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**THE USE OF SONGS IN TEACHING VOCABULARY TO YOUNG LEARNERS IN A
FOREIGN LANGUAGE TEACHING CLASSROOM**

THESIS BY

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MASTER OF ARTS

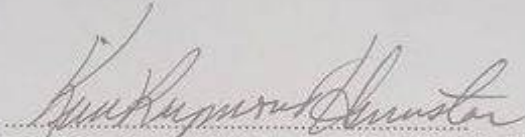
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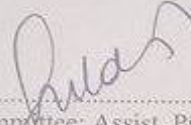
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ABSTRACT

THE USE OF SONGS IN TEACHING VOCABULARY TO YOUNG LEARNERS IN A FOREIGN LANGUAGE TEACHING CLASSROOM

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This study aims to find out how the students can learn vocabulary through the songs and how the students respond to learning vocabulary through songs. It takes seven months from October to April. The study took place in Mehmet Fehmi Çankaya Primary School with secondary students in Antakya. The study was conducted on 26 students. The students were taught a song each month. This study is a qualitative study based on observations as a teacher diary and interviews. It was found out that the students like the songs and they could easily learn the vocabulary through the songs. It was an amusing study that the students felt motivated. It was also found out that the students could remember the words they had learned.

Key Words: Music and Songs, Learning Vocabulary, Enjoyment and Motivation

ÖZET

YABANCI DİL ÖĞRETİLEN BİR SINIFTA KÜÇÜK ÖĞRENCİLERE KELİME ÖĞRETİMİNDE ŞARKILARIN KULLANIMI

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Bu çalışma öğrencilerin şarkılar aracılığı ile nasıl kelime öğrendiklerini ve öğrencilerin şarkılarla kelime öğrenimine nasıl tepki verdiklerini de bulmayı hedeflemiştir. Çalışma ekimden nisan kadar yedi aylık bir süreci kapsamaktadır. Çalışma Antakya'da Mehmet Fehmi Çankaya ilkokulunda ikinci sınıf öğrencileri ile yapılmıştır. Çalışma 26 öğrenci üzerinde yapılmıştır. Her bir ayda öğrencilere bir şarkı öğretilmiştir. Çalışma öğretmen günlüğü olarak gözlemlere ve röportajlara dayalı nitel bir çalışmadır. Öğrencilerin şarkıları sevip şarkılar yoluyla rahatlıkla kelime öğrendikleri bulunmuştur. Öğrencilerin kendilerini motive olmuş hissettiği eğlenceli bir çalışma idi. Aynı zamanda öğrencilerin öğrendikleri kelimeleri hatırlayabildikleri saptanmıştır.

Anahtar Kelimeler: Müzik ve Şarkılar, Kelime Öğrenimi, Eğlence ve Motivasyon

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CHAPTER ONE

1. INTRODUCTION

This chapter's aim is to present the overview of the study and significance of vocabulary learning in a language. This chapter discusses the background of the study, the purpose of the study and the research questions.

1.1. Background

The background of the study has two parts. The first part starts with the information about the vocabulary and the second part presents the background importance of music in education and teaching vocabulary.

1.1.1. Importance of Vocabulary

Vocabulary is the essential part in foreign language learning. Vocabulary must be learned in order to use a language (Coady & Huckin, 1997). The person who knows a foreign language can use it accurately if he has enough vocabulary. Words are the buildings blocks of language without them there is no language. As Wilkins (1972) states “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp. 111-112).

Additionally, Graves (2009) emphasizes that vocabulary knowledge is one of the best indicators of verbal ability and the children who have vocabulary knowledge are stronger in phonological awareness. He also states that having enough vocabulary can affect the ability of the language in a positive way. Meara (1995) supports the idea and states that teaching a language starts with the vocabulary. If the vocabulary can not be learned, communication cannot be achieved in language. Vocabulary learning plays an important role in acquiring a language. The language can be used just by knowing the vocabulary as vocabulary enables students to understand and communicate with their friends, families and others.

McDonough (2013) suggests that language is a material to explain ourselves. The importance of vocabulary can not be ignored for many reasons. Social interaction is one of these reasons. Vygotsky (1958) believes that language is very significant for learning social knowledge. The learners may learn the vocabulary in order to communicate and interact with

each other, their families, and their friends. As such, vocabulary words are the medium for social interaction.

As the vocabulary is so important in a language, it must be learned. In order to facilitate and simplify this vocabulary learning, songs can be used. Songs are one of the easiest ways of learning new vocabulary. Lo & Li (1998) argue that songs are easy tools for using in the class as the songs make the class atmosphere enjoyable. As a result, the students like learning English vocabulary. They find the learning is an easy issue. As a result, the teachers can motivate their students for learning new vocabulary. Additionally, Lo & Li (1998) emphasize that songs have many advantages in teaching vocabulary. They help the students to improve their reading, writing, listening, and speaking. While improving these abilities, the songs support the students to improve their pronunciation, and vocabulary.

1.1.2. Importance of Music in Education

Howat & Dakin (1974) state that music and songs are universal tool. It is a means of communication. Learning vocabulary is the most important part of learning a second language for communication. Communication is carried out by words. In language learning medium, music offers an ideal opportunity to teach language in a unique and powerful way that combines the language of music with the new language.

According to Beethoven, music is the electrical soil in which the spirit lives, thinks and invents. Music has powerful effect of sound that makes the students eager to learn. Brewer (1995) suggests that when we use music in classroom, we show the things that they should learn in a fun and interesting way. Music makes the learning process easier as it provides a positive learning atmosphere. “we use songs and music to set or change an atmosphere or mood and we use songs and music to create a social environment, form a feeling of community, dance, make friends and lovers” (Murphey, 1992, p. 9). It energizes learning and teaching activities. Music can increase students’ attention to the lesson while it enhances the memorization. It diminishes the tension of the students and it stimulates inspiration and motivation. Songs increase the ability of students to memorize new vocabulary and to learn through rhyme, rhythm, and melody. While the students learn the vocabulary through these items, they do not forget the words (Thornbury, 2007). It is clear that music enhances the ability of the student to memorize new vocabulary words.

Music is a particularly effective way to engage the attention and interest of the students because they enjoy listening, dancing, and acting in response to the sounds. If they perceive it as fun, they are more willing to get directly involved in the language learning process. Horn (2007) suggests that music affects students' self-concept in a positive way, because they learn language in a comfortable, non-threatening, non-anxiety producing setting through musical activities. The songs are sentimental. They deeply and powerfully impress the students by tying the emotional experience of the student into the language learning process. The musical sounds and accompanying language affects their mental and emotional condition. The more the song is sentimental, the easier it is remembered (Brewer, 1995).

Krashen (1989) states that music, facilitates vocabulary acquisition, because the acquisition subconsciously occurs. In this way, the student acquires new language knowledge through the subliminal influence of musical information paired with new vocabulary. The range of the students' learning capacity is increased and the efficiency of language acquisition is effortlessly increased. The multilevel nature of the musical-linguistic input creates a wider range of acquisition ability. It is important for the instructor to be aware of this aspect of language acquisition and characteristic of each student in the classroom. For example, he must know their level of language ability and personality qualities well to select suitable classroom materials that will be engaging to each of the students. For example, some of the students may not take part in the lesson because they are shy. The instructor should be careful to understand the ideal learning conditions for this type of student and arrange the classroom activities in accordance with these observations. As such, a shy student will benefit from the use of familiar musical sounds related to his/her daily experience. This approach makes it easier to engage new material and overcome the tendency to withdraw from classroom activities.

Krashen (1999) expresses that music motivates the learner and it increases his eagerness for learning. It helps the learner to determine his aim for learning. In that point, music has a positive effect on education. Music also increases learners' self – confidence. This self- confidence makes the learner better in learning process of second language. Being relaxed also helps the students to learn the language or other lessons. For this reason, teachers should provide a comfortable atmosphere in the classroom that makes the students efficient in the lesson.

Songs also change the daily routine of the classroom. This change and variation increases students' interest and motivation that promotes achievement of the students. Playing soft music at the beginning of the class provides a positive atmosphere. This change of daily routine introduces variety and novelty into the classroom environment that increases the attention and interest of the students. (Murphy, 1992)

In that language understanding, vocabulary is important in learning a foreign language and a song is one of the easiest ways for learning vocabulary. The main purpose of this study is to learn the effect of songs in teaching vocabulary and as the result, to find out the feelings and the thoughts of the students about the English lesson in secondary classes.

1.2. Purpose of the study

The purpose of this study is to find out how the students can learn vocabulary through songs. Through that way, it is aimed to discover students' feelings and thoughts about learning vocabulary through songs. The purpose of this study, display the research questions of the study.

1.3. Research Questions

1. How can the students learn vocabulary through songs?
2. How do the students respond to learning vocabulary through songs?

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

This chapter presents the theoretical basis of the study. It presents the effects of music in teaching vocabulary. Besides teaching the vocabulary, it also presents how music affects the learner during the learning process.

2.2. Music and Teaching Vocabulary

Vocabulary is very important in learning a second language. If the words are known, communication can be done. According to Wilkins (1972), 'Without grammar very little can be conveyed, without vocabulary nothing can be conveyed'. For this reason, the researcher focused on the significance of teaching vocabulary. Thornbury (2002) supports this idea and states that vocabulary is very significant in learning language. He emphasizes that grammar may not help the learner to improve the language. On the other hand, the vocabulary improves the target language. Furthermore, Howat & Dakin (1974) state that communication is important in a language and without vocabulary nobody can communicate.

Shakespeare states that 'If music be the food of learning, play on'. Music is important in teaching vocabulary. Horn (2007) stated that music is important in teaching language, because it has tones, pitch, timbre and rhythm. All of these factors enhance the learning. Schunk (1999) emphasizes to this point and states that the children who listen to songs learn more vocabulary than the other ones. He thinks that songs and music are significant in teaching language. Murphey (1992) supports the claim that vocabulary is important in a language and music is very efficient in learning vocabulary. Geist (1970) adds that English songs are one of the most significant tools in teaching vocabulary. If the teacher uses songs in the classroom, students' vocabulary will spontaneously increase. Goodall (2006) states that singing helps learner to learn the vocabulary faster and easier. New words can be learned easily through songs.

2.3. Effects of Songs to the Learners

This part presents effects of songs on the learner while learning the vocabulary. These factors also have great benefits on the learners' vocabulary learning level.

2.3.1 Songs Improves Listening Skills

According to Krashen (1989), learning vocabulary is an incidental issue learned by reading and listening. Herman & Nagy (1987) express that listening is more effective than reading and writing in early ages. Vocabulary is significant in childhood as the child needs vocabulary for his/ her education at school. S /he learn them in a formal way at school. Because of this reason, Herman & Nagy state that if children incidentally learn the vocabulary, they will be permanent. The children learn vocabulary through songs, television or other tools. Horn (2007) adds that music empowers students' listening skills. The students listen to sounds of the language before they use it. Medina (1993) in her study tries to increase the vocabulary of the students through oral stories and listening to music. She finds out that the vocabulary of the students is better when they listen to songs. She recommends that the teachers should use songs if they aim to teach the vocabulary and to enhance their listening skills in the classroom. Some studies show that listening sometimes confuses the students' brain. The students have difficulties in listening and they are full of stress about listening to something in a second language. The students may not understand the meaning of the words as soon as they listen to it. Listening to songs minimizes these listening problems by attracting students' attention in the classroom. Songs have a big role on listening comprehension. Brown (2006) expresses that a child firstly learns the words by hearing them. Brown also states that the students like listening more than writing or reading. It is more enjoyable. The children begin to communicate instinctively with the words they hear day by day, but they cannot write or read the vocabulary as fast as he speaks. McDonough, Shaw & Masuhara (2003) point out that listening comprehension has many effects on language learning. Listening enables the learner to hear the sounds of the language that improves pronunciation of the language. Listening helps people to increase the interaction in language.

Krashen (1985) expresses that vocabulary learning can be done by oral stories and songs and both of them are incidental. Songs are musical vehicle that makes the learning easier. In addition, Thornbury (2002) states that words are shaped in the minds of people and they cannot be easily forgotten. Knowing a word means knowing its form and meaning. This concept makes the words permanent. He emphasizes that the words used in songs with their

lyrics stay longer in mind. Using songs enables the learners to be involved actively in learning of words. Songs help learners to hear the words a few times by listening to them. Lyrics provide context for the words. The learners can remember the songs by these lyrics. Howat & Dakin (1974) point out that songs are important in learning. When you listen to a song, you improve your listening skill. This listening skill is important in understanding other people. The students listen to accent and the pronunciation of the language and the vocabulary. Furthermore, Moon (2000) states that songs are significant tools for teaching vocabulary. She emphasizes that the students can learn better by listening and repeating songs.

In contrast to the articles above, Herman (1987) suggests that listening to music confuses the students. When the songs play, the students cannot easily understand it. They think that the songs are too fast to catch. It is a difficult activity for the students. He states that the teachers can minimize such problem by playing the songs a few times. Thornbury (2002) supports Herman and states that some songs are fast and some words have difficult pronunciation. The students cannot easily understand the vocabulary. These are important in classroom atmosphere.

2.3.2. Music Motivates the Learner

Music is a great tool to motivate the people (Brewer, 1995). He suggests that music has a significant role on learning. It helps the students to pay attention to the lesson. Music provides a useful and an efficient environment for learning vocabulary. It provides an efficient classroom atmosphere in which the students feel comfortable and motivated. The students participate to the lesson thanks to motivation. This participation makes the learning permanent. They love English as well. Wilson (1989) claims that music and songs are significant for students' motivation and concentration when they learn the vocabulary. The students easily remember the vocabulary thanks to the music and songs. He adds that the teachers should make the classroom atmosphere interesting, funny, attractive and full of enjoyment place. Horn (2007) supports the idea that music is a significant tool for motivation of the students in the classroom. Cohen (1968) adds that if the teachers use the music in the classroom, the students' motivation increases and they learn better. Their memory also improves by this motivation¹¹. Murphey (1992) supports the idea and states that music has rhyme and rhythm that increase the motivation of learning vocabulary. He adds that motivated students can be more successful than the students who are not motivated. Music motivates the students and increases their interest towards the lesson. He emphasizes that motivation directs

students' actions, makes the students use their energy and increases their performance in the classroom.

Furthermore, Geist (1970) states that music provides an effective atmosphere in the classroom. Teachers can give the vocabulary to the students in this atmosphere through songs. He emphasizes that especially pop songs encourage and motivate the students for learning. These songs make the classroom an enjoyable place.

Motivation is very important in learning. Without motivation, nothing can be achieved. Maffione (2014) points out that the teachers are significant on motivating their students. The students at first should understand, store, recall and use it in appropriate shape. The most significant thing is motivation. The teacher should sing with his students as much as possible in the classroom.

Music plays a significant role in language classrooms (Thornbury, 2002). He adds that music changes the mood of the students. Some researchers express that there are some ways of using music for motivation. The teacher can play music to start the lesson and then he can close it to show that the lesson has started. Music can be used to calm down the very excited students or wake up the sleepy students. The students feel comfortable by this method. The teacher can use it to arrange the time. When the students do some exercise, the teacher may warn them that they have time until the end of the song. As a result, the students can be more careful and motivated. Songs also provide a great source of authentic language. By using internet and playing songs in the classroom, the teacher increases the motivation of the students.

2.3.3. Music Empowers the Memory and the Brain

Memory is significant in learning and education. A powerful memory is the key of success. Moon (2000) states that the students have a powerful memory can achieve whatever they want. In order to have a powerful memory the learners should make repetition. She states that music and singing help them to remember and recall what they hear as the songs can be repeated. Furthermore, Brewer (1995) states that music helps the students to have a powerful memory and knowledge by giving pleasure and happiness. Rhythm and rhyme help the students easily to learn and remember the vocabulary. Music helps their brains' motor system to be more active and developed. Thornbury (2007) supports the view that the melody of the song helps the learner to remember the words as they listen to them a few times. Murphey

(1992) emphasizes that learners can remember vocabulary with the motivation of music because, the students enjoy when they listen music. Music and the songs contribute significantly to the memorization of vocabulary terms. Vocabulary can be learned through a powerful memory. Music develops the memory. Geist (1970) emphasizes that the words used in songs are more memorable than the words written on the board. If the teacher sings the same songs a few times in the classroom, the words will be permanent in the brain of the students.

Geist suggests that the teachers should develop creative applications for using music in the classroom as the music empowers the memory. Palmer & Kelly (1992) agree on music can be used in teaching a second language, especially if vocabulary is taught, because music develops the comprehension and the memory of the brain. Blodget (2000) thinks that if the students want to have a long term memory, music is one of the best ways. He argues that rhythm and melodies of the music enable long-term memory in learning process. Verbal information that is expressed by music or with music stays on the mind longer. Rhythm of the music has a big effect on the verbal information when it has a meaningful aim.

Mora (2000) argues that when the students listen to music, they hear the words and the phrases and so they are able to remember them as their brain revives the words. Stansell (2005) states that the brain of the young learners is very flexible and they can recall the vocabulary they learned easily after they listen to it through songs. Thain (2010) suggests that music triggers both sides of the brain. This factor improves the memory. If the music is used in the classroom, success can be achieved in teaching vocabulary. Music is used in the schools to empower students' physical coordination and communication skills, because it is very significant in teaching second language. On the other hand, the students may have some difficulties in learning vocabulary through songs, because the songs are fast and sometimes long to be caught.

Additionally, Stansell (2005) thinks that music is one of the best ways of teaching new vocabulary because music improves the accent and the memory of the students. Music also helps the mind to recall new words. Music has an interconnection with linguistic areas that helps the learners to learn vocabulary and phrases that improve the linguistic intelligence. Music itself increases the achievement of the classroom in learning new vocabulary. A journal, writes that using songs for teaching vocabulary helps the children to learn and memorize the new vocabulary easier. As a result, the children can keep them in their mind

longer. In that study, researchers state that rhythm, tone and the melody of the music have the power to stimulate the different parts of the brain that is necessary for learning. Researchers agree that music help the students to remember the vocabulary for a long time.

2.3.4. Music Affects Pronunciation of the Learners

Pronunciation is significant in learning a second language. If a word is incorrectly pronounced, it can be perceived incorrectly. This misunderstanding can cause a worse communication among people. For this reason, an accurate pronunciation is significant. Thornbury (2002) claims that the learner should speak in an accurate language otherwise, he can be misunderstood. He emphasizes that in such problems, the songs can help the learner to speak with a better pronunciation. Thornbury also states that if a words' pronunciation is difficult, if it is long or complex or if a word has more than one meaning, it makes the language harder. By using songs, you can cope with all these problems as the songs include the answers of all these problems. Additionally, Horn (2007) supports the idea and states that music empowers students' vocabulary and the pronunciation as music has a power role in teaching English as a second language.

Goodall (2006), English composer and music expert, supports the idea and expresses that singing helps learner to have a perfect pronunciation. While the learners sing, the language expresses the vocabulary. The more the learner sings, the better his pronunciation will be. New words' pronunciation can be learned easier through songs. Lynch (1993) agrees that the songs improve students' pronunciation and understanding of the vocabulary, because the learner both sings and hears the song. Furthermore, Brown (2006) states that the students can hear the real pronunciation of the words through listening to songs. This listening activity leads them to learn faster and longer. Music has a natural rhythm of the words that enables the learner to have a better pronunciation. Melodies of the music help the learners to communicate like the native speakers if they correctly learn the vocabulary. Music has a great positive effect on pronunciation of new vocabulary.

2.3.5. Music Brings Happiness and Fun to the Classroom

A comfortable teaching environment has a big effect on a productive learning. In order to create this comfortable environment, the learners should be comfortable and happy. If the learners are comfortable, they effectually learn. Music provides a comfortable atmosphere in the classroom. Moon (2000) adds that songs make the learning more enjoyable. Brewer

(1995) argues that music can activate the students' mind, physics, and emotions that are powerful in helping the students to learn in ease and enjoyment. Stansell (2005) agrees that music is enjoyable. It is not boring. It is a significant way in teaching a second language.

Furthermore, Stansell (2005) also emphasizes that songs have a big role in learning vocabulary with fun. It brings enjoyment and motivation. As the music has rhythm, it is entertaining and this makes the vocabulary permanent. Geist (1970) states that music increases students' enthusiasm towards the lesson. He adds that the songs affect the students as they have emotions of human being; love, hate, sadness, happiness and joy. He suggests that the teachers can use songs in the classroom even if the students do not understand them, because most of the students are eager to listen to songs in a second language. Listening to songs gives joy and comfort to the students. Geist (1970) emphasizes that music relaxes the learners and removes them from the stress of the lesson. Songs bring merriment and fun to the lesson. When the students listen to songs, they learn the vocabulary with enjoyment. The grammar is sometimes boring, but the music extinguishes the boring side of the language (Lo & Li, 1998). If the vocabulary is taught in the traditional way by writing them on the board with their meaning, the students may get bored. On the other hand, if the vocabulary is taught through songs, the students may easily learn the words as the songs are enjoyable. Lynch (1993) supports the idea that using songs in teaching vocabulary works well as the students like songs and they think that songs make the students overjoyed. They can easily predict the meanings of the vocabulary through songs.

Lo & Li (1998) claim that learning vocabulary through songs is possible and enjoyable because, the songs pierce into the people's heart. McDonald (1984) supports the point and states that when music and songs are used in the classrooms, the gregarious students and the timid students are also affected. They feel comfortable in the lesson as the songs relieve their heart. Spencer (1994) adds that songs affect learners' soul. This influence provides concentration on the lesson that brings success to the students.

2.4. Vocabulary Learning

Medina (1980) in her study (Effects of music on second language vocabulary acquisition), shows that music has a big power on learning vocabulary. The study was made upon forty-eight second grade students. Pre-test and Post-tests were administered on the students. Audio recordings were used in order to play the songs. The students divided into four groups. The first group listened to a story with no music but illustrations. The second

group listened to a story without music and without illustrations. The third group listened to the story with both music and illustrations. The fourth group listened to it with music but no illustrations. As the result, the students who listened to music and Illustrations have higher scores than the others. We can see in this study that music effects students' learning ability in a positive way.

The study that is made by Alipour, Gorjian and Zafari (2012) on vocabulary recall and retention by means of to the music showed that music has a big effect on learning, recall and retention of the vocabulary. The study was made on 105 upper level language learner students in Iran. They divided the students into two groups as musical and non-musical group. At first, a pre- test was applied. Musical- mode group were 60 students. Post-test was applied in the end. The musical – mode group was better than the non- musical mode group. The study was made by giving to the students some copies of songs. Some new words were deleted. They asked the students to fill in the deleted words after they had played the song. It took two months with 20 sessions. The non- musical – mode group also were given the lyrics of the songs and they tried to guess the meaning of the words. Five sessions were made with a multiple choice item test to evaluate the students' vocabulary recall and retention. The results show that there is a statistically significant difference between the two groups. The results also show that the students were more focused and more interested in the lesson while they were trying to listen to the new vocabulary. The students enjoyed and easily learned in the lesson. They were also more motivated.

Siskova (2008) suggests that using songs in the classroom is a chance if you know how to use it. His study was made with three classes with seventh, eighth and ninth grades at an elementary school in Kromeriz. The study had five questions. The teacher also made some exercises with the students. At first, the students failed in the exercises, but then the results of this study showed that using music to teach vocabulary is a good choice. The students liked the songs and they were more active than in the traditional lessons.

Kuattiningsih (2008) points out that using music helps the students to be active in the classroom. The name of his study is the use of songs to teach English vocabulary. This study is based on observations of the class. The class has 44 students. The study lasted from January to March. He observed the students and made exercises with them. According to these exercises and observations, using songs help the students to memorize the vocabulary. The

songs made the students relaxed and more active in the class. The students liked the songs and all of them were enthusiastic in the class.

The study made by Medina(1980) resembles to the study made by Alipour & Bahman and Zafari (2012). The study which is made by Zoghi(Phd) and Shoari (2013) also resembles both of them. Three of them use the same methods. They use pre-tests and post-tests. Their results also resemble each other. They find out that the music has a positive effect on the learning vocabulary. The students learn the vocabulary easily through songs. They have fun while learning the vocabulary because of the music.

Kuattiningsih (2008) and Siskova(2008)'s studies resemble each other. They use different methods. Kuattiningsih (2008) make his study on observations as a qualitative study, but Siskova completes his study through a questionnaire. Both of them find out that the music make the students active in the lesson. They easily learn the vocabulary through the songs.

To sum up, using music in the classroom is very effective in teaching vocabulary. Especially, using songs is effective in teaching vocabulary. Music increases students' learning eagerness. The students are active in the classroom (Siskova, 2008). This activity also helps the students to be more motivated in the lesson. Using music also helps the students to be more fluent in speaking because, they hear the pronunciation of the vocabulary. Songs are emotional. When the students cannot understand the meaning of the words, music can help them by using the lyrics (Thornbury, 2002). Lyrics are rich of words. They help the learner to learn a lot of vocabulary. They are sometimes funny. This fun makes the learning easier. When a song is learned well, the learner cannot easily forget it. The learner can easily learn and memorize the song's vocabulary. The songs are very effective in teaching vocabulary because, songs have repetition in their chorus. The chorus has the same words. When they are repeated, they can be learned and remembered quicker (Thornbury, 2002).

2.5. Teaching English to Young Learners

Young means new, strong and open - minded. Young learner means new and curious about learning. Teaching something to them may be easy.

English composer and music expert Goodall (2006) states that teaching something new to a young learner is easier than an adult. Singing is one of the methods of teaching to young learners because music improves the memory of the children. It also develops children's self-confidence and self-esteem. Songs provides fun and enjoyment to the young

learners. Moon (2000) supports the idea and states that young people spontaneously learn. They automatically learn the second language because, their brain are open for learning. She states that when they learn, they do not ask or wonder why they are learning it. The learning becomes easier in that point. The children have a big instinct to explore their environment. It is innate in most of the children. In language learning, the children have the innate ability of learning vocabulary. Firstly, they hear the vocabulary of the language. Because of this reason, vocabulary is the first thing they should learn (Moon, 2000).

Furthermore, some researchers suggest that if you teach your young students something by an activity or by something else they like and enjoy, you can reach your goal. In this sense, if you teach your young students through drama, songs and games, they will learn better. The students like these activities. They can succeed by these activities.

In addition, Çakır (2004) states that teaching English to young learners and the adults is different from each other because, they have different physical and intellectual characteristics. He warns the teachers about being careful in choosing teaching methods. He states that teachers should make their choices according to the students' level. Their learning atmosphere also should be comfortable. An enjoyable atmosphere provides success to the students in the classroom. He suggests that the teachers can try to provide a free atmosphere, far from stress, because the atmosphere of the classroom affects feelings of the students. If they have positive feelings, their motivation will increase. The motivation increases the understanding and the success of the target language. The teachers should help the students to make activities. The activities must be done to stimulate their creativity and imagination. The activities also should be suitable to their level. The activities should attract the attention of the students while teaching vocabulary. He thinks that singing, playing games and making activities with young learners help the students to learn and understand the second language quicker. He emphasizes that the younger is the better. If the students learn something in their early ages, they may be more successful. Harmer (2007) adds that the young learners are interested in learning a language. He thinks that they can learn something best by hearing, seeing and touching it. Thus, the songs are a good choice in teaching vocabulary. The students like moving in the classroom. Young learners are very eager to listen to songs. While they are listening to songs in the classroom, the teacher should increase their eagerness. If the teacher encourages the students and gives them feedback in right time, the students become better in learning. If the teacher creates a comfortable atmosphere in the classroom, the young learners enjoy learning and this enjoyment increases their eagerness in the lesson. Harmer shows that

while the teachers are teaching the second language, they should choose the simple topics that related to the everyday life such as numbers, colours and alphabet. They are also easy and enjoyable. He emphasizes that if the teacher makes speaking and listening activities rather than reading and writing, then young learners may be more comfortable in the classroom. Speaking and listening are easier and more enjoyable than reading and writing. In his study, he suggests that teachers should repeat the vocabulary every lesson in order to stimulate memory of the students.

To support the study, Vygotsky (1978), Soviet psychologist and the pioneer of the psychology, states that children are curious about their own learning. Their brain is ready for learning as their brains are fresh and available for learning. They actively participate to their learning. They improve their own understanding. Because of this reason, he states that beginning early to teaching is significant. In his Zone of Aproximal Development theory, he states that a child can achieve his learning with guidance and encouragement of his teachers or trainers. The teacher should take into consideration the child's learning power. He can also achieve something by himself, but he can achieve more with the guidance of a skilled person. The young students are ready for training and learning. Because of that reason, teachers should sensitively educate and help the children to develop their own skills in the ZPD area. Then, the children can improve their mental functions. Vygotsky (1978) emphasizes that social factors are effective on children's learning. The children and the environment interact together in order to develop their cognitive development. They can learn everything from their environment and they are ready for learning. He states that teaching a child something can be easier than an adult. Vygotsky (1978) suggests that teachers can use videos and worksheets to guide their students. Their success can increase through these activities. Students are more successful when they work together. According to Vygotsky (1978), group works provide achievement to the young learners. I made many group works with my students in this study. Children also learn social knowledge through language. He states that if the children exposure to the words, they can easily learn the language. Words provide objects and notions to the children. Vygotsky believed that it is important to find out students' skills to solve their own problems with their teachers' help.

Piaget (1952), who is the leader of psychology and philosophy and affected by Vygotsky, states that the children are active learners. They can learn best by doing. He thinks that children are the most significant learners as they born with a basic mental structure. This structure is ready for learning. He thinks that the children can shape their cognitive

development in their environment. Environmental experience has a big role on the children's learning process. He also thinks that the children have an innate schema and innate reflexes. These innate reflexes can change and increase as they are growing up. They can learn easier than adults thanks to these innate abilities. Their biological maturation is also important. He thinks that the children should be taught according to their levels. Teachers should not teach the children certain concepts if they are not in the appropriate stage of cognitive development. He states that children's social and psychological factors take role on their learning process. If these factors are available, teaching the second language is a great success at an early age. The young learners learn more naturally than adults. Beginning at an early age makes the learning easier.

In addition to Piaget, Copland & Garton (2013) state that young learners have the ability to learn more than one language at the same time as their brains are ready for learning. When they learn the second language in the school, the learning becomes more meaningful. They interact with their friends. The interaction helps them to be more eager. In their study, they also emphasize that the teachers should take into consideration the students' age and their abilities while teaching second language. If the teachers teach the language in a comfortable atmosphere, the students' attention and willingness will increase.

To sum up, young learners have flexible minds and they can learn something easier than adult. Teachers should take into consideration their levels and interests. Their emotions are important. They can easily learn something if they like it. Feeling comfortable in the class is important for them

2.6. Music as Therapy

Music affects consciously and subconsciously the emotions of the people. The children are affected by music and enjoy it. Darwin (1859) states that speaking of the people is influenced from singing songs. This means that singing affects learning vocabulary. Without vocabulary, we cannot communicate. Music is learned before speaking. Charles Darwin and Herbert Spencer state that music occurs from speaking. It comes from emotions of the people.

Robertson (2009) claims that music shakes your body by its melodies and harmonies. It makes you cry or smile and gives joy to your spirit. Music affects the behaviours of the people. American Therapy Association proved that music increases the quality of life. It helps

us to express our feelings and it enhances our memory. Music cultivates communication among people. It decreases the hardness and the stress of the life. Music is useful for children and for elderly people. Music is used for the patient people. It has a healing effect. According to the American Music Therapy Association, music can be used to promote wellness, manage stress, alleviate pain, express feelings, enhance memory, improve communication and it promotes physical rehabilitation of the people. On the other hand, The Association states that music therapy is useful for all the people, healthy or ill people. All kinds of music have a healing effect. The AMTA states that 'the individual's preferences, circumstances, and need for treatment, and the clients' goals determine the types of music'

Furthermore, Holzknecht (1969) states that music relaxes the people in prison. In his study, he proves that the music decreases the stress and the depression of prisoners. He achieves a success in that study. He finds out that music is more successful than speaking and books on the people as a therapy. In his study, he observes that the prisoners start to save money to buy musical instruments after they listen to music. Then, they begin to play different melodies.

2.7. Using Songs as a Pedagogical Tool in the Classroom

Goldberg (2004) states that teaching English through songs is a kind of art like sculptures, dancing, poems and dramas. Teaching something through songs, help the students to communicate with their friends. Music helps the students to learn different cultures. While the students are singing in the classroom, the teacher can facilitate an environment for his students to do these activities. Goldberg in her study also states that using music and songs in the class increase the motivation and the self-esteem of the students. The students take part in the lesson more than ever. These activities increase the love of learning. In addition, Eken (1996) suggests that teachers can use songs in the English language classroom for some reasons. These reasons bring joy, enjoyment and success to the students. The classroom atmosphere becomes more comfortable for the students. The most important of these reasons are, to practice a language essence and to encourage the students for listening activities. Using songs also stimulates the students' expression of their feelings and behaviours. Songs encourage the students to be more creative. They bring fun to the learning and teaching process. Schoepp (2001) adds that if we use songs in the classroom, the students may learn more because, they have fun with songs. He also emphasizes that using songs in the classroom prepares the students for the lesson and helps them to be more active in the lesson.

Furthermore, Lynch (2001) states that we should use songs while teaching English as the songs easily may be obtained and they provide a lot of vocabulary, idioms and expressions. The songs also provide valuable singing and listening. The students can use them in and out of the classroom. Songs are flexible tools for using in the classroom. They can be changed or sung according to the teachers' lesson objectives. In his study, Rhalmi (2009) states that there were some reasons for using songs and music in the classroom. The songs are useful for grammar, vocabulary, and they are nice and joyful activities. They provide the pronunciation of the target language. They have a lot of vocabulary and expressions. They easily can be obtained because of the technology and Internet. The teachers can find them for all the levels of the students. Songs create a nice and a comfortable atmosphere. In addition, Murphey (1992) states that songs are very effective tools for teaching vocabulary as they have lots of words.

Furthermore, songs must be taught on a topic or a theme. This provides a big opportunity for learning a lot of vocabulary. For example, when we teach fruits or family members, the students have the chance to learn the words of the topic. The songs bring differences to the everyday classroom routine. They help the students to be far from anxiety. Murphey (1992) suggests that they are also memorable tools.

In addition, Simpson (2015) points out that music is universal. It connects all cultures and languages. It is one of the best resources in the classroom. At this point, teachers should choose the right and the suitable song for his classroom. The songs should be selected according to the level of the students. According to this level, the teacher can select the right activity. They are repetitive and easy to understand. In that point, the teacher should be careful in choosing the songs. He also suggests some steps to use in the classroom with music,

- Choose the songs as a fun activity. It must funny song not boring or serious
- Showing a video clip is a good option
- Give the title and ask questions about the title
- Listen to the songs with their lyrics
- Focus on vocabulary and some expressions

All of these methods will be good for increasing the motivation of the student in the language classroom.

2.8. Gardner's Theory of Multiple Intelligences

According to Gardner (1993), every person has a different intelligence. Students learn in distinctive ways. In that aspect, we can say that there are seven intelligences. The first one is Logical- Mathematical Intelligence. Logic is important here and it associated with science and mathematics. They like to experiment and solve puzzles. They learn through logic games and investigations. The second one is Linguistic Intelligence. Students can effectively use the language and express themselves. Students have the ability to use language. They like playing word games. They learn through reading books and encouraging them to say a word. The third one is Visual- Spatial Intelligence. It is the ability to know and identify colours, space and shape. They can solve the problems through visual quality. They learn through drawings and by imagination of verbal and physical materials. The blind people can use it. The fourth one is Musical Intelligence; students have the ability to use tones, rhythm, and the musical pitches. They can compose the poems by this intelligence. They love music. They are sensitive to the sounds. They learn through lyrics and speaking rhythmically. They understand the lesson better by using musical instruments, music and radio. The fifth one is Bodily – Kinesthetic Intelligence. They are able to use their body and movements. The physical activity can be very powerful. They learn through physical activity, acting out and role-playing. They like using body language, dancing, touching and movement. The sixth one is Interpersonal Intelligence. They love doing something with others and interacting. Such learners learn through interaction. They like their friends. They learn best through seminars and group activities. The seventh one is Intrapersonal Intelligence. They love being alone. They do not love making group activities. They learn through doing activities by themselves. They like having diaries.

We have to know that each student has a different intelligence. We should take into consideration the students' differences in learning process. Some students may like singing, but some of them may not. We have to know that all of these seven intelligences are important in education. The teachers should not use the traditional education system while teaching. If we use different ways in teaching such as songs, the students will be active in the lesson. Using songs and flash cards in the lesson enables the students to use their different intelligences and understanding of the lesson. This kind of teaching stimulates students' interest and skills.

Some students may learn through songs, but the others may have some difficulties. The teachers should take into consideration all of these intelligences because, we have to know that all of the students have not the same intelligence. If we are careful in such subjects, we could be more successful in the class as a teacher. Gardner (1993) states that musical intelligence is important as the students may have the ability to recognize rhythm, pitch, and melody. Each student can learn according to his level. Lazear's findings (1992), support to the claim that the children who have musical intelligence can learn any subject by composing a song about it. On the other hand, some students may not learn in the same way. In that situation, the teacher should use different kinds of learning styles. This gives pleasure both to the teacher and the learners. Using different kinds of intelligences can help the teacher to determine what to teach or how to teach. Lazear & Gardner's study resemble each other. Both of them support the idea of the different intelligences. They both emphasize that the people have a distinctive intelligences and learning methods. They think that the teachers should know their students level and use different teaching methods.

In addition, some students may be talented in music and this brings success to them while learning a second language by music and songs. In classroom atmosphere, music brings joy to the students and helps them to learn the second language faster. Music helps the students to increase their self-confidence

Furthermore, Multiple Intelligence theory gives the opportunity to teachers to recognize their students' skills and knowledge. Teachers can see the strengths and weakness of the students in learning something. The students can find the opportunity of learning second language. Teachers should not also insist on teaching the second language in the same ways. (Gardner, 1999)

The Multiple Intelligence Theory is taken into the consideration in this study by the researcher. The songs were played according to the level of the students. The activities were applied according to the understanding way of the students. For example, the students who has Body –Kinesthetic Intelligence danced and moved while the songs were playing. These activities helped them to understand the lesson. The students who have the Interpersonal Intelligence were better in the lesson while they were doing activities with each other. The students who have Musical Intelligence were successful in the lesson because, they love music. While the songs were playing, they listened to it carefully with pleasure. This listening to music helped them to memory the vocabulary easily. Visual- Spatial Intelligence was used

in the classroom through the instructor's equipment. The instructor brought balloons and some other materials in order to the students touch and see them. When the students touched and saw them, they had pleasure in the classroom. As the result, they easily understood what they learned.



CHAPTER THREE

3. METHODOLOGY

In this chapter, the research design of the study, the participants and the setting of the study are described. Then, the procedure of the study, the data collection instruments and the data analysis are presented in detail.

3.1. Research Design

The aim of this study is to find out how the students learn vocabulary through songs and how the students respond to learning vocabulary through songs. This research is designed as an action research study. It is an interactive method of collecting information on teaching methods and students' behaviour in the classroom (McCallister, 2003). Action research is undertaken in school setting in order to look for ways to improve instruction and increase students' achievement. It gives the opportunity to the researcher to make change in teaching method. (Ferrance, 2000) he adds that action research is very useful for the researcher as it transforming the knowledge into a meaningful suggestion.

In Action Research a teacher can watch to him / herself and see the problem in the class and find solutions with new techniques. These features make the Action Research very significant as it offers self-development and self-knowledge (Greenwood & Levin, 2007). In addition, Ferrance (2000) states that through Action Research teachers can gather information about themselves and their students, and can determine ways to improve.

This study employed qualitative research method. Maykut & Morehouse (1994) pointed out that the main objectives of the qualitative methods are to generate ideas or hypotheses from the data collection and to perceive students' behaviour and reasons. These specialities govern such behaviour while the fundamental goals of the quantitative methods are to collect and to analyse numerical data in order to test or confirm a hypothesis, and to generalize results from the specific data. In order to find out these features interviews and observations as a teacher diary can be used. In this study interview with the students and a teacher diary are used as a qualitative method by the researcher.

According to Ferrance (2000), there are many methods to conducting action research. These methods are; observing individuals or groups, taking field notes, using audio and video tape recording, taking photography, and using structured or semi-structured interviews. This study involved observations, taken field notes, video records and semi-structured interviews.

3.2. The Setting and the Participants

This study was conducted in Mehmet Fehmi Çankaya primary school, in Antakya, Turkey in 2015-2016 academic year. It was a public school. It was a big and crowded school. There were two English language teachers. The school has not an English Language laboratory. For this reason, I used my own computer in the lessons. The school had a library, a computer classroom, a canteen and a big garden where I sometimes made my interviews.

The participants of this study were a class of second graders, 11 female and 15 male students. They were eight and nine year old students. I can say that most of them came from almost the same background as they have the same socio-cultural and economic status. Very few of them had better opportunities in the means of families and economic status. All of the participants' houses were around the school. The students had classes at school from 12.00 to 17.00 on weekdays. It means that they had six classes in a day. They had two hours English classes peer week. They took two written examinations each term. The students were good at English during the study. They were very curious, energetic, and willing to learning and making activities. Few of them had some courses like musical instruments or language courses. They go to these courses at the weekend. These students were better in the lessons. The students' mother tongue was Turkish. Most of them lived in small families, involved one or two brothers or sisters. Most of their mothers and fathers were employee.

3.3. Data Collection Instruments

Over a period of seven months, the researcher used teacher diary and semi-structured interviews as a qualitative data collection tools. At the end of the each lesson, the researcher noted her personal observations regarding classroom activities in a notebook as a teacher diary. The teacher's diary was useful for the researcher when she writes her findings in addition to the data collected from the interviews.

The interview questions were asked in their native language, in Turkish, so the students could understand the questions. During break times, the researcher occasionally conducted her interview as an initiated conversation with the students. In the following sub-sections, the Teacher Diary and The Interview are presented in detail.

3.3.1. Teacher Diary

The first data instrument was the Teacher Diary. According to Richards & Farrell (2005), a teacher diary consisted of observations, reflections and thoughts about teaching. They stated that it could be a notebook or a book used for taking information about the conducted study. In this study, I kept a diary to take notes about the activities we did and my observations and reflections about the lesson at the end of each lesson. This means that I wrote the details of each lesson and my reflections on the using of songs in teaching vocabulary. “Diaries are useful as a research tool. They are a medium where the teacher thinks critically about how he/she teaches. Problems can be analysed, and good ideas can be solidified” (Kourelis, 2007, p. 19). In the teacher’s diary, there was information about the students’ attitudes and it could be seen information about the target vocabulary. The researcher evaluated the effects of songs in teaching the vocabulary. The teacher diary was useful in writing the finding of each lesson. It was also useful for being experiment for the next lessons. “...the process of reflection is itself an instrument of change” (Thornbury, 1991, p.146).

The diary helped me to see what worked well and what did not. For this reason, I sometimes made some new activities or I made some changes when I noticed there was a problem in the classroom.

3.3.2. Semi- Structured Interviews

The objectives of the semi-structured interviews were to elicit the students’ response to learning vocabulary through songs. The interviews were also useful in eliciting the students’ feelings and thoughts about the lesson.

The interview was conducted on 26 students. The interview was conducted in Turkish, as the students could not communicate in English. I recorded all the interviews by my cell phone. In general, the questions were asked in the classroom at the end of the lessons. Sometimes, the researcher made the interview in a free atmosphere like a conversation, especially in break times, in order to not to bored the students. The conversations occurred in a casual, conversational setting in which the students felt free to express themselves. This aspect of the data collection process added a more personal dimension to the study.

The questions of the interview:

1. Did you like the song? Why?
2. What did you learn in the lesson?
3. What difficulties did you face while you were listening to the song?
4. What did you like most in that lesson?

3.4. Procedure of the Study

The students had two hours of English in a week. The study began in October and continued until its completion seven months later on April 7. Each month, the students were taught a song. The topics were chosen according to the course book of second class of MEB. It was useful in choosing the topics of the study.

In the following sub-sections, I explain the purpose and the vocabulary of the study, the materials used and the procedures employed in each week in detail.

3.4.1. Week One

Aim: to help the students to learn the vocabulary of family members

Vocabulary: Mother, father, brother, sister, grandma and grandpa.

Materials: the course book was used in order to determine which vocabulary should be taught. A video from You Tube (https://www.youtube.com/watch?v=d_WQEw13TCo) was played to attract the students' attention.

Procedure: At first, the students were asked their own family members in their native language to engage them in the lesson. Then the teacher sang the song and played it from YouTube a few times. Next, the students were guided to sing it together. After they sang it, they were asked to be mother, father, sister, brother, grandma and grandpa to sing the line of the song which belonged them. Almost all the students made the activity. At the end of the lesson the teacher write the words and the song on the board and asked the students to write them on their notebooks in order to sing the song at home.

3.4.2. Week Two

Aim: To teach the students the numbers in English and to help them to count.

Vocabulary: One, two, three, four, five, six, seven, eight, nine and ten.

Materials: the teacher used her fingers and gestures by singing the song in English.

Procedure: First, the students were asked to count from one to 10 in their native language in order to learn whether they could count or not. Then, the teacher began to sing a song by using her own fingers and gestures. The song had applauses. These applauses increased students' motivation (see appendices 7.2). Then, they were asked to sing the song one by one. Almost all of them sang the song alone. After that, the teacher guided them to be in groups and sing the song. The best group was chosen. At the end of the lesson, most of the students wanted to sing the again. The teacher allowed them to sing together.

3.4.3. Week Three

Aim: To help the students identify the colours in English.

Vocabulary: red, green, blue, yellow, orange and black

Materials: colourful balloons were used to attract their attention and to make them happy. A video from You Tube (<https://www.youtube.com/watch?v=BGa3AqeqRy0>) was played to help the students to identify the colours.

Procedure: The teacher brought balloons to the classroom to stimulate the students interest. The students cheered up when they saw the colourful balloons. The teacher flied them into the classroom and allowed the students to fly them. The teacher asked them to guess the topic in order to engage them to the lesson. Then, the teacher sang the song a few times and she played it from You Tube. After the students listened to it, they sang the song all together. At the end of the lesson, the teacher flied the balloons one by one and asked the students to catch the balloon she flew. The student who caught the balloon sang the song. All the students were eager to sing and tell the meaning of the colours in Turkish.

3.4.4. Week Four

Aim: To teach the students the vocabulary of the body parts

Vocabulary: head, shoulders, knees, toes, eyes, ears, mouth and nose

Materials: a video from You Tube <https://www.youtube.com/watch?v=h4eueDYPTIg> was played a few times in order to attract students' attention.

Procedure: The body parts were repeated in Turkish at the beginning of the lesson. The teacher used her gestures in order to show the body parts in English. Meanwhile, she sang the song. Then, the teacher played the song from You Tube. All the students were listening the song in curious. The teacher paused the music and asked them to sing alone in order to learn whether they learned the vocabulary or not. Most of them came to the board and sang the song. In the next step, the teacher asked them to tell the word she showed by using her gestures and hands. Then, the teacher wrote the vocabulary on the board with their meanings and asked the students to write them on their notebooks in order to repeat them later. At the end of the lesson, the teacher gave a worksheet to the students. As a follow-up activity, the teacher asked them to fill the worksheet in order to see whether they learn the vocabulary or not.

3.4.5. Week Five

Aim: To teach the farm animals.

Vocabulary: cow, dog, duck, horse, pig, sheep bird, fish and elephant

Materials: some flashcards and posters brought to the classroom by the teacher. A video from You Tube <https://www.youtube.com/watch?v=EwIOkOibTgM> was played. Colourful papers were given by the teacher to write the words on them.

Procedure: At the beginning of the lesson, flash cards and posters were used in the classroom. The students were asked to name the animals in the flashcards in their native language. The teacher sang the song by showing the flash cards to the students. The song was played a few times from YouTube. Then, the sound of the music paused and they were asked to tell the name of the animal they saw on the screen of the computer. After that, I asked them to imitate the sound of the animal the teacher picked up from the flash cards. The teacher monitored them while they were imitating the sounds of the animals. The teacher wrote the names of the animals on the board and gave the students colourful papers to write the words. A worksheet was given to the students at the end of the lesson.

3.4.6. Week Six

Aim: to help the students to learn the vocabulary items about the Fruits

Vocabulary: apple, pear, strawberry, orange, plum, watermelon, cherry, banana

Materials: A song from You Tube <https://www.youtube.com/watch?v=jkv4hMHqIsU> was played a few times. The teacher used flash cards.

Procedure: The teacher asked the students their favourite fruit in order to engage them in the lesson. Then, a song was played from the mobile phone of the teacher. The song was played a few times. At the end of the lesson, the teacher showed some flash cards and asked the students to name the fruit they saw on the flash cards.

3.4.7. Week Seven

Aim: to help the students to learn vocabulary items related to school supplies and to identify their school supplies

Vocabulary: pencil, sharpener, eraser, ruler, book, scissors, chair, desk, pen, and bag

Materials: The students' own supplies were used and a video from You Tube <https://www.youtube.com/watch?v=41cJ0mqWses> was played.

Procedure: The students were asked to put all of their school supplies on their tables to help them understand the topic. The supplies were colourful which attracted students' attention in the lesson. The teacher picked them one by one and told their names in English at first to prepare the students to the lesson. Then, the teacher wrote the supplies on the board. In the next stage, the song was played from You Tube a few times. The teacher stopped the music and asked the students to sing the song all together by showing their own supplies. Next, they were asked to sing by groups and one by one. At last, the teacher played the music again and gave a worksheet to the students.

3.5. Data Analysis

The data of the study was collected through the interviews and the teacher diary. Semi-structured interviews were used in order to elicit the students' thoughts about the lesson and whether or not they learn the vocabulary. The teacher recorded the interviews. She listened and translate them into English. Then, she transcribed and coded them.

I used inductive data analysis to evaluate and interpret the data gathered. Thomas (2006) pointed out that inductive data analysis identified the textual data. By this way, it correlated the study's objectives with the summary finding which gathered from the data. Inductive data analysis helped the researcher to reach an evident of the study.

CHAPTER FOUR

4. FINDINGS

This study tries to find out how the students learn vocabulary through songs and the students' reactions to learning vocabulary through songs. This chapter tries to explain these aims of the study in two sections. The first section presents the findings of how the students learn vocabulary through songs according to the observations written in the teacher's diary. The second section presents the answers of the interview of the students in order to find how the students respond to learning vocabulary through songs. Additionally, the findings of the study were written week by week in detail.

4.1. The Findings of the Observations and the Teacher's Diary

The objective of the first week was to teach the family members to the students. I used the course book in order to determine which words can be taught. I asked the students if they liked the songs. The students' answers were positive.

Some of the students were timid in the first week. I tried to attract their attention and engage them in the lesson. I tried to have a conversation with them. Firstly, I asked the family members in their native language. 'Who is a mother? Who is a father? Who is a sister? Who is a brother? ' Then, I asked them 'who has a brother or a sister'. Most of them wanted to answer these questions. These questions enabled them to speak in the lesson. Here are some examples from their answers:

'Teacher, I have a brother and a sister'

'Teacher, I have two brothers'

I observed that they answered with pleasure. The timid students also answered in excitedly. These answers made the timid students to participate into the lesson. Then, I sang a song about the family members a few times. The students were listening carefully. The song attracted their attention. Some of them began to dance or act in their desks. They showed that they enjoyed by this song. To found this, the teacher played the song from YouTube a few times. All of the students were watching and listening to the song. They began to act and dance in their desks again. They were singing the song while it was playing. The teacher paused the song and asked them to sing together. Most of them were so eager. Very few of the students were shy and did not sing. They were just listening to their friends. In order to help

them to participate into the lesson, I looked into their eyes and sang again. I chose some students told them to be mother, father, sister, and brother. Each student sang a line of the song. The chosen students sang on the board, the other friends applauded them. The other students were eager to come to the board and sing like their friends. Some of them said that; ‘teacher, please can I come and sing like my friends’. I allowed them to sing. This was an enjoyable group work. I made this activity a few times. I observed that most of them could memorize the song and sing. This memorization showed that they spontaneously memorized the target vocabulary. Then I asked them the family members in English and in Turkish. Most of them could answer me. At the end of the lesson, the teacher wrote the words on the board and asked the students to write them on their notebooks. While they were writing, I heard that most of the students were read them correctly. They could pronounce the words in a right way thanks to the listening activity.

I wrote all of these observations in my diary. The first week was important for guiding the following weeks. I found out that the first week was successful in teaching the vocabulary through songs. The students also loved this method. I noticed the shy students. I tried to find out how to engage them into the lesson the following lessons.

The objective of the second week was to teach the students to count from 1 to 10. The students were tried to identify the numbers. At the beginning of the lesson, I asked the students to count in their native language in order to engage them into the lesson. After they had counted in Turkish, I counted the numbers in English by showing my fingers. I sang a song a few times. The students listened to me carefully with pleasure. I asked a volunteer student to sing. Almost all of them wanted to sing by saying ‘please, teacher I can count in English’. They counted the numbers by showing their fingers. The song had some entertaining words like ‘rap, rap, rap’ consist of clapping (*see appendix B.2*). These words made the students cheerful. The teacher wanted them to clap while they were saying rap rap rap. These clapping were enjoyable. The students were smiling and trying to sing again. They found the song enjoyable. They were so eager to sing the song alone. I allowed them to sing the song alone. After they had sung, the teacher clapped them with their friends. Then, I asked them to sing by groups. The best group was chosen and clapped. These clapping made the students happy. While one of the students was singing, the others were dancing and acting in the classroom. These activities increased the motivation of the students. At the end of the lesson, almost all of the students were able to count from 1to 10 in English. When I got out of the classroom, most of the students were clapping and singing the song of the numbers with

pleasure. I observed that the students enjoyed singing and learning through songs. In the break time, some of the students were trying to tell me something with shyness. I asked them ‘what happened?’ their answers were so great such as; ‘teacher, please come again. Teach us more songs. We liked the song.’ It was great hearing these sentences. This showed that they liked the song and using it in the classroom.

The second week was a good experience for the students as they participated into the lesson. They enjoyed and learned easily the vocabulary of the numbers. I noticed that the timid students also were singing in the lesson. It can be inferred that the song motivated them and helped them to stimulate their interests. The students’ actions, applauses and smiling faces showed that the song motivated them in the lesson. According to Jones (2009), music can be used in the classroom in order to motivate the students and to increase the achievement.

The subject of the third week was the colours. I aimed to teach the colours by using balloons. The balloons were real world objects. I taught that the students would like the balloons. For this reason, I might attract their attention and engage them into the lesson. To support the idea Vygotsky (1978) stated that real world objects can be used in the classroom in order to increase the students’ interests.

I entered into the classroom with the colourful balloons. Most of the students screamed and were excited. The colourful balloons attracted their attention. I flid the balloons and sang a song into the classroom. All the students played with them. Then, I played the song from YouTube a few times. While the song was playing, the students were dancing and listening carefully. I caught a balloon and asked its colour to the students. I noticed that they could pronounce them. At the end of the lesson, the teacher shut down the music and played the song without sound. She asked the colour they saw on the screen of the computer. Most of them could say the colour. It can be seen that students were active in the lesson and this activity increased their participation and involvement in the lesson. In addition, listening activity helped them to learn and pronounce the words correctly. The song and the colourful objects were effective on the students’ learning process.

The findings of the third week showed that the students well behaved with good attitudes in the classroom. They were both happy and eager for learning. They enjoy learning. They were not passive but active most of the time.

The objective of the fourth week was to teach the body parts to the students. The teacher showed the body parts by singing a song. She sang the song a few times. Then, she played a video from YouTube. All the students listened to the song with pleasure. They were smiling and looking with excitement to the video. It can be seen that they were happy. They were dancing in their desks while the song was playing. All of them were in cheers. I asked them to sing the song one by one by showing their own body parts. I allowed them to sing and noticed that they could sing the song by showing the body parts. They were smiling and happy while singing. They liked the activity because, most of them wanted to sing the song alone. The majority of the students took part into lesson. It is found out that they could tell the body parts without taking any help. Then, I asked them to tell the body part I pointed. Most of them easily answered me. They were so eager. They raised up their fingers to sing alone on the board. Some of the students were so excitement and they could not stand to take permission.

Then the teacher wrote the words on the board and asked the students to write them on their colourful papers or notebooks. They wrote them with pleasure. While they were writing them, most of them were humming the song. At the end of the lesson, a worksheet was given by the teacher in order to expose students' learning ability. Some students filled the blanks together in groups. (*see appendix H*). While they were filling the blanks, I heard the most of the students were filling by singing the song with its melody. I found that the children could learn from each other thanks to the collaborative. The students learned better and they became more social with their friends by this activity. This activity increased their concentration and motivation in the lesson. I collected the worksheets. Some of the students were happy and shouting; 'teacher I made all of them, please look at my paper'. It can be concluded that the song affected the students in a positive way. They enjoyed doing the exercises. They were so eager and motivated. I checked the papers at home and saw that the students successfully filled the blanks.

The topic of the fifth week was the farm animals. The objective was to teach some of the farm animals. I brought some flashcards and posters to the classroom. I asked the animals by showing the flashcards in their native language in order to engage them in the lesson. At first, the students were not interested in the subject. Then, I sang a song and played it from YouTube. After they had listened to the song, they were interested in the topic. They listened to it with pleasure. They looked curiously on the screen. They were dancing. Then, they began to sing together. I played the song without voice and asked them to name the animal they saw

on the screen. Most of them could answer me. I found out that they learned the vocabulary thanks to the song. The teacher picked up a flashcard and asked them to imitate the sound of the animal. They were eager to imitate the sound of the animals. They were happy and excited. They were enjoying in the lesson. They wanted to listen to the song again. I wrote the meaning of the animals on the board and asked the students to write them on their colourful papers. While they were writing, they were singing the song. When I heard their singing, I felt so happy. At the end of the lesson, I gave a worksheet to the students according to their level (*see appendix E*). I analysed the worksheets and noticed that the students filled them. According to Brewer (1995), music helps the students to remember and recall the knowledge they learned. He adds that the students learned with pleasure and happiness through music and songs.

I want to add that when I was going out of the classroom, some of the students came with me to the teachers' room. They pointed out 'please, teacher come again and teach us different songs. We liked the songs. We wish to listen to songs in our other lessons.' These sentences made me so happy and motivated. I noticed that I managed to teach something to my students.

The main objective of the sixth week was to teach the fruits to the students. The teacher brought some flashcards to the classroom and asked the students the fruits they like in their native language. Most of the students were interested in the topic and they were volunteers to talk about the topic. After I attracted their attention by making this conversation, I played a song about the fruits. The song was both in English and in Turkish. (*see Appendix F.3.*) The students smiled and they found it interesting. They said that the song was easy because, the fruits were told in Turkish. They constantly wanted to listen it. They said 'please teacher play it again, please again'. This sentence showed that they enjoyed the song. The teacher paused to the music and asked them to sing alone. Most of them could sing. They memorized the song. Then, I showed some flashcards and asked them the meaning of the fruits. Almost all of them could answer in eager and with pleasure. When the bell rang for the break time, I noticed that some of the students was singing and dancing in the corridors. I felt so happy and successful. Some of them were asking each other the meanings of the fruits they had learnt.

The following week the teacher wrote some fruits on the board and asked the students to read and tell their meanings. One of the students pronounced the 'apple' as it was written.

The others shouted and corrected it and told their friend ‘you have to read it epil’. This correction showed that the song also helped the students to pronounce the vocabulary. As a result, I asked most of them to read the fruits again. Most of them could pronounce the fruits. When they told the meaning of the words, they hummed the song in order to remember its meaning. It is found out that the song helped them to improve their memorization.

In the sixth week, I did not have any disciplinary problems as the students get used to using the songs in the lesson. I observed that the students were listening to the song more carefully.

The seventh week was about the school supplies. The teacher’s aim was to teach the equipment of the classroom. The students used their supplies every day and every time in the classroom and out of the classroom. For this reason, I thought that they would like the topic and attract their attention. At the beginning of the lesson, I asked them to put all of their supplies on their desks. The students put them on their desk. All of them were very happy and excited. I also tried to make the students to feel comfortable in the classroom. They had colourful pencils, crayons, pens, erasers, sharpeners, books, notebooks and rulers. They tried to show their supplies to me by saying ‘teacher, look, I have red pencil, I have blue book’. It can be seen that the students were not stressful. Then, I told their meanings one by one and wrote them on the board and I asked them to write the new words on their notebooks. Before they finished writing, they had asked their teacher ‘teacher, where is our song? Will we listen to a song?’ These questions showed that they liked the songs and they were eager to listen to a song. One of the students stated that that lesson was boring without a song by saying ‘So, boring. Teacher, where is our song? This question showed that the song provided a safe atmosphere. The students could tell their thoughts and feel free. Then, I played the song from YouTube. All of them were listening carefully with pleasure. They were acting and dancing on their desks. When the song was playing, they were showing spontaneously their own supplies. The students listened to the song carefully to hear the vocabulary. This attention provided them to concentrate on the lesson. Then, I stopped the music and asked them to show their supplies by singing the song alone and by groups. They sang with a great pleasure. They applauded each other. They were happy and motivated by these applauses. At the end of the lesson, I played the music again and asked the students to fill a worksheet. I analysed it at home.

To sum up, each week was better than the previous one. The students enjoyed the song and they could learn the vocabulary. When I asked about a word, they tried to remember and answer it through the song. They sang its melody in order to remember it. Most of the students took part in the lessons. Even the shy students were active in the lessons thanks to the songs. The students liked the songs, because they were dancing and acting while the songs were playing. They could not stand stop in their place. These activities motivated them in the lesson. The motivation of the students increased their success.

4.2. The Findings of the Interview

The interview of this study was carried out with the secondary primary school students. It was conducted on the twenty-six students. I aimed to find out the students' attitudes and reactions towards learning vocabulary through songs. In the interview, I asked four questions to the students. The questions were asked in their native language because the students could not speak English. The researcher translated them to English. The interview was carried out in a comfortable atmosphere in an empty classroom and sometimes in break times in the corridors or in the school garden as if a conversation. Otherwise, the students might not answer the questions, as they might be shy or timid.

The findings of the interview are written in detail in the following sub-sections.

4.2.1. The Findings of the Interview

Three questions were asked in the interview. The questions are written one by one below. The answers of the first question are written in the table. Some answers of the students are also written below as an example.

1. Did you like the song? Why did you like it?

Each week the majority of the students stated that they liked the songs. The reasons are written below week by week.

Table 4.2.1. The reasons of the first week

Weeks	1	2	3	4	5	6	7
Reasons	Amusing Understandable	Amusing Understandable Easy Feeling comfortable	Amusing Understandable Motivating	Amusing Being active Learning vocabulary	Amusing Understandable Motivating Humorous	Amusing Understandable Motivating	Amusing Understandable Motivating

As it can be seen in the table the students stated that the songs were amusing. This shows that they had fun and enjoyment in the classroom. According to Stansell (2005), songs have a big role in learning vocabulary with fun. He also states that songs help the students to learn with enjoyment. Most of the students stated that they liked the songs as they had fun while listening to the song. Here, some examples from the answers of the students:

I liked the song very much, because it was very amusing. I had fun.

I liked the song teacher, because I had fun and the song was very amusing.

I liked the song, because it was amusing and I had great time in the lesson.

The table shows that the students liked the songs because the songs were understandable. I can say that some of the students were afraid of songs at the beginning of the lesson, as they might not understand it. After they had listened to them, they expressed that the songs were understandable. There are some examples from the answers of the students:

I liked the songs, because it was very understandable.

At the beginning of the lesson, I was afraid of the song as it is a foreign language, but it was very clear and I liked it.

I liked the song, because I could easily understand it.

It can be seen from the table that in most of the weeks the students liked the songs as the songs motivated them and they felt comfortable. Feeling comfortable motivated them for learning new vocabulary. Mora (2000) thinks that music can be used in teaching English as it increases the motivation of the students. Here are some examples from the students' answers:

I liked the song, because I felt comfortable

I liked the song, because the song motivated me and I felt comfortable.

I liked the song, because I felt that I could manage learning new vocabulary.

It can be seen from the table that in the second week there were different answers. Some timid students pointed out that the song of the second week was easy so they felt comfortable to sing and participate into the lesson. They could easily learn the song by saying:

Teacher, I liked the song, because it was very easy, I easily learned it.

Teacher, I liked the song, because I could sing and take part in the lesson.

Teacher, I enjoyed by singing in the lesson so I liked the song.

The table shows us that the fourth week was different for some of the students as they felt themselves active in the lesson by saying:

I liked the song very much, because, I moved and acted in the classroom. I also come to the stage and take part in the lesson.

Geist (1970) thinks that English songs are significant tools in teaching vocabulary. If the songs are used in the classroom, the students can easily learn the vocabulary through songs. In the fourth week few of the students pointed out the song was very informative and they easily learn the vocabulary by saying:

I liked the song, because I could easily learn to say my eyes, nose and my mouth in English.

We can see different answers in the fifth week. Some of the students pointed out that the song was humorous by saying:

Teacher, I liked the song. It was very humorous and I had great fun.

After analysing the answers, it was found out that there were different feelings and thoughts about the songs. Here are some examples from the answers of the students:

Teacher, I liked the song. Please, come again and teach us different songs.

Teacher, I liked the song, I will sing this song to my mother at home. She will be happy and proud of me.

2. What did you learn in that lesson?

This second question of the interview was asked in order to learn whether the students learn the aimed words or not. The aimed vocabulary of the first week were mom, dad, sister, brother, grandma and grandpa. In the second week, I aimed to teach one, two, three, four, five, six, seven, eight, nine and ten. The topic of the third week was the colours; blue, red, green, yellow, black and orange. The body parts was the topic of the fourth week; head, shoulders, knees, toes, eyes, ears, nose and mouth. Cow, dog, duck, horse, pig, sheep, bird, fish and elephant were aimed to teach in the fifth week by the teacher. Apple, pear, plum, orange, watermelon, cherry, banana and strawberry were aimed to teach in the sixth week by the teacher. In the last week, bag, pencil, sharpener, eraser, ruler, book, scissors, chair, desk and pen were aimed to taught by the teacher.

Table 4. 2.2. The learned words week by week

Weeks	1	2	3	4	5	6	7
The vocabulary	Mom Dad Sister Brother Grandma Grandpa	One, two Three, four Five, six Seven, eight Nine, ten	Blue Red Yellow Green Orange Black	Eyes Ears Nose, toe Hand Finger, Leg, Arm Mouth,	Cow, pig Dog, bird Duck Horse Sheep Fish Elephant	Apple Pear Strawberry Orange Plum Watermelon Cherry Banana	Pencil Sharpener Eraser Ruler Chair Book Scissors Desk Pen Bag

As it is seen in the table, the majority of the students pointed out that they had learned the whole aimed vocabulary through the songs. Very few of the students learned some of them. Here are some extracts from the answers of the students in the first week:

Teacher, I learned Mom and Dad. I will call out to my mother in English as a MOM, and my father DAD because I learned their names in English. (One of the students)

I will sing to my mother and father. The song was enjoyable and my mother and father will enjoy listening to the song. (Two of the students)

Teacher, I learned to say mom, sister, dad, grandma and grandpa while I was singing. They are my family. I will call out them in English from now on. (Three of the students)

Teacher, I learned to say mom, dad, sister, brother, grandma and grandpa. (the majority of the students).

Here are some extracts from the answers of the students in the second week:

Teacher, I can count. One, two, three, four, five, six, seven, eight, nine and ten (most of the students)

Teacher, I learned the numbers and in addition, I learned the meaning of 'little' from the song. (See appendix B.2). (Ten of the students)

The answers of the third week were very clear. The majority of the students pointed out that the song was very easy so they could learn the vocabulary in a short time. They enjoyed and they were active in the third week. Their exciting answers can be seen below:

Teacher, I can identify the colours in English. They are blue, red, yellow, green, orange and black'.

One of the students stated that in addition to the colours she had learned the other words of the song: 'while I was listening to the song, I learned to say apple, tree and ball in English' (see appendix C.3.)

Teacher, I learned to say the colour of my father's car. (Two of the students)

I learned to say red, black, yellow, green and blue. In addition, I learned to say lemon, tree, hat from the song and the video. (Two of the students)

It can be seen that the songs provide new vocabulary to the learner and they help the learner to learn new words. Moll (2009) stated that the songs present new vocabulary to the learner and help the learner to learn these new words in fun and enjoyment. In addition, Lo and Li (1998) pointed out that the songs are very useful tools for providing new words to the learner. They stated that the learner might easily learn the new words through the songs.

In the fourth week, the students were very active. They stand to the board and show their body parts. When I asked them what they learned the answers were:

*Teacher, I learned to say head, shoulders, knees, toes, eyes, ears, mouth and nose.
(Majority of the students)*

One of the students pointed out: *'Teacher, I learned to say my body parts but I could not say my mouth in English. It is hard to pronounce. I forget it. I can remember it just while I was sing the song'*

This sentence showed that the song helped the students to learn and recall the meanings of the words. Medina (1980) pointed out that the songs and the music affect the students' learning ability and helps the students to learn fast. Brewer (1995) supported the idea and stated that music provides fun in the classroom that helps the students to learn better.

Here are some answers from the answers of the fifth week:

Teacher, I learned to say cow, dog, horse, bird, duck, sheep and elephant.

In the sixth week, it is aimed to teach the fruits. The answers of the students showed that the most of the students learned all the fruits thanks to the song. Here are some extracts from the answers of the students:

Teacher, I learned to say apple, pear, banana, strawberry, orange, plum, watermelon and cherry through the song, because the song was understandable and informative. (Most of the students)

Teacher, I learned to say some fruits. Sometimes I feel that I could not say the fruits but when I sing, I can easily remember their meanings. (Two of the students)

Thornbury (2007) pointed out that while the students learn the vocabulary through songs, they can easily learn and recall them.

In the last week, the school supplies were aimed to teach. The song was very clear and there were not different words in the song. Because of this reason, the majority of the students pointed out that they easily learned their own supplies. They answered my question by showing their own supplies:

Teacher, I learned to say the meaning of my book, my pencil, my desk, my chair, my bag, my pen, my sharpener, my eraser and my ruler.

The song was very short and clear. I can say book, ruler, pencil, eraser, bag, desk and sharpener.

The answers of the students showed that they learned the vocabulary with the help of the songs. They could also easily recall the words thanks to the songs and the videos they watch.

3. What difficulties did you face while you were listening to the song?

I asked this question in order to identify the difficulties the students faced while they were listening to the songs. In addition, I aimed to give solutions and make a better learning atmosphere in the classroom.

Most of the students stated that they did not have any difficulty while they were listening to the songs. In contrast, they stated that the songs were so clear and easy for understanding. However, three of the students pointed out that sometimes they could not hear the song as they friends made noise while they were trying to sing the song together. Here are some extracts from the students' answers:

Teacher, my desk mate was very excited and she was humming the song, so I sometimes could not hear the song from the video. (THE SIXTH WEEK)

My dear teacher, my friends were always clapping and this disturbed me while I was listening to you. (THE SECOND WEEK)

Two of the students pointed out that they could not hear the music exactly as they were sitting at the end of the classroom. They stated that the computer was far from them. They stated the following sentences:

Teacher, I sometimes could not hear the music. I was far from the computer. (THE FOURTH WEEK)

Teacher, my desk was very far from your table. I sometimes could not concentrate to the video. (THE FIRST WEEK)

Four of the students pointed out that some of their friends stand up in front of them and acted. For this reason, they could not see the video and hear the music:

Teacher, my friends were very active, they stand up and I could not see the video. It was disturbing for me. (THE THIRD WEEK)

My friend, in front of me was taller than me, so I could not see the video. He was also very noisy. It was disturbing. (THE FIRST WEEK)

In order to not to have the same problems in the following weeks, I changed some of the students' place by taking permission from them. I also had to warn some students about the noise in order not to disturb their friends.

4. What did you like most in that lesson?

This question aimed to learn what the students liked in the lesson and which activity they liked in order to have a light for the following lessons. The students' answers helped me to improve or to change the activities I made by using the songs in the classroom. Through this question, I find out what helped the students to learn better.

From the beginning to the end of the study, the majority of the students stated that they mostly liked listening to the songs. In addition, most of them stated that liked the songs because they thought that using the songs in a lesson was a great fun. Each week, generally most of them pointed out the following sentences:

My dear teacher, I mostly liked listening to the song. It was a great fun for me.

Teacher, I mostly liked listening to the song in the lesson.

I mostly liked the song and I feel happy with the song.

Of course, I liked listening to the song because listening to the song was a different activity from the other lessons.

Some of the students stated that in addition to the songs, they mostly liked the videos of the songs. They stated that the videos helped them to learn easily the song and the vocabulary of the song:

Teacher, I mostly liked the song and the video. It was very attractive. (THE FIRST WEEK)

The video helped me to learn some words. For this reason, I mostly liked the video and the song. (THE SIXTH WEEK)

Teacher, I mostly liked the song and the video. While I was watching the video, I could guess the meanings of the words. (THE FIFTH WEEK)

I liked watching the video of course, because it was very clear for learning new words. (THE FIFTH WEEK)

I liked the video. It helped me to learn the meaning of tree, apple and ball in English. Learning new words was great. (THE THIRD WEEK)

I liked the videos. I will listen to more songs from now on. The songs are informative and I can learn lots of vocabulary through songs. (THE SEVENTH WEEK)

I mostly liked the video of the song most because it helped me to learn the meaning of tree, apple and ball in English. I am happy today. I will tell my mother these words. (THE THIRD WEEK)

For some songs, some students pointed out that they mostly liked being active in the lesson. Some songs provided them to be active in the lesson while they were listening to the songs. They stated that being active was a great enjoyment in a lesson. See what they thought about being active in the lesson:

I mostly liked moving in the lesson. I danced with my desk mate. It pleased me. (THE FIRST WEEK)

I mostly liked singing alone on the board, because my friends applauded me. I was very active. (THE SECOND WEEK)

I mostly liked playing with the balloons while the song was playing. Playing with the balloons helped me to feel comfortable to participate to the lesson. (THE THIRD WEEK)

I mostly liked singing on the board. Being active like this was great and singing on the board encouraged me to take part in the lesson. (THE FOURTH WEEK)

I liked singing on the board in front of my friends. Being active helped to sing in the following weeks. (THE SECOND WEEK)

Some students indicated that they mostly liked singing or doing a worksheet with their friends. They pointed out that doing something together increased their encouragement. This means that collaboration increased their encouragement and success. The extracts below were examples of their thoughts about collaboration:

Teacher, I mostly liked singing with all of my friends. I forgot the song sometimes but my friends helped me to go the song again. (THE SECOND WEEK)

I mostly liked singing with my friends. I was shy but after I sing with my friends, I felt comfortable and encouraged. (THE FIRST WEEK)

I mostly liked filling the worksheet with my desk mate. We helped each other and we could easily do it. Doing the exercises was great fun for me. (THE FOURTH WEEK)

Grossman, Wilson and Woolworth stated that the students who shared knowledge with each other achieved success more than the individual ones. These students have information to teach and contribute each other. In addition, Loop (2009) pointed out that the collaboration

encourages the students to take part in the lesson and increase the success of the students. He stated that collaboration might benefit everyone in a team or in a group.

I want to add that few of the students stated that they liked learning pronunciation of the words. The following sentences show us their thoughts on pronunciation:

I mostly liked learning the pronunciation of the words. It was hard for me to pronounce the words. After I had listened to the song, I could pronounce them. Pronunciation is entertaining for me now. (THE SEVENTH WEEK)

When my teacher wrote the words on the board, I thought that they were very hard for reading. I was afraid of pronounce them. After I had listened to the song, I could easily read them. I mostly liked being able to pronounce the words in English. (THE FOURTH WEEK)

Brown (2006) pointed out that listening activities were very useful for pronunciation new words. After hearing the words, the students could pronounce the words easier than before. Horn (2007) added that listening songs empowers students' pronunciation and help them to have a better language in speaking.

I want to add some different feelings about what the students mostly liked from different weeks:

My teacher, I mostly liked to sing the rap, rap, rap lines. They are very entertaining. I had great fun this week. (THE SECOND WEEK)

Teacher, I mostly liked the applauds. We applauded all together in the class. It was amusing. (THE SECOND WEEK)

The song had a different style and melody. It attracted students' attention. (see appendix B.2)

I mostly liked the colourful balloons. Playing with them in the classroom motivated and encouraged me to feel comfortable to take part in the lesson. (THE THIRD WEEK)

I mostly liked the worksheets. They were very entertaining. I felt myself motivated when I was able to do the exercises in the worksheets. (THE SEVENTH WEEK)

Teacher, the video was entertaining, I mostly liked the video because the children in the video were very sweet and they resemble us. (THE FOURTH WEEK)

I imitated some animals on the board in the classroom. I had great fun as it made me and my friends laugh. I felt comfortable. I mostly liked imitating. (THE FIFTH WEEK)

I mostly liked the flashcards. They were very amusing and colourful while the teacher was singing with them. I could easily learn their meanings in English by means of the flashcards. (THE FIFTH WEEK and THE SIXTH WEEK)

CHAPTER FIVE

5. CONCLUSION AND DISCUSSION

This chapter presents the conclusion of the teacher's diary and the students' interview. It also presents the discussion of the study. It ends with the limitations of this study.

5.1. Conclusions and The Discussion

The study aims to find out how the students can learn vocabulary through songs and how the students respond to learning vocabulary through songs.

From the observations and the interviews of the students, it is possible to conclude that the songs were one of the good choices in teaching vocabulary. I was successful in achieving the objective of the each week. The findings of each week proved that the songs were worth for using. They were great tool in teaching vocabulary of a second language. The findings of the teacher's diary showed that the songs facilitated students' understanding the lesson. There is ample support for this claim in a statement from research contributed by Mol (2009) who states that songs are a very useful tool in the classroom. He stated that they present new vocabulary in the context of songs that are part of the student experience in daily life.

The use of music created an alternative learning medium compared to traditional methods that do not employ music as a teaching method. The use of music in vocabulary teaching had distinctive advantages over the traditional approach because it achieved the goal of long-term retention of the knowledge without the usual motivational issues involved with traditional teaching methods. Simply put, the students liked the new approach because it allowed them to connect their classroom experience with their experiences in daily life both inside and outside of the classroom.

In this study, popular songs were used in the class because, popular songs motivate the students. Popular music has familiar themes and life situations. By this motivation, they enjoy in the class. They do not think that they are in the lesson. In this way, the classroom becomes more of an entertainment medium than a traditional classroom environment with the usual expectations of order and decorum. They learn the vocabulary as they would learn anything in a natural learning environment without concern for anxiety, shyness or failure. If the music is popular music, it is more enjoyable as the popular music is a part of their lives. Murphey (1993) emphasizes that popular music increases students' eagerness as it enables a

free atmosphere, far from stress in the classroom. Gorjian, Alipour & Saffarian, (2012) emphasizes that the songs made the students motivated in learning vocabulary by the popular songs as the songs helped them to be more active in the classroom.

The findings of the teacher's diary showed that the songs encouraged the students. They provide a comfortable atmosphere in the classroom as the students to engage in the lesson. According to the findings, they were dancing, singing and acting while they were listening to the songs. These activities increased their comfort and eagerness in the lesson that facilitated their learning. Mol (2009) supports the idea and states that the students are able to engage the lesson through songs as they act, dance, sing and hum. Activities in the lesson expanded the creative abilities of the students. Mol adds that the activities made the learning enjoyable. In this study, it was found out that the students spontaneously learned many words through the activities. Their relationship with the other students became better. They became more social active that contributed to the acquisition of the knowledge. Group work also helped to involve the timid students whose enjoyment of the music and vocabulary experience overcame their fear of involvement.

According to the findings, when the teacher asked the students to recall the vocabulary they had learned, they achieved it by humming the songs. It can be concluded that using songs in the lesson improved the memory and the concentration of the students. English composer and music expert, Goodall (2006) supported the idea and stated that music was very effective in developing memory skills. Brewer (1995) pointed out that music helps the students to have powerful memory through the association of melody and emotion.

The findings from the teacher's diary showed that the classroom was the place where the students could play, dance, learn, and interact without concern for the usual constraints of the traditional classroom environment. In this context, the motivation of the learner increased as they continue to succeed by the guidance of the teacher. The students learn better through the music related activities. According to Vygotsky's Zone of Proximal Development Theory, a student learns better through the guidance of the teachers in the classroom. This study is proof of Vygotsky's observations as they apply to vocabulary learning through music because the researcher was able to maintain a high level of contact with the students throughout the study.

The second objective of the study was to elicit students' reactions towards learning vocabulary through songs. In order to found out this objective an interview was conducted.

Based on the findings of the interview, it can be said that the students liked the songs. The answers of the first question were positive. The majority of the students found the songs amusing, understandable and motivating in general. They felt comfortable while they were listening to the songs. They also felt motivated by the music. Murphey (2002) stated that music enhanced the students' motivation in the classroom. Music was a powerful tool to increase the motivation. The students found the song easy for learning. The answers of the students showed that they had learned more vocabulary than it was aimed. They pointed out that they felt motivated. It can be concluded that the songs motivated the students and this motivation increased their eagerness in the lesson. This eagerness facilitated their understanding and learning.

In addition, the answers of the students showed that the songs helped the students to be active in the lesson. They sang and made group works that helped them to recall the vocabulary. These group works also decreased their tension in the lesson because they helped each other while they were doing the activities. It can be inferred from the interviews and the observations that the group work helped the interaction between the students. It also enhanced the collaboration among the students. Vygotsky (1978) supported the idea and believed that collaboration helped the learner to improve the interaction. He pointed out that the learners' intellectual functioning improved through activities in the classroom.

In addition, it can be concluded from the findings of the interview that the songs helped the students to pronounce the vocabulary. They could not pronounce correctly the words. They heard the words and this helped them to have a better pronunciation.

One more fact worth mentioning, the songs attracted the students' attention so much. Most of them asked about going on this method for the following weeks and even the following years. Some of them asked to use the songs in the other lessons. This behaviour showed that using the songs in the classroom is an achievement.

The response of the students that initially appeared to be disruptive could actually be another dimension of the research on the use of music and songs in the classroom. For future study, it might be interesting to consider the connection between the auditory and kinetic-learning modalities than Gardner described (in-text citation). It would be interesting to know if adding the additional dimension of motion to the musical experience of songs further increases the ability of the students to develop their language skills. Even more interesting is that the students spontaneously began to dance when they heard the music without being

asked by the teacher to do so. The instructor might build on the natural tendency for students to dance when music is played to develop a wider understanding of relationship between musical media, dance, and language learning

To sum up, I can say that learning vocabulary through songs was an effective method. The students became familiar with lots of vocabulary even more than it was aimed. The songs facilitated the student's learning ability. The students could keep the vocabulary in their mind for a long time. It gave joy and pleasure to the language acquisition process in young learners. The songs aroused the students' interests. They understand the songs and they felt confident. They were motivated to engage the new vocabulary both inside and outside of the classroom due to the association of the new words with emotion and personal experience embedded in the musical examples included in this study of the use of music as a medium for foreign language acquisition. The students enjoyed the experience and the majority of the students were engaged in the lesson most of the time.

5.2. Limitations of the Study

The first limitation was the sound of the music. The first week we played the music loudly and it disturbed the other classes.

There was not any language technology in the classroom, such as a computer, a projector, a tape recorder or video recorder. For this reason, I had to use my own computer. It was heavy and it did not have high volume like a projector. When the students made noise, we could not hear the sound of the computer in the first week. In the following weeks, I brought a loud speaker in order to overcome this problem. It worked and the music could be heard. Murphey (1992) emphasizes that the main success depends on the teacher. If the teacher knows how to use the material, there may be many materials and supplies.

Very few of the students were timid in the first week. They did not want to sing or listen to the songs. Very few of the students got bored as they did not understand the songs at the beginning of the study, but later, they adapted to the classroom environment.

My students were very young. They were afraid to make mistakes while singing. They did not want their friends laugh at them. I always tried to make them feel comfortable about making mistakes. The students were more comfortable after they were informed that they should not be concerned about making mistakes and that no negative consequences would

follow a mistake. They should relax and enjoy the experience and see if they can sing the songs.

Sometimes, the students became too relaxed. I want to confess that I had to remind the students to pay attention and to listen to instructions. For example, the students sometimes stood up and danced around the furniture in response to the music. This was in a way a positive situation, but it also at times compromised the order of the classroom

To sum up, the problems I mentioned above rarely happened, but when they did, they were notable because they brought a subtler dimension of the students' experience to light. Even when the students were responding in ways that I did not anticipate, and even when these situations would normally seem disruptive, they gave me further insights into the effects of music on young learners and the advisability of using music as a medium for foreign language instruction.

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7.APPENDICES

7.1. Family Members

Vocabulary

Mother, father, sister, brother, grandma, grandpa

The song

Mom (mother), dad (father), mom, dad

Brother, sister, brother, sister,

Brother, sister, brother, sister

Grandma, grandpa, grandma, grandpa

Grandma, grandpa, grandma, grandpa

I love my family, I love my family.

I love my family,

Oh, yes, yes

I do.

I love my family

I love my family

Oh yes, yes

It is true.

At the end of the lesson, the students could learn the family members in target language.

7.2. NUMBERS

The aim was to teach the number from 1 to 10.

VOCABULARY

One, two, three, four, five, six, seven, eight, nine, ten

The song

One little, two little

Three little, four little

Five little,

Rap, rap, rap,

Six little

Seven little, eight little

Nine little, ten little

Rap, rap, rap

One , two, three, four, five

Rap, rap, rap

Six, seven, eight nine, ten

Rap, rap, rap

Rap, rap, rap

At the end of the lesson, the students could count from 1 to ten.

7.3. COLORS

The song was sung by the teacher at the beginning of the lesson and then by the students. Then the teacher played it on you tube. The aim was to teach the main colours.

VOCABULARY

Red, green, blue, yellow, orange and black

The song

Red, red, the apple is red	Yellow, yellow, the lemon is yellow
Red, red, the apple is red	Yellow, yellow, the lemon is yellow
Red, red, the apple is red	Yellow, yellow, the lemon is yellow
The apple is red, red, red	The lemon is yellow yellow yellow
Green, green, the tree is green	Orange, orange the juice is orange
Green, green, the tree is green	Orange, orange the juice is orange
Green, green, the tree is green	Orange, orange the juice is orange
The tree is green, green, green	The juice is orange orange orange.
Blue, blue, the ball is blue	Black, black, the hat is black
Blue, blue, the ball is blue	Black black the hat is black
Blue, blue, the ball is blue	Black, black, the hat is black
The ball is blue blue blue	The hat is black black black

At the end of the lesson the students could tell the colours in the target language thanks to the this enjoyable song. I could observe it during the lesson and at the end of the lesson

7.4. BODY PARTS

The students tried to learn the body parts in target language

Vocabulary

Head, eyes, ears, mouth, nose, shoulders, arms, legs, knees, toes.

The song

Head, shoulders, knees and toes,

Knees and toes

Head, shoulders, knees and toes

Knees and toes

And eyes, and ears and mouth

And nose

Head, shoulders, knees and toes

Knees and toes

March, march, march

Let us all march

March, march, march

Get your body charged

7.5. FARM ANIMALS

Vocabulary

Cow, dog, duck, horse, pig, sheep and elephant

The Song

Let's take a walk around the farm, around
the farm

Let's take a walk around the farm, what do
you see

A cow, a dog, a duck, a horse, a pig, a
sheep

That's what you see

Let's take a walk around the farm , around
the farm

Let's take a walk around the farm, what do
you hear

Moo! A cow,

Haw haw ! A dog

Quack, quack ! A duck

Neigh, neigh! A horse

Oink , oink ! A pig

Baa, baa! A sheep

That's what you hear.

Let's take a walk around the farm

Around the farm

Let's take a walk around the farm,

What do you see

Let's take a walk, let's take a walk

Good bye cow, good bye dog

Good bye duck, good bye horse

Good bye pig, good bye sheep

Good bye elephant

Elephant ! on the farm

Noooooo !!

At the end of the lesson they could tell the
animals in English

7.6. FRUITS

I asked them their favourite fruit at the beginning of the lesson then I played it from my mobile phone then we used flash cards. The song was both English and Turkish

Vocabulary

Apple, pear, strawberry, orange, plum, watermelon, cherry, banana

The song

Apple, apple, elma elma

Plum, plum, erik erik

Apple, apple çok severim
I like it very much

Plum, plum çok severim
I like it very much

Pear, pear, armut armut

Watermelon , karpuz karpuz

Pear , pear çok severim

Watermelon , karpuz , karpuz

I like it very much

Cherry , cherry, kiraz , kiraz

Strawberry , çilek çilek

Cherry, cherry, çok severim

Strawberry çilek çilek

I like it very much

Orange , orange, portakal, portakal

Banana, banana, muz ye hiç durma

Orange, orange çok severim

Banana, banana çok severim

I like it very much

I like it very much

At the end of the lesson, they could say the fruits but especially they remember and memorize their favourite one

7.7. SCHOOL SUPPLIES

Vocabulary

Pencil, sharpener, eraser, ruler, book, scissors, chair, desk, pen and bag

The Song

Pencil, pencil,

Sharpener, sharpener,

Eraser, eraser,

Ruler, ruler

Book, book

Scissors, scissors

Chair, chair

Desk, desk

Pen, pen

Bag, bag

7.8. A WORKSHEET ON BODY PARTS

WRITE THE BODY PARTS THAT YOU REMEMBER ON THE PICTURE



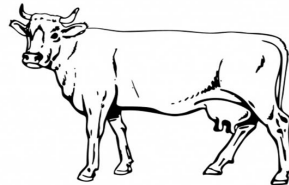
7.9. A WORKSHEET OF THE FARM ANIMALS

WRITE THE NAMES OF THE ANIMAL TO THE SUITABLE PART

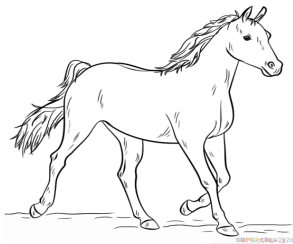
Horse – Sheep – duck – fish – dog – bird – cow – elephant – pig.



It is a



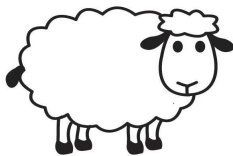
It is a.....



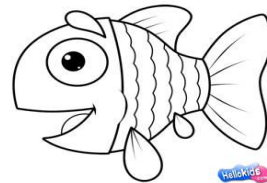
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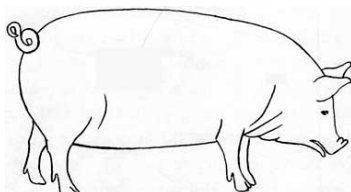
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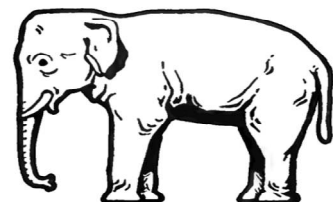
It is a



It is a.....



It is a.....



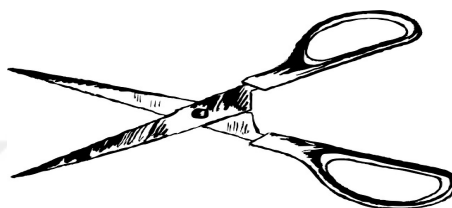
It is a.....

7.10. A WORKSHHET ON THE SCHOOL SUPPLIES

WRITE THE NAMES OF THE SUPPLIES

Book– bag - chair - eraser – sharpener– ruler
- scissors – desk – pen

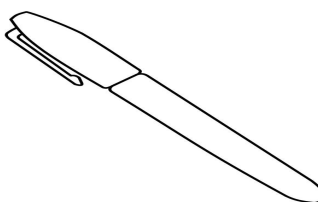
1.



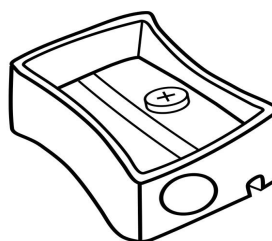
2.

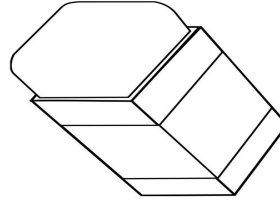


3.

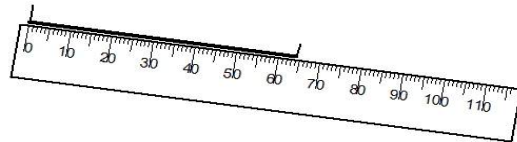


4.





5.



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