students “How do you feel?” In the end, she had the students repeat the new words through a pair work. The

student asked his/her partner, for example, “How do you feel when you eat ice cream?”  
and the other student answered “I feel ..... when I eat ice cream”.

## **Song 1: EMOTIONS**

When I get a good mark, I feel happy

When I get a present, I feel surprised

When I get a bad mark, I feel shocked

How would you feel?

How would you feel?

When I have an exam, I feel nervous

When I see a ghost, I feel scared

When I hear a strange noise, I feel frightened

How would you feel?

How would you feel?

When my mum gets angry, I feel sad

When my dad shouts at me, I feel sad

When my dad shouts at me, I feel thrilled

When I have nothing to do

I feel bored

### 3.2.2. Second Week of the Experiment

For the second week of the treatment, the vocabulary instruction included the words and phrases related to places and directions covered in Unit 10 (see appendix II) in the course book: “railway station, bank, police station”. The activities to be used in the classroom were again prepared in the light of VAKOG, in order to appeal to all types of sensory styles to make learning permanent.

As a regular beginning for the treatment in the study concerning visual and auditory activities, the students listened to the song a few times, read the lyrics of Song 2 (see Song 2, given on page 51) on the power point presentation and enjoyed the rhythm of the song. The teacher motivated the students to play a game called “Walk like a blind person”.

**“Walk like a blind person:** Students work in pairs. **As** are blindfolded (or simply shut their eyes). **Bs** are the guides. It is helpful for the ‘blind’ person to have a stick or ruler, though this is not essential. For five minutes, using only verbal advice, **Bs** guide their partners around the building (if possible) or just around the classroom (if not). The guide’s role is to protect their partner from danger or mishap, and as far as possible they shouldn’t interfere with **A’s** exploration. In order for **As** to do this successfully, they have to rely heavily on their internal pictures and memories, together with their external auditory and kinesthetic systems (including the voice and touch of their partner). After a few minutes, **As** remove their blindfolds and recreate their walk, explaining what they experienced.

**Bs** can also add anything they noticed. **As** and **Bs** then change roles. Students meet back and discuss the experience.” (p. 27).

The teacher changed the game a little and added a question and answer part to the activity. **As**, who are blindfolded, asked **Bs**, for instance, ‘Where is the police station?’. As guides, **Bs** gave directions to the **As**, as in, ‘Go ahead and turn right’. The teacher put cards on which the place names were written in certain corners in the classroom for **Bs** to direct the **As**.

The second activity was an auditory, olfactory and gustatory activity called “Smell and Imagine”.

“**Smell and Imagine**: Bring in some sweets, biscuits or small pieces of dried fruit and give one to each student. Tell students that as they taste the item, to allow that taste to bring to mind an image of a person, together with the sound of that person’s voice and any feelings they have in connection with that person” (Revell & Norman 1999: 60).

The teacher made a few changes to this activity and put some materials related to the new words in a bag, such as tourist guide brochures for a tourist office; intravenous solution and plaster for a hospital; medicine and pills for a chemist’s; woodwind and handcuffs for a police station, and finally, hamburger and cake for a shopping mall. Volunteer students stood in front of the board. The teacher closed the student’s eyes and asked what these materials were. The students tried to guess the word by touching or sometimes tasting the material. After the students guessed the word correctly, s/he

opened her/his eyes, and the teachers asked, “Where can you see this object?” and the student in return said for instance “I can see it in the shopping mall”.

## **Song 2: PLACES**

Excuse me, Excuse me

Where’s the railway station?

Turn right, turn left it’s on the left.

Excuse me, Excuse me

Where’s the police station?

Go past the road, go straight ahead.

Excuse me, Excuse me

Where’s the shopping centre?

Go ahead and take the first left.

Excuse me, Excuse me

Where’s the chemist’s?

Cross the street and take the second right.

Excuse me, Excuse me

Where’s the tourist office?

Go straight ahead as far as the shopping centre.

Excuse me, Excuse me

Where’s the hospital?

Go straight on and go past the cinema.

### 3.2.3. Third Week of the Experiment

The third week of the treatment included the vocabulary section of Unit 11 (see appendix 3) in the course book, which aimed to teach weather words: “windy, hot, sunny, cold, snowy, foggy, cloudy, thunder/storm and rainy”. Thus, the researcher created a song (See Song 3 below) in which these words were utilized.

As visual and auditory activities, the teacher showed the lyrics of Song 3 on the power point presentation and played the song a few times. She motivated the students to play a game. She helped the students find their way round the sound lyrics, by calling things for them to find as quickly as possible. She asked them to listen and follow the song from the power point presentation and asked the following questions for the students to answer:

“How many weather words are there in this song?

How many letters are there in line 2?

What’s the second word of the last line?

How many times does the word “weather” appear in the song?

What’s the last question in the song?”

This exercise is called “How many letters?” and “How quickly can you find ...?” These activities mostly depend on and practice visual discrimination (Revell & Norman 1999):

**“How many letters?** Take any paragraph from a part of a textbook students will not actually be studying for a week or two. Ask them to find as many examples as possible of a particular letter or word, e.g., *How many letter ‘a’s can you see in this paragraph? How many capital letters are there? How many vowels are there? What is the first example of the letter ‘I’? How many times does the author use the word ‘but’?* (Students will pick up some awareness of the text peripherally which will make it seem more familiar when they come to study it later.) (p. 27).

**“How quickly can you find ....?** Help students find their way round a new textbook, reader or dictionary by calling out things for them to find, e.g., *What’s the first word on page 32? On which page is the picture of the mountain? How many times does the word ‘the’ appear on page 17? What is the title of the story on page 57? How many paragraphs are there on page 29?”* (p. 27).

The second activity was an auditory, visual and kinesthetic activity called “Touch Something” (Revell & Norman, 1999: 47). The teacher selected five students and assigned them different letters. Whenever they saw and heard a word beginning with the assigned letter, they were supposed to touch something with the colors beginning with the same letter as the words starting with the given letters in the song.

The third activity was an olfactory and gustatory activity. The teacher chose volunteer students and told them to close their eyes. In order to practice the weather words, she used different materials and asked questions as follows:

- The teacher sprinkled a glass of water on a student and made her feel it, then asked: ‘What is the weather like?’ The student answered: ‘It is rainy’.

- The teacher told the student to touch the item she was holding (ice) and asked ‘What is the weather like?’ The student answered: ‘It is icy and cold’.
- The teacher told the student to touch the object she was holding (cotton) and asked ‘What is the weather like?’ The student answered: ‘It is cloudy’.
- The teacher cooled the student with a fan and asked, “What is the weather like?” The student replied: ‘It is windy’. (see video recording in appendix 10)

### **Song 3: WEATHER**

What’s the weather like in London?

It’s rainy and windy.

What’s the weather like in Moscow?

It’s cold and foggy.

What’s the weather like in New York?

It’s hot and sunny.

What’s the weather like in your city?

It’s different every day.

Sometimes it’s cloudy

Sometimes it’s snowy

Sometimes it’s foggy

Sometimes it’s sunny

Whether it becomes hot or icy

I love my city.

#### **3.2.4. Fourth Week of the Experiment**

In the last week of the treatment, the vocabulary section of the final unit in the course book, which included words and phrases related to holidays, aimed to teach: “beach, buy souvenirs, go hiking, take photographs, go camping, and go sightseeing” (see appendix 4). To teach these words, the researcher created a song (See Song 4 below) in which these words were used.

To initiate the lesson, the teacher used some realia such as lemonade, seashells, sunscreen, ice cream and flower fragrance to appeal to the olfactory and gustatory sensory styles of the students. She used these realia with the students and had them guess what these things were related to. For visual and auditory activities, the teacher showed the lyrics of the last song on the power point presentation as the regular initiation for the instruction; the song was played several times. She encouraged the students to play an auditory, visual and kinesthetic game called “Stand up and Notice.” (Revell & Norman, 1999: 36). The teacher gave each student a card with five different colors. Each color represented a word:

Go: red

Buy: pink

Stay: purple

Take: Orange

Send: Blue

The teacher played the song again, with the lyrics of the song displayed on power point slides, and asked the students who were holding orange cards, for instance, to

touch the word 'take' and complete the phrase with the correct word from the lyrics whenever they saw the corresponding word.

#### **Song 4: HOLIDAYS**

Let's go to Miami on holiday

Let's go sightseeing and buy souvenirs

Let's go camping and take photographs

Let's go hiking and send postcards

Let's go and just relax

Let's go and just relax

Stay in a hotel with relatives

Just wake up early and go to the beach.

Let's go and just relax

Let's go and just relax

## **CHAPTER IV**

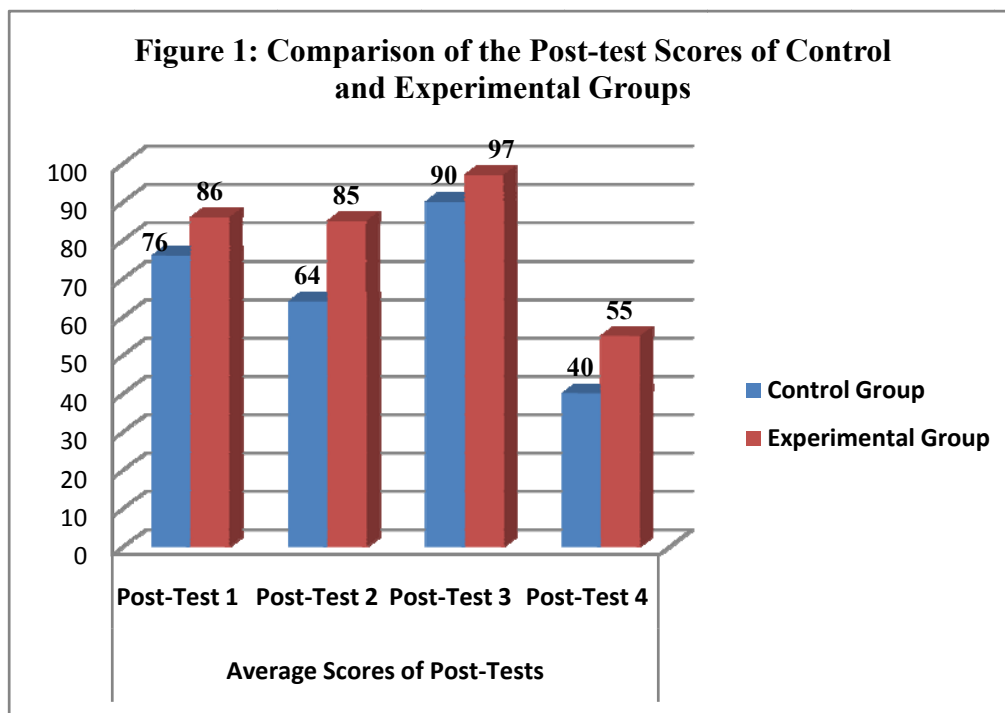
### **FINDINGS AND DISCUSSION**

Chapter IV includes the findings and the corresponding discussions by presenting charts and tables with respect to the results of the post-tests applied at the end of each instruction during the application.

#### **4.1. Findings and Discussions**

One week after each application, a post-test was administered to both control and experimental groups in order to reveal the effects of the instruction on the students' knowledge of vocabulary. Thus, 4 post-tests were given to the students. The papers of each student from both groups were marked (See Appendix 9 for the exam papers of both groups). The scores of each group from these post-tests were compared and contrasted (See Figure 1).

As can be seen in Figure 1, in all of the post-tests, the average scores of the experimental group were higher than those of the control group. The greatest difference between the scores of the two groups was in the second post-test, while the smallest difference was in third post-test. Moreover, the score differences in the other two post-tests were quite high, too.



According to the findings, the mean score obtained by the control group in the first post test is 76, and the experimental group scored 86. In the second post-test, the mean score of the control group was 64, the experimental group's mean score was 85. The mean scores of both groups in the third post-test were the highest, and in the last post-test, the mean scores were the lowest.

In post-test 3, the students in the control group were also successful in vocabulary retention (See Table 1 for the scores of control group). This might result from the types of the vocabulary that were taught during the instructions. During the third week of the treatment, the students were taught weather words: "windy, hot, sunny, cold, snowy, foggy, cloudy, thunder/storm and rainy", some of which might have been already known by the students, although these words were considered as new words to be taught in the unit.

As far as the researcher observed, the use of songs, together with other activities that appealed to students' sensory styles, such as visual, kinesthetic, olfactory and gustatory, motivated the students to participate in the exercises actively. Accordingly, this application may have had an effect on students' remembering the meanings of the words taught. is away to make them get higher scores in the tests with a few exceptions.

One reason that the students were less successful in the final post-test than they were in the other three might be due to the fact that it was the end of the term, and the students were excited for the upcoming holiday season. However, the researcher did not observe any signs of boredom in the students' eyes, since they always seemed excited, motivated, interested and enthusiastic. As young learners, they liked to be moving around, rather than just sitting at their desks and doing fill-in the blanks activities or matching exercises on paper.

Initiating the lesson with a song, the lyrics and rhythm of which the students enjoyed, enabled them to recall the meanings of the words more easily, because even after 4 weeks, they were able to remember and sing the song that they studied at the very beginning of the application. As Revell and Norman (1999) indicate, music has a powerful impact on the body, mind and emotions because it activates feelings and long-term memory, while helping the brain's most receptive parts to engage in actions and activities in a way that facilitates learning.

**Table 1****Post-test Scores of the Control Group (5/A)**

| <b>Participants</b>   | <b>Post-Test 1</b> | <b>Post-Test 2</b> | <b>Post-Test 3</b> | <b>Post-Test 4</b> |
|-----------------------|--------------------|--------------------|--------------------|--------------------|
| <b>Student 1</b>      | 20                 | 58                 | 76                 | 0                  |
| <b>Student 2</b>      | 92                 | 95                 | 76                 | 90                 |
| <b>Student 3</b>      | 80                 | 70                 | 100                | 15                 |
| <b>Student 4</b>      | 84                 | 75                 | 100                | 50                 |
| <b>Student 5</b>      | 92                 | 60                 | 100                | 50                 |
| <b>Student 6</b>      | 72                 | 70                 | 92                 | 30                 |
| <b>Student 7</b>      | 72                 | 55                 | 92                 | 40                 |
| <b>Student 8</b>      | 84                 | 65                 | 68                 | 30                 |
| <b>Student 9</b>      | 76                 | 55                 | 100                | 25                 |
| <b>Student 10</b>     | 60                 | 45                 | 100                | 35                 |
| <b>Student 11</b>     | 84                 | 85                 | 100                | 70                 |
| <b>Student 12</b>     | 92                 | 40                 | 100                | 60                 |
| <b>Student 13</b>     | 80                 | 55                 | 92                 | 75                 |
| <b>Student 14</b>     | 76                 | 60                 | 68                 | 30                 |
| <b>Student 15</b>     | 76                 | 65                 | 92                 | 5                  |
| <b>Average Scores</b> | <b>76</b>          | <b>64</b>          | <b>90</b>          | <b>40</b>          |

In Table 1, the lowest average score belongs to the final post-test, in which the highest point was 90, whereas the lowest point was 0. This picture can show us that using only traditional techniques and the exercises available in the course-book do not contribute much to the vocabulary retention of the children.

On the other hand, quite a positive effect of the songs and NLP techniques can be observed from the points the students in the experimental group received when Table 2 is examined. First and foremost, in each post-test, the average scores of the experimental group were higher than those of control group. The positive reactions of the students towards the songs and activities designed based on NLP used during the treatment period were reflected in their scores, as well.

**Table 2**

**Post-test Scores of the Experimental Group (5/C )**

| <b>Participants</b>   | <b>Post-Test 1</b> | <b>Post-Test 2</b> | <b>Post-Test 3</b> | <b>Post-Test 4</b> |
|-----------------------|--------------------|--------------------|--------------------|--------------------|
| <b>Student 1</b>      | 68                 | 80                 | 100                | 40                 |
| <b>Student 2</b>      | 68                 | 70                 | 100                | 35                 |
| <b>Student 3</b>      | 92                 | 100                | 100                | 70                 |
| <b>Student 4</b>      | 92                 | 90                 | 100                | 60                 |
| <b>Student 5</b>      | 96                 | 85                 | 100                | 55                 |
| <b>Student 6</b>      | 88                 | 85                 | 92                 | 35                 |
| <b>Student 7</b>      | 92                 | 100                | 100                | 60                 |
| <b>Student 8</b>      | 100                | 85                 | 100                | 65                 |
| <b>Student 9</b>      | 100                | 100                | 100                | 100                |
| <b>Student 10</b>     | 92                 | 55                 | 100                | 60                 |
| <b>Student 11</b>     | 72                 | 80                 | 72                 | 40                 |
| <b>Student 12</b>     | 72                 | 85                 | 100                | 40                 |
| <b>Average Scores</b> | <b>86</b>          | <b>85</b>          | <b>97</b>          | <b>55</b>          |

For instance, while the lowest point in the control group was 20 in the first post-test, it was 68 in the experimental group, which is much higher. In the second post-test, the students' lowest score was 40 in the control group; however, it was 55 for the students in the experimental group. The situation for post-test 3 seems to be different from the others, because both groups seemed to be successful in vocabulary retention. The success of the experimental group in this post-test can be explained for a specific reason, according to the observations of the researcher during the instruction of the words to be taught in the third week of the treatment. The children liked the song best that was used to teach the words in the related unit. They really enjoyed the rhythm, lyrics, and the sound of the song (Song 3). This shows that not only using songs, but also their appeal to the students, is significant in contributing to success in learning English vocabulary. In the last post-test, the variance between the scores of control group and experimental group shows differences, as well. The lowest score in the control group was 0, while it was 35 in the experimental group.

While presenting the applications, the teacher created numerous activities using NLP. She used different materials such as food and drink, perfumes, water, ice and so on. Most of these materials were used to make the learners aware of their senses, such as smelling and tasting and touching with the help of a scarf, so all of these activities were found so amazing by the learners that they were very curious about the next activity.

As it is already known, eating and drinking are forbidden in the classroom while learning in most primary schools, so these forbidden tools caused excitement for the learners; each of them wanted to be a volunteer for these activities to feel this excitement.

Since the activities included games and songs, the learners felt that learning the vocabulary through NLP activities and songs was more enjoyable than learning the vocabulary in a traditional way. We are all aware that exams do not cause good feelings in students, so it was obvious that students had a little bit of frustration about having an exam after the activities, but they reported that they did their best.

After four weeks of the application, the teacher interviewed the students in the experimental group about their feelings and opinions; she learned that all of the learners enjoyed having these activities. They expressed that they wanted learn each of their courses, such as Turkish, Science, Maths , etc. with the help of NLP activities and songs.

## **CHAPTER V**

### **CONCLUSION**

In the last chapter, a brief summary of the study and suggestions for foreign language teaching and learning on the basis of the research are presented.

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

Since the need and demand for learning English has been increasing, interest in teaching English to YLs has also been emphasized in recent years, which has led primary schools to focus particularly on finding the most effective ways to teach English to children. Therefore, a search for new, contemporary and efficient methods and techniques for teaching foreign languages to YLs is needed.

For language teachers, teaching vocabulary to YLs is one of the major problems in foreign language instruction, because keeping children's motivation alive is generally not easy; yet it is also of great significance, as they need to build up their vocabulary. However, when and if children are flooded with new words, they may become frustrated due to the fact that they cannot understand the reading and listening texts; in this case, it is very likely that they will set up a barrier to learning the language. In addition, vocabulary teaching is very often carried out traditional techniques such as giving definitions and synonyms/antonyms or using only pictures.

Apart from problems with the ways that new words are taught to children, the lack of vocabulary knowledge in the target language causes children to hate reading and/or listening simply because they have serious problems in understanding the language.

Therefore, they may give up studying owing to the frustration and disappointment they experience during the learning of English. This can be overcome through the use of songs and classroom activities applied using these songs, which have been prepared in the light of NLP principles; songs keep children's motivation alive, and children live in a rhythmic and musical world (Herrera, 2003). This, children are encouraged to use the language, as they are very eager to sing the song repeatedly, which enables them to internalize the meaning of the newly-learned words and practice their pronunciation.

Since repetition is needed to help learners remember the words (Nation, 1990), and vocabulary is often taught and best learnt when is presented in chunks, songs are great sources for such purposes. Hence, language teachers need to eliminate the anxiety from the classroom as much as possible in order to ensure self-confidence and a relaxing atmosphere, thereby encouraging students to join the activities using English. Suffice it to say that as Krashen (1982) points out, for optimal learning to occur, the affective filter must be reduced, and an anxiety-free classroom atmosphere needs to be created.

Keeping the characteristics of YLs and the ways YLs learn foreign languages in mind, songs and classroom activities prepared in accordance with NLP principles are regarded to be an effective and enjoyable way of teaching vocabulary to children. Since NLP suggests that people simply perceive the world through their own senses, which are known as 'representational systems' (VAKOG systems), songs can be used to appeal to these representational systems; in this way, children can learn new words without seeing it as a burden and retain the words they have learnt. Besides, auditory, visual, tactile and kinesthetic, as well as olfactory and gustatory reinforcements, have been shown to enhance acquisition through appealing to different learning styles (Wrembel, 2001: 65).

Therefore, this study investigates the impacts of songs and classroom activities applied using songs that have been prepared in the light of NLP principles on teaching vocabulary to YLs in ELT in primary schools. To this end, an experiment was carried out with fifth grade primary school students at a private school located in Ankara, Turkey. There were two groups of students, including 15 students in the control group and 12 in the experimental group. The researcher was not teaching the students participating in the research at the time of the study, so the participants were chosen on the basis of availability. The students in the control group were taught the vocabulary in the treatment through traditional methods and techniques, without using any songs or other supplementary materials. On the other hand, the experimental group was taught the new words with the songs, the lyrics of which were written by the researcher herself and which were set to music by a music teacher. The experimental group was instructed through these songs, which were designed to teach the new words through NLP techniques and principles. As NLP presupposes that what people believe and think turns out to be reality, and the language people use affect their success and approach to outside world, the researcher paid careful attention to her classroom talk to motivate and encourage the students.

The treatment lasted for four weeks. Each week, the experimental group received an instruction of one class period, 40 minutes. The new words to be taught in the last four units of the course book were prepared beforehand and included in the songs that were composed. A week after each session, a post-test was administered to both control and experimental groups to observe the effects of the treatment and the difference between the test scores of the students in the control group and the experimental group. The post-tests used at the end of each session were adapted from the workbook of the *More 2*

series. Although the instructions were carried out through innovative methods and techniques, the testing techniques were traditional, since we needed standardization in the process.

The instructions during the treatment were video-recorded in order to allow observation of the reactions of the students to the activities and techniques used; furthermore, at the end of the experiment, a follow-up interview was carried out with the students in order to learn how they felt during the activities and whether they enjoyed the classes.

The findings and discussions of the study were based on the average scores that the students received from the four post-tests, the researcher's observations on the students' reactions during the treatment procedure, and the students' comments and perceptions on the instructions and activities. In other words, the data analysis was illustrated numerically in a graphic chart and tables, and the results were evaluated and interpreted descriptively.

While teaching languages to YLs, the language learning environment should be shaped with activities that allow children to move around, touch, listen, watch, and work with their friends and sometimes alone to complete a task. Tasks and activities should also simultaneously provide them with fun and pleasure. It can be stated that the motivation and the attention of the children increases, and the desired learning atmosphere can be achieved. This may be one of the many reasons that songs have played an important role in teaching English to YLs. Music also has a very important place in NLP. Revell & Norman (1999) suggest that songs can be used as background music, to set the mood for the students before starting the lesson, for relaxation, guided

fantasy, and dance. Songs keep children's motivation alive, and children live in a rhythmic and musical world (Herrera, 2003). Thus, they are especially useful in teaching vocabulary and encouraging children to use the language as they are very eager to sing the song repeatedly; this helps them to internalize the meaning of the newly-learned words and practice their pronunciation. Since repetition is needed to help learners remember the words (Nation, 1990), and vocabulary is often taught and best learnt when is presented in chunks, songs are very helpful sources for such purposes. Furthermore, as cited in Kömür et al. (2005), Sarıcoban and Metin (2000) state that songs can be one of the most appealing and culturally-enriching sources which can be applied in language classrooms.

The findings of neuro-scientific research have also indicated that “musical and language processing occur in the same part of the brain, and there appear to be parallels in how musical and linguistic syntax is processed” (Maess & Koelsch, 2001, as cited in Kömür et al., 2005). Consequently, most of the activities employing rhythm practice with songs can reinforce the recalling and retention process, as they are highly memorable and motivating (Kömür et al., 2005). This aspect of songs is important, because the researcher aims at integrating songs into teaching vocabulary to YLs by making use of the principles and techniques used in NLP.

NLP is a collection of patterns and strategies based on a series of underlying principles of how the mind works and how people perceive and experience the world. It has its roots in psychology and neurology and is related to the way the brain works and how the brain can be trained with the intention of betterment (Darn, 2005). Darn further adds that it embodies 'left/right brain' functions, 'visual/auditory /kinesthetic' learning

styles, and multiple intelligences in order to identify modes of learning and recognize the importance of the individual learner. These are the basis of 'VAK' – the identification of visual, auditory and kinesthetic learners. It is also stated in NLP that learning is dictated by students' personal filters. NLP identifies these as 'beliefs', 'values', 'decisions' and 'memories'. The main idea behind NLP, is that in our outcomes, our successes and failures, there is no room for failure in NLP, only feedback, which is determined by the thought and behavior patterns which we make use of without being aware of them. By realizing our own patterns, we have the opportunity to change the ones which do not help us reach the outcomes we desire.

At the core of NLP are thirteen presuppositions of NLP, which guide the whole approach; language teachers and educators can adopt these principles while teaching the language (Revell & Norman, 1997: 15):

1. The mind and body are interconnected: they are parts of the same system, and each affects the other;
2. The map is not the territory: we all have different maps of the world;
3. There is no failure, only feedback...and a renewed opportunity for success;
4. The map becomes the territory: what you believe to be true either is true or becomes true;
5. Knowing what you want helps you to get it;
6. The resources we need are within us;
7. Communication is non-verbal as well as verbal;
8. The non-conscious mind is benevolent;

9. Communication is non-conscious as well as conscious;
- 10. All behavior has a positive intention;*
- 11. The meaning of my communication is the response I get;*
- 12. Modeling excellent behavior leads to excellence;*
- 13. In any system, the element with the greatest flexibility will have the most influence on that system.*

Apart from those listed presuppositions, Revell and Norman (1997) state there are four underlying principles in NLP: namely, '*outcomes*', '*rappport*', '*sensory acuity*' and '*anchoring*'.

Rather than regarding NLP as an approach or method to teach language, it can be seen as a set of belief systems, including helpful humanistic principles that can be applied to the techniques, classroom activities and teacher-student communication, and teacher talk in the classroom. As Revell and Norman (1997: 15) point out, the assumptions in NLP "need not be accepted as the absolute truth, but acting as if they were true can make a world of difference in your life and in your teaching". As cited by Millrood (2004: 28), Thornbury (2001) states that NLP helps to "achieve excellence of performance in language teaching and learning, improve classroom communication, optimize learner attitudes and motivation, raise self-esteem, facilitate personal growth in students, and even change their attitude to[ward] life". Moreover, people perceive and represent the world through their sensory imagery, and NLP deals with the way people structure their internal representations. NLP also holds the assumption that there are systematic relationships between this structuring and that individual's language and

behavior; therefore, if language teachers are aware of the representational structures of their students, they can shape their activities and teaching techniques accordingly.

Interpersonal relations between the teacher and the students are given much importance in NLP. This metacommunication can facilitate language learning to a great extent, because students feel comfortable and safe when trying to learn to communicate in a new and different language.

The results of the experiment, the teaching of which was done through songs and NLP principles and techniques, showed that in all of the post-tests, the average scores of the experimental group were higher than those of the control group. The highest difference between the scores of the two groups was in the second post-test, with 21 points, while the lowest difference was in post-test 3, with 7 points. Moreover, the score differences in other two post-tests were quite high too, at 10 and 15 points respectively.

The use of songs together with other activities that appealed to students' other sensory styles, such as visual, kineasthetic, olfactory and gustatory, motivated the students to such a great extent that they participated in the exercises actively and looked forward to seeing the next. Furthermore, they could remember the meanings of the words taught, so that they could mainly achieve high scores on the tests. Moreover, the students did not show any signs of boredom during the activities, since they always seemed excited, motivated, interested and enthusiastic. As young learners, they liked to be moving around, rather than just sitting at their desks and doing fill-in the blanks activities or matching exercises on the paper.

Initiating the lesson with a song, the lyrics and the rhythm of which the students enjoyed, helped them to recall the meanings of the words more easily, because even

after 4 weeks, they were able to remember and sing the song that they studied at the very beginning of the treatment.

During the treatment, the teacher prepared various activities using songs by taking NLP techniques and principles into consideration. She used different materials such as food and drink, perfumes, water, ice, etc. Most of these materials were used to make the learners aware of their senses, such as smelling, tasting and touching with the help of a scarf; accordingly, all of these activities were found to be so amazing by the learners that they were very curious about the next activity.

The comments received from the students during the follow-up interview concerning the lessons were all positive. They stated that they enjoyed every activity and game. Besides, they said that the songs helped them remember the new words they learnt to a great extent. They mentioned that they were previously afraid of making mistakes while speaking English in the classroom, but the way the teacher approached the students and their mistakes, as well as the comforting and relaxing instructions the researcher gave the students before every activity, created an anxiety-free learning atmosphere for the students.

## **5.2. Suggestions and Implications**

The results of the study and the observations of the researcher regarding the students' reactions to the activities, in which songs and NLP principles and techniques were used during the treatment procedures, showed that the experiment proved to be beneficial for improving the English vocabulary of the young learners. Having applied these techniques and activities in the classroom, it was found that the activities provided the students with an anxiety-free and secure atmosphere; this helped them to participate in the exercises enthusiastically and without fear of making mistakes. More importantly, the scores of both the experimental and control group in the post-tests with respect to the vocabulary retention of the students revealed that the activities prepared with songs in the light of NLP positively affected the success of the students in the experimental group. This may be due to the visible difference between the average scores of the experimental group and the control group; in all of the post-tests, the average scores of the experimental group were considerably higher than those of the control group. Therefore, the researcher believes that the following suggestions might be helpful and advantageous while teaching English vocabulary to children, and they may be used not only by language teachers, but also by course-book writers. Finally, the results of the thesis might hold certain important pedagogical implications for foreign language teaching and learning:

1. Many of the activities and exercises used in the classroom during the experiment are practical and easy to prepare beforehand. Besides, the materials utilized are neither expensive nor hard to find and bring into classroom. Now that the results of the

experiment turned out to positively affect the vocabulary learning process of YLs, language teachers can adapt them to their own teaching environments and students.

2. As Harris (2001), in his article entitled as "NLP: If it works, use it" points out, instead of refusing, ignoring or underestimating the assumptions, techniques and principles of NLP, or blindly accepting all the suggestions and assumptions without considering the available opportunities and situation, language teachers can apply them in their classrooms to maximize the students' success in language learning and minimize the problems and difficulties.

3. Based on the findings, it can be put forward that using songs with NLP principles and techniques to teach vocabulary to YLs can be an effective source of motivation for young learners of English. Songs are normally given at the end of some units for a change and for fun, not for a particular purpose such as teaching vocabulary as in this thesis. However, songs keep children's motivation alive, as they live in a rhythmic and musical world (Herrera, 2003). Songs are especially useful when they are employed to teach vocabulary; they encourage children to use the language, as they are very eager to sing the song repeatedly, enabling them to internalize the meaning of the target words and practice their pronunciation of them. Since repetition is needed to help learners remember the words (Nation, 1990), and vocabulary is often taught and best learnt when is presented in chunks, songs are great sources for such purposes. Therefore, course books should include songs to teach not only English vocabulary, but also other language areas and skills.

4. In the current study, the results revealed an important positive contribution of the use of songs applied by means of NLP principles and techniques, specifically VAKOG, on the vocabulary learning of YLs. This needs to be taken into consideration, particularly by course-book writers, because providing teachers with songs to teach the targeted vocabulary is in the hands of authors; otherwise, it would not be practical and efficient for teachers to create and compose songs for each unit. It can also be suggested that as a supplementary material to the main course books, the authors may provide a book full of songs which are enjoyable and target the vocabulary and the grammatical structures of the units. Moreover, curriculum developers and syllabus designers, as well as language teachers, should take into consideration the benefits and effectiveness of songs and NLP in language learning and teaching.

5. "An individual's capacity to learn is influenced strongly by their neuro-physiological 'state' (e.g., a state of curiosity rather than a state of boredom), and by their beliefs about learning and about themselves as learners (rather obviously, beliefs that one is capable of learning and that learning is worthwhile and fun are considered more useful than their opposites). Such statements and beliefs are also learnt and susceptible to change" (Tosey & Mathison, 2003). This assumption of NLP is significant from the teaching point of view because motivation for learning needs to be increased, and intrinsic motivation helps students more than extrinsic motivation. Thus, teacher trainers and language teachers can be informed about the benefits of NLP through seminars, workshops and conferences, although it is not a scientifically proven approach. If it works, why not use it and make the most of it? Targutay (2010), for example, found from the analysis of interview transcripts that for many teachers, it

appears that NLP is not a set of small-scale teaching techniques, but a larger system of communication depending on various disciplines; most of them perceived NLP not as a teaching approach, but a philosophy, the principles of which can be applied to any setting involving human interaction.

6. It should also be stated that there is no best approach, method, or technique to teach English or English vocabulary in this case; therefore, depending on the characteristics of the students; the applicability of these methods and approaches; and the learning and teaching environment; the most beneficial and suitable bits of them need to be adopted.

Finally, some suggestions for further study can also be offered in the light of this research. For instance, even though this study was designed to test the applicability of the use of song and NLP principles in English vocabulary teaching to children, the same experiment can be conducted with adolescents or adult learners for other language areas and language skills. In addition, the application procedures can be carried out with more students in order to have statistically observable effects on the experimental group.

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## APPENDICES

### APPENDIX 1: Unit 9 Vocabulary Teaching Activity / More 2

## Language Focus

### Vocabulary Emotions

**1** Listen and write the number of the correct word in the picture.

- 1 happy
- 2 nervous
- 3 shocked
- 4 surprised
- 5 scared
- 6 frightened
- 7 sad
- 8 thrilled
- 9 angry
- 10 bored



### Get talking Talking about emotions

**2** Work with a partner. Talk about how you feel in these situations:

When I get a good mark in a test, I feel happy.

- you get a good mark in a test
- you meet a friend after a long time
- you win a lot of money
- you listen to a long speech
- you lose a game
- you have an exam

## Language Focus

### Vocabulary Directions and places

**16** **1** Listen and repeat.



go straight ahead



turn left



turn right



take the second right



take the first left



go past the...



cross the...



go as far as the...

**17** **2** Match the places to the correct numbers. Then listen and check.

- ☐ railway station
- ☐ police station
- ☐ chemist's
- ☐ post office
- ☐ tourist office
- ☐ bank
- ☐ hospital
- ☐ cinema
- ☐ shopping centre
- ☐ restaurant
- ☐ hotel



### Get talking Asking for and giving directions

**18** **3** Listen and repeat.

**A** Where's the post office, please?

**B** Go straight ahead and take the second left.

**A** How do I get to the railway station, please?

**B** Go straight ahead and take the first left.

**4** Work with a partner. Choose different places from Exercise 2 and give directions from X.

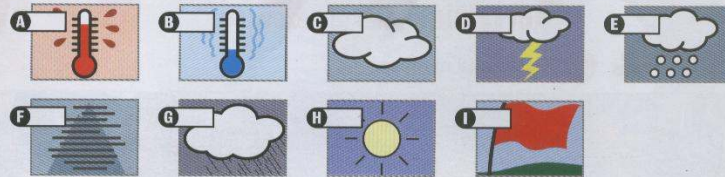
## APPENDIX 3: Unit 11 Vocabulary Teaching Activity / More 2

### Language Focus

#### Vocabulary Weather words

**25** **1** Write the correct numbers in the pictures. Then listen and check.

- 1 sunny    3 rainy / showers    5 snowy    7 thunderstorms    9 cold  
2 windy    4 cloudy    6 foggy    8 hot



#### Get talking Talking about the weather

**26** **2** Listen and repeat.

- A** What's the weather like in London?    **A** What's the weather like in Warsaw?  
**B** It's very rainy and windy.    **B** It's foggy and cold and only 12°C.

**3** Work with a partner. Take it in turns to describe the weather and guess the place.

**A** It's very windy and rainy here and only 14°C.

**B** You're in London.

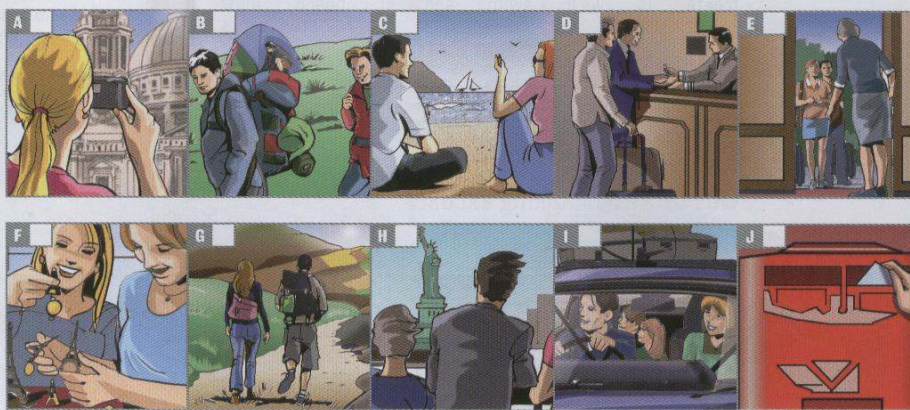
|               |  |  |      |
|---------------|--|--|------|
| London        |  |  | 14°C |
| New York      |  |  | 22°C |
| Zagreb        |  |  | 14°C |
| Dublin        |  |  | 16°C |
| Berlin        |  |  | 16°C |
| Warsaw        |  |  | 12°C |
| San Francisco |  |  | 26°C |

## Language Focus

### Vocabulary Holidays

1 Write the correct numbers of the phrases in the pictures.

- |                  |                    |                       |
|------------------|--------------------|-----------------------|
| 1 go on holiday  | 5 stay in a hotel  | 8 stay with relatives |
| 2 go sightseeing | 6 take photographs | 9 go to the beach     |
| 3 buy souvenirs  | 7 go hiking        | 10 send postcards     |
| 4 go camping     |                    |                       |



### Get talking Suggestions and preferences

32 2 Listen and repeat.

- A Let's go to Scotland on holiday.  
 B Scotland? No, I'd rather go to Ireland.  
 A Let's go camping this year.  
 B Camping? No, I'd rather go hiking.



3 Work with a partner. Make conversations like the ones in Exercise 2. Use the ideas in the boxes.

|                                    |                                     |
|------------------------------------|-------------------------------------|
| go to London / go to New York      | stay in a hotel / stay with friends |
| stay in a hotel / go camping       | go to the beach / go hiking         |
| take photographs / write postcards | go sightseeing / buy souvenirs      |

## APPENDIX 5: Post-test 1: Emotions

|  |             |            |
|--|-------------|------------|
|  | <b>QUIZ</b> | TOTAL :25/ |
|--|-------------|------------|

Name-Surname: \_\_\_\_\_  
 Class-Number : \_\_\_\_\_  
 Course : \_\_\_\_\_

### Vocabulary Emotions

**1** Reorder the letters and write words to describe the emotions below. 9X1= 9 Pts.

|                                                                                                                        |                                                                                                           |                                                                                                          |                                                                                                           |                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <br>riefhtgndae<br>1 frightened ..... | <br>depurriss<br>2 ..... | <br>ayphb<br>3 .....    | <br>asd<br>4 .....      | <br>dobre<br>5 .....    |
| <br>gayrn<br>6 .....                 | <br>osevnru<br>7 .....  | <br>rhtldle<br>8 ..... | <br>cesokdh<br>9 ..... | <br>redsca<br>10 ..... |

**2** Answer the questions.  
 How do you feel when... 8X2= 16 Pts.

|                                              |  |
|----------------------------------------------|--|
| 1 it's your birthday?                        |  |
| 2 you lose some money?                       |  |
| 3 you fail an exam?                          |  |
| 4 you watch a good horror film?              |  |
| 5 your football team loses?                  |  |
| 6 it rains all weekend?                      |  |
| 7 the summer holiday starts?                 |  |
| 8 the teacher asks you a difficult question? |  |

## APPENDIX 6: Post-test 2: Places and Directions

|  |             |            |
|--|-------------|------------|
|  | <b>QUIZ</b> | TOTAL :20/ |
|--|-------------|------------|

Name-Surname:  
Class-Number :  
Course :

### Vocabulary Directions and places

1 Where are these people going? Write sentences. 5X3= 15 Pts.



They're going to the shopping centre.



She's



2 Read the dialogues and complete them with the words below. 5X1= 5 Pts.

cross / straight / right / second / turn / far

1) Tourist Excuse me, where's the railway station ?

Policeman: Go 1 straight ahead and take the 2 ..... right.

2) Bank robber Excuse me, where's the nearest bank?

Policeman: 3 .....the street and go as 4 ..... as the cinema.

3) Man: Excuse me , where's the nearest post Office?

Policeman: 5 ..... left. go to the cinema and turn 6 .....

## APPENDIX 7: Post-test 3: Weather

|  |      |            |
|--|------|------------|
|  | QUIZ | TOTAL :20/ |
|--|------|------------|

Name-Surname: \_\_\_\_\_  
 Class-Number : \_\_\_\_\_  
 Course : \_\_\_\_\_

### Vocabulary Weather words

**1** Find and circle the weather words. Then write them under the correct picture. 9X1= 9 Pts.

1

2

3

4

5

6

7

8

9

**2** Look at the chart and write a weather report. 8X2= 16 Pts.

e.g : It will be sunny in Malaga.

|              |  |  |
|--------------|--|--|
| 1 London     |  |  |
| 2 Brighton   |  |  |
| 3 Boston     |  |  |
| 4 Barcelona  |  |  |
| 5 Rome       |  |  |
| 6 Athens     |  |  |
| 7 California |  |  |
| 8 Tripoli    |  |  |

## APPENDIX 8: Post-test 4: Holidays

|  |      |            |
|--|------|------------|
|  | QUIZ | TOTAL :20/ |
|--|------|------------|

Name-Surname:  
Class-Number :  
Course :

### Vocabulary Holidays 5X2= 10 Pts.

1 What do these people want to do on holiday. Write sentences.



Henry wants to lie on the beach.



Dana wants to .....



Robin wants to .....



Jan wants to .....



Byron wants to .....



Jasmine wants to .....

2 Complete the mini dialogues with the sentences below. 5X2= 10 Pts.

I'd rather stay in a hotel    I'd rather stay at home and watch TV for a week  
I'd rather go to Cancun    I'd rather go to the beach    I'd rather send him a postcard

- |                                |         |
|--------------------------------|---------|
| 1 A Let's go on holiday.       | B ..... |
| 2 A Let's go to Mexico City.   | B ..... |
| 3 A Let's stay with relatives. | B ..... |
| 4 A Let's go sightseeing.      | B ..... |
| 5 A Let's buy Dad a souvenir.  | B ..... |

**APPENDIX 9: Sample Exam Papers of Control and Experimental Groups**  
**Experimental Group**

|  |             |                         |
|--|-------------|-------------------------|
|  | <b>QUIZ</b> | TOTAL :20/<br><u>20</u> |
|--|-------------|-------------------------|

Name-Surname: Elif Elmas Kaya  
 Class-Number : 1142  
 Course : 5-C

**Vocabulary Holidays** 5X2= 10 Pts.

**1** What do these people want to do on holiday. Write sentences.



Henry wants to lie on the beach.



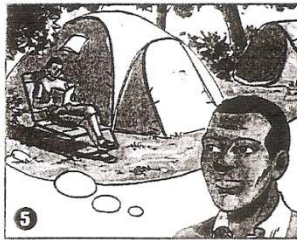
Dana wants to buy souvenirs.



Robin wants to go fishing.



Jan wants to take photographs.



Byron wants to go camping.



Jasmine wants to go sightseeing.

**2** Complete the mini dialogues with the sentences below. 5X2= 10 Pts.

~~I'd rather stay in a hotel.~~    ~~I'd rather stay at home and watch TV for a week.~~  
~~I'd rather go to Cancun.~~    ~~I'd rather go to the beach.~~    ~~I'd rather send him a postcard.~~

1 A Let's go on holiday.

B I'd rather stay at home and watch TV for a week.

2 A Let's go to Mexico City.

B I'd rather go to Cancun.

3 A Let's stay with relatives.

B I'd rather stay in a hotel.

4 A Let's go sightseeing.

B I'd rather go to the beach.

5 A Let's buy Dad a souvenir.

B I'd rather send him a postcard.

## Control Group

|     |      |                     |
|-----|------|---------------------|
| (4) | QUIZ | TOTAL :20/ <u>7</u> |
|-----|------|---------------------|

Name-Surname: Ayca Hektimoglu  
 Class-Number : 5-A 99  
 Course :

### Vocabulary Holidays 5X2= 10 Pts.

1 What do these people want to do on holiday. Write sentences.



Henry wants to lie on the beach.



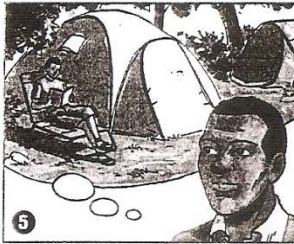
Dana wants to buy some plates.



Robin wants to go fishing.



Jan wants to take a photograph.



Byron wants to go camping.



Jasmine wants to send a postcard.

2 Complete the mini dialogues with the sentences below. 5X2= 10 Pts.

I'd rather stay in a hotel. I'd rather stay at home and watch TV for a week.  
 I'd rather go to Cancun. I'd rather go to the beach. I'd rather send him a postcard.

- 1 A Let's go on holiday.
- 2 A Let's go to Mexico City.
- 3 A Let's stay with relatives.
- 4 A Let's go sightseeing.
- 5 A Let's buy Dad a souvenir.

B I'd rather go to the beach.  
 B I'd rather stay at home and watch TV for a week.  
 B I'd rather go to Cancun.  
 B I'd rather send him a postcard.

## **APPENDIX 10: DVD/ Songs and a sample recorded lesson from the experiment**

## ÖZGEÇMİŞ

Adı : Duygu Soyadı : Gülten  
Uyruğu : T.C  
Doğum Tarihi : 12/10/1982 Doğum Yeri : KDZ Ereğli

### Şimdiki

Görev Yeri : Başkent Üniversitesi Özel Ayşeabla Okulları  
Görev Ünvanı : İngilizce Öğretmeni  
İş Adresi : Çiğdem Mah. 1550. Cad. No:5 Karakusunlar/ ANKARA

İş Tlf. No : (312) 285 58 00 İş Fax No : (312) 285 57 67  
e-posta : duyugulten@hotmail.com

## İLK VE ORTA ÖĞRENİM DURUMU

| Okul<br>Derecesi     | İl/İlçe   | Giriş | Çıkış | Mezuniyet |
|----------------------|-----------|-------|-------|-----------|
| Yayla İlkokulu       | Zonguldak | 1988  | 1993  | Pekiyi    |
| TED Zonguldak Koleji | Zonguldak | 1993  | 2000  | İyi       |

## YÜKSEKÖĞRENİM DURUMU

| Üniversite           | Ülke    | Giriş | Çıkış | Unvan  | Derece |
|----------------------|---------|-------|-------|--------|--------|
| Başkent Üniversitesi | Türkiye | 2001  | 2005  | Lisans | 2.81   |

## ÇALIŞTIĞI KURUMLAR

| Kurum                   | İl/İlçe   | Giriş | Çıkış | Görevi       |
|-------------------------|-----------|-------|-------|--------------|
| Holbrook Primary School | İngiltere | 2005  | 2006  | Dil Asistanı |
| Özel Bornova Koleji     | İzmir     | 2006  | 2006  | Öğretmen     |