T. C.
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EĞİTİM BİLİMLERİ ENSTİTÜSÜ
İNGİLİZ DİLİ EĞİTİMİ ANABİLİM DALI

İNGİLİZCE ÖĞRETMENLERİNİN ÇOCUKLARA İNGİLİZCE ÖĞRETİMİNDE ŞARKI KULLANIMINA İLİŞKİN GÖRÜŞLERİ (DİYARBAKIR İLİ ÖRNEĞİ)

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YÜKSEK LİSANS TEZİ

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YÜKSEK LİSANS TEZİ

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TURKISH REPUBLIC
DICLE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

ENGLISH TEACHERS' OPINIONS ABOUT USING SONGS TO TEACH ENGLISH TO CHILDREN (THE SAMPLE OF DIYARBAKIR CITY)

Sezgin ÇOCUK

Supervisor: Assoc. Prof. Dr. Nilüfer BEKLEYEN

MASTER'S THESIS

DİYARBAKIR / May, 2016

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne,

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ABSTRACT

ENGLISH TEACHERS' OPINIONS ABOUT USING SONGS TO TEACH ENGLISH TO CHILDREN

Sezgin ÇOCUK

Master's Thesis, English Language Teaching

Supervisor: Assoc. Prof. Dr. Nilüfer BEKLEYEN

In today's world, teaching English to children has gained considerable attention and the utilization of songs in language learning of children has become a subject that has increasingly drawn more interests. Studies have shown that the inclusion of songs in language teaching, especially in language teaching programs which are prepared for children contributes to the formation of a more comfortable language learning atmosphere. Besides, technological developments have rendered the utilization of language teaching materials in children's language classes far smoother and more functional. This situation obligates the adaptation and incorporation of technologically-produced materials including songs into language teaching.

The primary aim of this study was to investigate the opinions of primary school English teachers about the utilization of songs to teach English to children. The study was carried out in state and private primary schools in the Kayapınar district of Diyarbakır, Turkey. A purposive sampling strategy was employed in the study. Sixty-two English teachers from 14 state primary schools and nine private primary schools participated in the study. To gather the relevant data, a questionnaire was prepared based on expert evaluation. The data were analyzed through SPSS 18.

The findings obtained from the study indicated that there was a significant difference between English teachers' opinions and their ages. Similarly, the results

revealed a significant difference between the participants' opinions and their teaching experiences. These findings reflect a correlation between the teachers' opinions regarding the use of songs and their ages and teaching experiences.

Additionally, the findings indicated that the majority of primary school English teachers sometimes used songs in their English classes. They considered songs as effective language teaching materials for teaching English to children and increasing their students' language achievement levels. The findings did not indicate a significant difference between the opinions of state primary school English teachers and private primary school English teachers. Additionally, there was not a significant difference between male and female English teachers' opinions. Finally, there was not a significant difference between the opinions of the English teachers who took the course 'Teaching Foreign Language to Children' during their university education and those who did not take the course.

Key Words: Young Learners, Songs, Motivation

ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN ÇOCUKLARA İNGİLİZCE ÖĞRETİMİNDE ŞARKI KULLANIMINA İLİŞKİN GÖRÜŞLERİ

Sezgin ÇOCUK

Yüksek Lisans Tezi, İngiliz Dili Eğitimi

Danışman: Doç. Dr. Nilüfer BEKLEYEN

Günümüz dünyasında çocuklara İngilizce öğretmek önemli bir konu olarak kabul edilmekte ve çocukların yabancı dil öğrenmesinde şarkılardan yararlanma gittikçe daha fazla ilgi çeken bir konu haline gelmektedir. Çalışmalar şarkıların dil öğretimine, özellikle çocuklar için hazırlanan dil öğretim programlarına dâhil edilmesinin daha rahat bir dil öğrenme ortamı oluşturulmasına katkı sağladığını göstermektedir. Ayrıca teknolojik gelişmeler dil öğretim materyallerinin çocukların dil derslerinde kullanımını daha basit ve daha kullanışlı hale getirmiştir. Bu durum teknoloji ürünü materyallerin dil öğretimi ile bütünleştirilmesini zorunlu kılmaktadır.

Bu çalışmanın amacı İngilizce öğretmenlerinin çocuklara İngilizce öğretiminde şarkı kullanımına ilişkin görüşlerini öğrenmektir. Araştırma Diyarbakır'ın merkez Kayapınar ilçesinde bulunan özel ve kamu ilkokullarında yapılmıştır. Çalışmada amaçlı örnekleme yöntemi kullanılmıştır. Çalışmaya 14 kamuya bağlı ve 9 özel ilkokuldan 62 İngilizce öğretmeni katılmıştır. Gerekli bilgiyi toplamak için uzman değerlendirmesine dayalı bir anket hazırlanmış ve veriler SPSS 18 programı ile analiz edilmiştir.

Çalışmadan elde edilen sonuçlar İngilizce öğretmenlerinin görüşleri ve yaşları arasında anlamlı bir fark olduğunu göstermiştir. Benzer şekilde, sonuçlar İngilizce öğretmenlerinin görüşleri ve öğretmenlik deneyimleri arasındaki anlamlı farkı ortaya

koymuştur. Bu bulgular öğretmenlerin şarkı kullanımına ilişkin görüşleri ile yaşları ve öğretmenlik deneyimleri arasındaki ilişkiyi yansıtmaktadır.

Ayrıca, sonuçlar ilkokul İngilizce öğretmenlerinin çoğunluğunun İngilizce derslerinde bazen şarkı kullandığını göstermiştir. İlkokullardaki İngilizce öğretmenleri şarkıların çocuklara İngilizce öğretmek ve dil başarı seviyelerini arttırmak için etkili dil öğretim materyalleri olduğunu düşünmektedirler. Sonuçlar kamu ve özel ilkokullardaki İngilizce öğretmenlerinin görüşleri arasında anlamlı bir fark göstermemiştir. Ayrıca erkek ve bayan İngilizce öğretmenlerinin görüşleri arasında da anlamlı bir fark bulunamamıştır. Son olarak üniversite eğitimleri sırasında 'Çocuklara Yabancı Dil Öğretimi' dersini alan ve almayan İngilizce öğretmenlerinin görüşleri arasında anlamlı bir fark ortaya çıkmamıştır.

Anahtar Kelimeler: Çocuk Dil Öğrenicileri, Şarkılar, Motivasyon

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CHAPTER ONE

INTRODUCTION

1.1. Introduction

Course books that are employed in English courses possess various activities many of which do not interest students, which consequently leads students to lose their concentration on the content of the course and regard it as uninteresting and tedious. In the process of language learning, children endeavor both cognitively and affectively to learn a language. The way they are instructed a language is different than that of adult learners, which means that second language instruction of children obligates their language instructors to possess specific competences and insights. In addition, grammatical structures and explanations that are to be instructed to children need to be handled with extreme caution due to the fact that the attention span of children is rather restricted, which means that appealing and entertaining activities should be provided for them in the course. Similarly, their immediate environment quite interests them. Therefore, English courses of children should be enriched with appealing and charming activities to sustain children's enthusiasm and concentration (Brown, 1994).

1.2. Statement of the Problem

In today's world, learning English is of great importance since English is a major bridge language to render communication achievable in business, education, politics and technology as well as among people who have different native languages. However, in Turkey, English Language Teaching (ELT) possesses some problems that need urgent solutions to improve language teaching and learning. ELT in Turkey is commonly regarded as a major difficulty (Işık, 2008; Tılfarlıoğlu & Öztürk, 2007). Aktaş (2005) describes such reasons as lack of motivation and interest in students, lack of effective and attractive materials, incompetence of English teachers and unattractive, tedious and monotonous learning atmosphere for the failure of English instruction.

English teachers' efficacy means that they should be able to observe their students' performance and know how to design effective instruction (Met, 1999). Additionally, they should prompt their students to use the language and design suitable and attractive

atmospheres that will lead to the most teaching (Richardson, 2005). Mercer and Mercer (2001) argue that English teachers should be aware of the characteristics of young learners (YLs). Aural input as well as touching and seeing is very significant for them to start learning and it is obvious that they can feel bored easily due to the fact that they lose their attention quickly. Therefore, various and appealing activities and materials should be integrated into the process of language teaching and learning for pupils to participate in the process actively. Motivation, which is counted by Aktaş (2005) among the reasons for failure of English instruction in Turkey, is quite significant for successful language learning (Dörnyei, 2001; Ellis, 1994). Winke (2005) argues that language teachers should set attractive and entertaining learning atmospheres and utilize authentic materials to motivate their students further in the process of language learning.

Learning environment in English courses and materials that are utilized to teach English are quite significant especially when students face difficulty in learning due to lack of motivation and interest. Hutchinson and Waters (1987) express that language instruction materials should be attractive and amusing, which provides opportunities for students to exploit their potential. Qualified and intriguing materials aid in setting an interesting and entertaining learning atmosphere that has activities that enhance language learning. Cameron (2001) argues that children should be presented a new language orally because formal grammar instruction is not much advantageous. Language teachers should be able to provide their students with various activities during the process of language teaching since "they have greater motivation than adults to do the things that appeal to them" (Klein, 1993, p. 14). That is, they should facilitate language learning rather than just providing knowledge.

To summarize, Aktaş (2005) states that unappealing and ineffective materials as well as unattractive, tedious and monotonous learning atmosphere are among the reasons for failure of ELT in Turkey, which means that English teachers should enrich their courses and activities by utilizing effective and appealing teaching tools to motivate pupils further to learn English. Besides, students should be provided with a non-threatening, relaxing and entertaining learning atmosphere for better language learning and acquisition.

1.3. Aim of the Study

This study possesses several aims. The general aim of the present study is to find out the opinions of primary school English teachers about the utilization of songs in the English instruction of children and the effects of songs on improving the language achievement levels of children. Another purpose of the study is to examine whether there is a statistically significant difference between state primary school English teachers and private primary school English teachers concerning their opinions about the utilization of songs to teach English to children. Additionally, one of its aims is to reveal how often English teachers in primary schools utilize songs to teach English to children. Finally, this present research seeks for answers for possible statistical differences between English teachers' opinions about the utilization of songs and such factors as age, gender, teaching experience and previous education.

1.4. Significance of the Study

When language teachers utilize effective and attractive materials in language classes, they set an entertaining, relaxing, motivating and non-threatening learning atmosphere that will lead to the maximum language learning. There are many advantages of integrating songs into the process of language teaching and learning. Lo and Li (1998) argue that when songs are integrated into language instruction, they can handily eliminate the tedious and monotonous atmosphere in language courses since songs possess a soothing side. Additionally, songs are authentic and soothing teaching tools that will aid pupils in disposing of their pessimistic perceptions regarding language instruction when they are taught English through songs (Sarıçoban & Metin, 2000). In parallel with those views, Kramsch (1993) argues that songs' soothing and amusing aspects aid in eliminating such negative feelings as excitement, anxiety and lack of self-confidence. Besides, songs may facilitate language learning and acquisition due to their potential effects on pupils' emotions. Furthermore, songs are authentic and motivating teaching materials that aid in setting an amusing atmosphere in language courses. Songs also encourage learners to participate in activities further, which will as a result enhance students' confidence (Şahin, 2008).

In the literature, there are studies regarding the advantages of songs' integration into the process of language teaching and learning. The significance of the present study is

that it hopefully seeks for primary school English teachers' opinions about the utilization of songs to teach English to children. In addition, no specific research that focuses on the opinions of English teachers in state and private primary schools about the use of songs to teach English to young learners has ever been conducted in Turkey. With this aspect, this study will also be significant.

1.5. Limitations of the Study

62 English teachers from 23 different primary schools contributed to the study as participants. As a result, the findings of the study cannot be generalized to English teachers who are teaching English to children in other state and private primary schools. Similarly, the study focuses on primary schools. Different findings may be obtained with different types of school. The opinions of English teachers in different types of school about the utilization of songs to teach English to students can differentiate. Additionally, the study just seeks for the opinions of English teachers regarding the exploitation of songs in the language instruction of children. However, Demirel (1999) states that there are other materials such as games, visuals, stories, tales, puzzles, children poems, riddles, tongue twisters etc. When such materials are included, more extensive studies can be conducted regarding the language instruction of children.

1.6. Research Questions

The study aims at finding answers to the following five questions:

1- How often do English teachers utilize songs to teach English to children?

2- What are the opinions of primary school English teachers about utilizing songs in the process of learning English?

3- What are the opinions of primary school English teachers about the effects of songs on improving the language achievement level of students?

4- Is there a statistically significant difference between the opinions of the English teachers in state primary schools and those in private primary schools about using songs to teach English to children?

5- Is there a statistically significant difference between English teachers' opinions about the use of songs and factors such as gender, age, teaching experience and previous education?

1.7. Definitions of the Key Terms and Abbreviations

ELT: English Language Teaching

YL: Young Learners

EFL: English as a Foreign Language

ESL: English as a Second Language

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Today, EFL and ESL instruction is quite a significant issue and integration of songs into EFL and ESL courses has been taken much more seriously in recent years as a result of the fact that songs aid in setting a non-threatening learning atmosphere especially in young learners' language courses. Additionally, today's technology makes remarkable contributions to the utilization of foreign language instruction tools that help pupils progress in language instruction. Therefore, incorporation of technology-produced tools into language instruction is of paramount significance. Sharpe (2001) expresses that aural and oral input are of great significance in foreign language instruction, which renders the utilization of songs in language courses quite essential. Bourke (2006) similarly and strongly upholds the incorporation of songs into language curriculum. Additionally, Halliwell (1992) argues that children's language instruction should be supported by exposing them to songs and games in the class. Rumley (1999) argues that using songs in language courses aids in setting a non-intimidating and anxiety-free atmosphere in which pupils are to be able to learn and acquire a language in addition to feeling amused. Pupils commonly regard repetition drills as monotonous and tedious, yet repetition drills through songs will be quite charming for them.

Most children consider that language instruction through songs is quite rewarding (Kirsch, 2006, 2008). In parallel with this, Klein (2005) states that children quite appreciate songs. The fact that learners should be exposed to essential and adequate input in language instruction is of paramount significance (Krashen, 1981). The most remarkable aspect of songs is that they are composed of repetitions and rhythmical patterns which provide amusement for pupils and aid in internalizing the language, which stems from the fact that children quite appreciate rhythm. Additionally, they do not possess a high and strong affective filter, which Krashen (1981) introduces. Johnstone (2002) similarly argues that language instruction of children should be given quite an early start and pupils should be provided with essential input and interaction as well as attractive practices and exercises. Therefore, English instructors should utilize songs in the class to make

remarkable contributions to pupils' initial language instruction. Martin (2000a) argues that songs, stories, rhymes and games that possess relevant language items should be incorporated into language instruction.

Additionally, the utmost consideration given to the fact that pupils' linguistic skills should be advanced for them to be able to use the language to communicate upholds the view that songs are essential aural materials in foreign language instruction. Integration of such aural materials into language instruction renders the learning process more concrete and helps pupils learn and acquire a language more swiftly. Besides, what pupils learn and acquire through such materials can be more lasting. Çakır (2006) strongly argues that foreign language instruction is to be considerably promoted and simplified when such aural materials are effectively and timely utilized in the class. Furthermore, the utilization of tools that appeal to pupils' senses is to enhance pupils' emotional input and linguistic competence (Tarcan, 2004). Peacock (1997) argues that the incorporation of authentic materials rather than artificial ones into language instruction enhances pupils' motivation in the class. Authentic materials are quite effective for pupils' participation and concentration during the course. According to Orlava (2003), authentic materials increase pupils' motivation remarkably and perfectly expose pupils to authentic examples of the target language in addition to rendering their learning much smoother and simpler.

2.2. Definition of ''Song''

The Longman dictionary of contemporary English describes a song as "a short piece of music with words that you sing" (Longman Dictionary of Contemporary English). Songs possess their own characteristics that render them unique. However, they share some common characteristics with poetry and speech. Songs consist of melody and rhythmical patterns and are worth listening, yet the clearest distinction of a song is that a person can get the impression that the song reflects his or her feelings upon hearing it (Griffe, 1992). With this aspect, songs are effective materials for language instructors to motivate pupils further in the class. Additionally, songs are quite valuable sources that provide intriguing and relevant topics for pupils.

2.3. Utilization of Songs in Foreign and Second Language Instruction

Utilization of songs for foreign language instruction possesses a number of advantages. Lo and Li (1998) consider that songs possess the power and potential to turn the tedious and dull atmosphere in the class into a learning environment in which pupils are to be comforted thanks to the soothing side of music, which aids pupils in improving their linguistic skills more freely. Additionally, foreign language instruction through songs is remarkably amusing and relaxing for pupils and arouses positive feelings and attitudes in the learner (Sarıçoban & Metin, 2000). Similarly, the amusing and relieving aspects of songs aid pupils to overcome such feelings as being excessively excited, anxious, shyness and hesitation. Besides, songs have positive effects on language learning rendering it much smoother due to the fact that these materials stimulate pupils' emotions (Kramsch, 1993). Songs also motivate children further setting quite a relaxing and amusing learning atmosphere in which pupils are to participate in activities more as they exploit their musical intelligence. This, as a result, enhances their self confidence (Şahin, 2008).

Cheung (2001) argues that pupils' motivation and reciprocally their performance increase remarkably when they are exposed to materials of the target language that they are acquainted with. Utilization of a song that is quite popular for pupils will enable them to be more receptive to the target language exploiting their musical intelligence. Most songs possess choruses, rhythmical and melodic patterns that improve pupils' intelligence (Maley, 1987). Those aspects of songs render them quite functional in language instruction. When pupils listen to a song, the lyrics of the song are smoothly to get placed into the long-term memory. Additionally, neuroscience studies reveal that music and language are processed in the same area of the brain (Maess, Koelsch, Gunter & Friederici, 2001).

Songs are regarded as authentic language learning and teaching materials that provide authentic examples of the target language. Schoepp (2001) argues that songs perfectly prepare pupils for the daily English in addition to providing information relevant to the culture of the target language for pupils, which results from the fact that songs possess cultural components of the language in which they are written. Songs' integration into language curricula can potentially aid English teachers in achieving their aims. Besides, songs provide authentic examples of the target language for pupils (Spicher & Sweeney, 2007). The repetitive nature of a song that is often attractive for pupils enables

them to practice the second language outside school (Murphey, 1990). Psychological and neuroscience studies provide evidence that justifies the inclusion of songs in language courses due to the fact that songs can potentially aid in learning a language. Besides, music has been proven to be quite supportive when children attempt to speak their native language (Thaut, Peterson, Sena & McIntosh, 2008; Rainey & Larsen, 2002).

If pupils are provided with opportunities to practice listening through music, they are to be able to differentiate sounds more finely that are otherwise rather compelling for them. Songs, especially folk and pop songs, advance pupils' listening skills as well as pronunciation, which leads pupils to be able to speak English much better (Fomina, 2006; Spicher & Sweener, 2007). Additionally, neuroscientists state that pupils' exposure to songs to acquire words in their first language promote neural firing patterns, which consequently leads to the brain to process verbal input in a separate way (Thaut et al., 2008).

The fact that songs are efficient language learning and teaching materials regarding pupils' motivation and further participation in the process of language learning is extensively recognized by English teachers (Giudice, 1986; Reeve & Williamson, 1987). Therefore, English teachers should adopt authentic materials to motivate pupils further, to enhance their interests in the course, to enable them to feel more relaxed and amused and to aid in sustaining their attention and determination, which supports learning. When pupils are presented language through materials and approaches that support creativity, they are to learn to utilize the language to communicate.

Moreover, foreign language instruction through songs promotes pupils' listening comprehension in addition to aiding in memorizing grammatical patterns that consequently enable pupils to use the language more communicatively. Additionally, in a foreign or second language instruction, pupils are supposed to recognize some specific lexis of the language they have memorized with regard to their language proficiency (Harmer, 1991). In an ordinary English course, teachers commonly have pupils memorize new vocabulary, which is described as the most traditional way of extending vocabulary. However, when pupils are asked the meanings of words learnt through just memorization, they often fail to remember the meanings because they have not been presented the new vocabulary in a suitable context in which they have been provided with opportunities to set associations between words and their meanings. This consequently turns all endeavors into a vain

struggle and justifies the fact that traditional methods of extending vocabulary are not intriguing for pupils. However, if a song is utilized to present new vocabulary in a suitable context, consequences will be more promising.

There are more rewarding ways of extending pupils' vocabulary. Some of them can be implemented through visuals, songs, physical actions and stories. Griffe (1992) suggests using songs to teach new vocabulary as they set a meaningful context. Likewise, Harmer (1991) expresses that physical actions and mimes that accompany the lyrics of a song will render new vocabulary quite catchy. For instance; such words as jumping, running, walking and etc. can be presented smoothly in this way. Most songs consist of quite ordinary and simple vocabulary, yet they perfectly extend pupils' vocabulary. Additionally, the repetitive nature of most songs and their rhythmical patterns are regarded as fabulous memory exercises (Matterson, 1991).

All children appreciate using songs in the classroom, which rationalizes the utilization of songs in English instruction. Abundant evidence upholds the fact that incorporation of music and songs into language instruction renders pupils' language learning and acquisition performance more efficient. According to Read (2007, p. 182),

> Rhymes, chants, and songs…can be used as a ritual part of starting and ending lessons, or as an integrated part language, story or topic-based work. They can also be used to reinforce knowledge and skills in other areas of the curriculum, for example, numeracy or citizenship issues, such as looking after the environment.

Songs are quite effective promoters of language skills. The fact that pupils are exposed to songs through the ear is quite rewarding for them to advance their listening skill (Blodget, 2000). The listening skill of pupils may be fairly advanced by exposing them to songs through such activities as listening for writing a song, listening for understanding, listening for summarizing a song, listening for finding hidden words in a song and listening for putting words into correct order (Griffe, 1992; Yuliana, 2003). Additionally, learners may acquire the prosodic features of English through such physical actions as tapping, clapping and stamping when they are introduced the new language through songs (Spicher & Sweeney, 2007). According to Yuliana (2003), it is quite natural and amusing for children to sing a song following their exposure to the song. As they attempt to memorize a song, the repetitions of the words in the chorus may contribute to the improvement of pupils' linguistic competence, which renders the pronunciation of these words quite smooth for pupils.

Cebula (2003) strongly argues that songs aid in eliminating pupils' fear of making mistake while they attempt to speak English. When pupils are exposed to songs to practice listening, they can be assigned such homework as singing a song without music, memorizing its lyrics or rewriting a song in parallel with the prosodic features of the song and pronunciation (Spicher & Sweeney, 2007). Pupils may also pair songs with pictures and discuss their favorite phrases in a song with their classmates (Yuliana, 2003). Those activities and practices are to aid pupils in advancing their speaking skills. Read (2007) argues that when pupils attempt to write their own version of a song, it is to advance their writing skills. Similarly, Yuliana (2003) suggests that pupils may be asked to discover the missing words in a song while they are listening to the song or they may dictate the song in aid of improving their writing skills. When pupils are provided with varied song-relevant activities and practices, they can aid pupils to improve their speaking skills and acquire a far better articulation of English in addition to raising their language awareness (Klancar, 2006).

''Music is everywhere and all students have musical tastes'' (Murphey, 1992, p. 5). Utilization of songs in language instruction provides pupils with varied sentence structures and grammatical patterns that aid pupils in advancing their linguistic competence. Most songs consist of plain, common and meaningful vocabulary in addition to possessing such themes as colors, body parts, family, animals and etc. with which pupils are quite acquainted (Blodget, 2000). The fact that most songs consist of authentic, purposeful and intriguing language items renders them quite smooth for pupils to recognize. Additionally, when pupils attempt to sing songs and rhymes, it aids in differentiating such sounds as vowels, minimal pairs and consonants (Cebula, 2003; Read, 2007). Songs also help adult learners acquire the prosodic features of English explicitly (Read, 2007; Spicher & Sweeney, 2007).

Utilization of songs in language instruction leads pupils to associate language instruction with amusement and positive feelings. Otherwise, they may incline to regard language instruction as a compelling and frustrating task. It is a persistent issue that pupils may forget most of the language they have learnt in the class, yet they can smoothly recognize a song to which they have been exposed in the class before (Abbott, 2002). The rhythmical patterns, rhymes and repetitions in a song render it quite memorable. Therefore, a song smoothly gets embedded into the mind. Abbott (2002) argues that some teachers

may incline to utilize songs as just time-fillers, yet activities into which music and songs are incorporated well will indeed appeal to pupils who possess distinct learning styles and choices.

How can English teachers utilize songs in the class? Through songs;

- Listening skill can be practiced.
- Grammatical patterns can be presented.
- Pupils can translate songs.
- Prosodic features of English can be improved.
- Culture and vocabulary can be presented.
- Project works relevant to songs may be assigned to pupils.
- Songs make pupils feel mentally relaxed and amused.
- Tedium and monotony in the class is broken (Murphey, 1992).

There are many ways of using music and songs in language instruction. However, Murphey (1992) suggests that utilization of songs in the class should not include too demanding and compelling tasks relevant to songs, which may turn the utilization of music and songs into a useless attempt. The fact that pupils feel relaxed and amused through songs should be top priority and of paramount significance. Kramer (2001) proposes that English teachers should design activities accompanied by visuals and authentic tools in aid of promoting language acquisition rather than language learning arguing that utilization of songs in the class can motivate pupils further due to the fact that songs are authentic tools that possess social and historical facts. What is more, songs potentially contribute to the cognitive development of pupils since the right side of the brain processes music while the left side processes speech. This means that when pupils are exposed to songs and music, both sides in the brain will be activated simultaneously, which will as a result advance language instruction (Kramer, 2001).

Medina (1990) argues that music is worth using to teach a language as much as other tools and songs should not be viewed as just tools to gratify pupils and fill time. Researchers agree on the fact that songs and music should be complementary to language instruction. However, there is not a clear conclusion related to how much place should be granted for the utilization of songs and music in language courses. Medina (1990) strongly suggests that music and songs should be granted much more emphasis in language

instruction than they are generally granted. According to Fisher (2001), songs and music deserve to be granted much more emphasis in English curriculum and language instruction may be based on utilizing songs as long as relevant activities are arranged thoroughly. Maxwell (1999) considers that songs and music are worth utilizing to teach a language adding that music should be regarded as just one of the tools that render language instruction successful.

Medina (2002) argues that using music and songs in language instruction provides pupils with a soothing atmosphere and enjoyment, which is regarded as the particular advantage of songs and music in the class. As pupils feel amused and relaxed, they are to be much more enthusiastic for learning and besides, pupils will associate language learning with positive feelings and attitudes. Otherwise, they may associate it with poor feelings in addition to academic failure and frustration.

According to Rumley (1999), the fact that pupils feel motivated is of paramount significance in language instruction and pupils quite appreciate songs due to their amusing side. When pupils are provided with activities in which they are quite successful, this is to aid them in feeling more self-assured about language learning, which will consequently have positive effects on their forthcoming language instruction. Songs provide opportunities for pupils to be able to practice listening and speaking without feeling bored as much as in an ordinary English course. In addition to grammar instruction, listening activities may also be based on the utilization of songs. Songs' relaxing and non-intimidating sides aid pupils in improving their creativity and imagination. Martin (2000b) argues that songs clearly aid pupils in internalizing and reproducing most of the language that they learn through songs even when they do not figure it out.

Orlava (2003) argues that music, songs and chants are quite valuable tools for practicing the prosodic features of English. Vocabulary and grammar instruction, especially the tenses, may be based on the utilization of songs. Additionally, songs provide events and topics for pupils to discuss in the class, which will advance their speaking skill. As to developing pupils' writing skills, they can be asked to write, for instance, a letter to one of the people in a song and they can attempt to predict what will happen to the characters in a song in the future. Kirsch (2008) shares several advantages of using songs in language instruction arguing that pupils find songs, poems and rhymes quite charming, which will in return aid them in overcoming their shyness in the class. Songs arouse

positive feelings and attitudes toward learning English and rhythmical patterns in songs simplify language instruction. Besides, songs in language courses improve pupils' pronunciation, speaking and listening skills. Moreover, pupils are quite often inclined to listening to songs repeatedly without feeling bored and weary. As they perform a song, they increasingly absorb more language items till they eventually memorize the content of the song. Repetitive and meaningful sides of songs render new vocabulary and grammatical patterns quite memorable, which as a result aids pupils in using them in different environments. In addition, songs may include facts and events that enhance pupils' traditional and cultural perceptions.

Orlava (1997) mentions several specific advantages of songs that render them worth using in language instruction. Songs can lead pupils to produce the target language functioning as a prompter, which is rather a prevailing problem that English teachers helplessly confront in an environment in which English is not utilized for communication. Besides, pupils are to more smoothly recognize the words that they are presented through songs especially if songs are backed up with visuals and physical actions. Songs may arouse positive feelings and attitudes that are relevant to language instruction in the learner. A more specific aspect of songs that is extensively discussed is pertinent to vocabulary acquisition (Orlava, 1997; Murphey, 1992; Phillips, 1993). Pupils can recognize new words when the words are introduced directly or when they able to concentrate on the course at full length. However, unconscious and incidental acquisition of new vocabulary can be possible for pupils when they are not paying specific attention to it and engaged in some other tasks (Schmitt, 2000). Songs perfectly expose pupils to new vocabulary in relevant contexts that create opportunities for pupils to learn vocabulary incidentally and unconsciously.

Songs are perfect tools that set opportunities for pupils to review and practice chunks of language repeatedly, which contributes to vocabulary acquisition. Repetition is quite essential for pupils to be able to recognize separate words and multiword phrases (Nation, 1990). Songs can be perfect tools in language instruction in that lexical patterns that are presented through songs will smoothly get placed into the mind and naturally, students are to recognize those words in their attempt to communicate orally (Murphey, 1992).

Colwell (2008) considers that music possesses the potential to make remarkable contributions to the improvement of pupils' listening skill. Besides, it aids in improving pupils' attention span and intelligence and stimulates imagination. Songs and music possess authentic examples of the target language. Evidence shows that language items that are presented through songs and music are to be acquired more smoothly (Abbott, 2002; Stansell, 2005). Songs and music are worth employing to develop pupils' four basic skills and prosodic features of English (Paquette & Rieg, 2008; Schön et al., 2008). Music and songs are regarded among the most beneficial tools to teach a target language creating a suitable context for pupils to acquire vocabulary and besides, they amuse and relax pupils in the process of language learning in which pupils feel free to pick up language without competition. According to Abidin et al. (2011, p.1988),

> Songs are one of the most captivating and culturally rich resources that can be easily used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives and adverbs.

Additionally, Papa and Iantorno (1979, p. 8) support the use of songs in language courses adding that "singing is certainly one of the activities which generates the greatest enthusiasm and is a pleasant and stimulating approach to the culture of foreign people".

Songs, as language instruction tools, are described as linguistically and culturally rich, which justifies their utilization in language courses and they should not be regarded as tools that are worth using just to create fun in the class and amuse pupils. Today's technological developments provide language teachers with ample advantages and opportunities that render language instruction much more efficient. Utilization of songs in language courses aids in developing pupils' linguistic skill in addition to imagination due to the fact that songs present authentic examples of the target language to pupils. Integration of songs into English curricula and English course activities motivates pupils further. Furthermore, pupils appreciate learning the target language and its culture through songs and songs promote their intelligence and learning styles (Gardner, 1999; Oxford, 1990).

The integration of songs into language instruction has been proven to bolster up a favorable and non-intimidating learning environment in the class. Language courses in

which pupils feel relaxed and amused are regarded as the most rewarding courses. When a new language is presented through music, it is to stimulate language instruction and leads pupils to use the language in the class (Medina, 1993). Jalongo and Bromley (1984) argue that when music accompanies the presentation of language, pupils will be more succeed in learning it. Aksnes (1996) argues that the integration of various tools into language instruction is of paramount importance in terms of rendering language instruction more successful. When pupils are presented language through music, it is to improve pupils' linguistic skills, which aids in perceiving and producing language. Coromina (1993) expresses that an attractive song can be utilized as a starting point for pupils to discuss intriguing things in the song. When pupils experience enjoyment in a course in which a new language is presented through a song, they are to unconsciously attempt to memorize the lyrics of the song.

Adult English learners in South Africa were presented English through instrumental music and they showed better performance (Puhl, 1989). Additionally, instrumental music can be utilized at the beginning of a course to warm and comfort pupils or can be played as background music while pupils are engaged in other activities. The use of instrumental music can also inspire pupils to write (Eken, 1996). Griffe (1990) advises language teachers to utilize slow speed and brief songs to teach a language to beginners. Murphey (1992) argues that language teachers mostly appreciate teaching language through songs and songs smoothly get placed into the short and long-term memory, which renders them quite memorable. Besides, the use of songs in language courses is as rewarding as any other ordinary tool and songs are worth using to present and review grammatical structures, vocabulary and pronunciation. Furthermore, grammar and vocabulary, translation, the prosodic features and four basic skills of English can be taught and practiced through songs (Davanellos, 1999).

2.4. Young Learners

Each child is regarded as a unique individual that possesses his / her own characteristics and develops independently at different times and different stages. However, children possess similar characteristics that are relevant to their age and basic skills that language teachers should be aware of due to the fact that is it quite essential for their language instruction to be much smoother and more straightforward. Scott and

Ytreberg (1990) favor the fact that each child develops independently arguing ‘‘some children develop early, some later. Some children develop gradually, others in leaps and bounds’’ (p. 1). If language teachers ignore children’s developments regarding their cognition, emotion, language and anatomy and do not have any knowledge, teaching a language to them will be rather compelling. In their attempt to learn a language, YLs will demonstrate distinct behaviors and attributes that language teachers should take into consideration constantly. Pinter (2006) clarifies characteristics of YLs as follows:

- YLs are pupils of pre-school or elementary school.
- Imaginative, fantastic events or things in addition to physical actions quite interest them.
- Even in their native language, YLs narrowly read and write.
- Even though they cannot analyze language, YLs can pick out meaningful items.
- They quite care about themselves. Others do not interest them much.
- They often approach language holistically.

Harmer (2007) clarifies some characteristics of YLs arguing that YLs learn a language differently than adult learners and YLs do not generally concentrate on learning a language. Rather, they can benefit and learn from everything that is around them and seeing, hearing, touching and interactions are of paramount importance for them to be able to comprehend and learn. Additionally, formal grammar instruction does not interest them and they are often in pursuit of learning the world around them, which as a result makes them quite enthusiastic and curious. What is more, they quite appreciate being praised by their teachers in addition to talking about their own experiences. They cannot concentrate on something longtime due to the fact that their attention span is around ten minutes. When they are not provided with attractive and entertaining activities, they can immediately and simply get bored. Therefore, these characteristics of YLs should be taken into consideration by their language teachers.

Similarly, Slattery and Willis (2001) hold the belief that language teachers should not ignore the characteristics of YLs arguing that such ways as seeing, hearing and doing are quite supportive to their language instruction since they often fail to figure out grammatical explanation. Additionally, non-verbal clues aid YLs in comprehending a new situation and they often attempt to utilize their first language to make themselves clear,

which bolsters their language instruction. Imitation aids them in learning new sounds. Naturally, they are quite curious and keen on playing games and using their imagination, yet their attention span is rather limited. Brewster, Ellis and Girard (2002) comment on some characteristics of YLs expressing that they are often engaged in activities that require physical effort due to the fact that they possess considerable amount of energy. Although their learning takes place gradually, they forget quickly. Besides, they are quite good at imitating. When an activity quite interests them, their attention span can be surprisingly long, yet they can simply lose their attention, which results in boredom. They are quite interested in their own world.

Halliwell (1992) expresses some characteristics of YLs arguing that YLs start a language course with some knowledge and ideas that they already have. While they attempt to learn a language, they endeavor to exploit their skills and they do possess characteristics that aid in language learning. YLs can utilize their rather limited knowledge skillfully and creatively and their unconscious learning is much more dominant than their conscious learning. Besides, they often attempt to render what they are engaged in much funnier. Smoothly, they can figure out separate words and besides, they can exploit their imagination.

Language teachers who teach English to YLs should take some assumptions relevant to their language instruction into consideration. Life experiences of YLs are quite important for them in that those experiences aid YLs in learning. Piaget in Hudelson (1991: 256) argues that YLs who are pupils of primary school are usually at a stage that is described as concrete operational, from which the conclusion can be inferred that those pupils highly appreciate touching to learn and besides, their own life experiences are quite essential for them. They are quite often keen on dealing with objects around them. Additionally, the fact that YLs are placed into groups in which pupils are acquainted with each other bolsters up their language instruction. Similarly, Vygotsky in Hudelson (1991: 257) says that when YLs are placed into groups in which some pupils are better than others, they will benefit from this, which justifies that language teachers should provide such contexts for YLs. Moreover, interaction is quite informative for YLs. Mercer and Mercer (2001) clarify some specific characteristics of YLs that language teachers should be aware of so that YLs can be included in the process of learning English. Some crucial characteristics of YLs are as follows:

- YLs are quite self-centered. That means that they are quite interested in their own world.
- Their families and peers may aid them in learning.
- Young pupils quite appreciate playing games. While they are playing, they both enjoy and learn.
- They are indeed interested in new experiences to learn and they are often keen on imitating the adults around them. As they keep imitating adults, they will soon start to converse naturally what adults say since YLs are not afraid of making mistakes so much as adult learners.
- They often learn through such senses as seeing, touching and hearing. Such senses are quite essential for them.
- Language instructors of YLs should provide them with attractive activities to sustain their attention span due to the fact that YLs possess a rather restricted attention span.

When language teachers teach English to YLs, they should take the aforementioned characteristics of them into consideration and they should be able to obtain some essential conclusions regarding their characteristics and their language instruction. Harmer (2001) argues that language teachers of YLs should provide distinct and rich activities that aid young pupils in learning. Besides, teachers should develop good and sincere relations with YLs and they should design flexible and attractive activities and practices that prevent pupils from losing their attention and motivation. When a child comes to the world, he / she is instinctively qualified to learn language (Halliwell, 1992). They do possess some characteristics that aid in learning and language teachers should be aware of those characteristics to aid pupils in exploiting them most ideally. Young learners' holistic approach to language prevents them from being able to analyze language and their learning is mostly unconscious (Halliwell, 1992; Cameron, 2001; Slatterly & Willis, 2001). Absolutely, YLs should not be provided with activities and practices that require them to analyze language due to the fact that such practices and activities will not be much rewarding for them (Lobo, 2003). Additionally, language teachers of YLs should create a meaningful context for them since they are quite interested in comprehending the meaning of a language item.

YLs can learn a language item swiftly, yet they forget it that fast, which is quite a common characteristic of YLs (Keddle, 1997; Scott & Ytreberg, 1990; Slatterly & Willis, 2001). Repetition is of paramount significance for YLs in that if they are not provided with activities and practices that possess repetitions, they will not keep what they have learnt in their mind longtime (Lobo, 2003). Language instructors should ‘‘constantly recycle new language’’ and ‘‘add new things and use words that they will not know’’ (Slatterly and Willis, 2001: 4). The short attention and concentration span of YLs is a rather major issue (Holden, 1980, Wood, 1988; Slatterly & Willis, 2001; Scott & Ytreberg, 1990; Cameron, 2001; Brewster et al., 2002). They cannot concentrate on something longtime, which results in the fact that they are simply distracted. Especially, when they are exposed to too demanding activities, they can immediately lose their motivation (Cameron, 2001). Scott and Ytreberg (1990) argue that providing YLs with attractive, colorful and rich activities and practices is quite essential. Moreover, YLs are quite occupied with the world around them, which renders it important for teachers to expose YLs to both the spoken world and physical world. Feeling amused and relaxed is quite indispensable for YLs. When language is not presented in an attractive way, it will not appeal to YLs, which as a result makes them feel unmotivated.

2.5. Exploitation of Songs in Young Learners' English Instruction

The flexibility of most songs renders them quite worth using in young learners' English courses and songs possess many functions to be integrated into language instruction. The use of songs to teach English advances young learners' listening skill in addition to pronunciation, which will potentially improve their speaking skill (Murphey, 1992). Songs can also be employed to teach vocabulary and grammatical structures as well as the culture of the people who speak the target language (Murphey, 1992). The most remarkable aspect and potential of songs is the amusement that they provide for YLs, which is of paramount importance in their English instruction. Additionally, songs efficiently render English courses more intriguing for YLs, which enhances pupils' motivation.

When YLs are presented a new language through songs, they are to feel quite delighted and self-sufficient due to the fact that the tedious and monotonous atmosphere in a traditional language course is broken. The integration of songs into language instruction

of YLs is quite beneficial for them since they acquire and learn new vocabulary and grammatical patterns that they will later attempt to use to communicate (Krouse, 1988). Le Roux (2002) favors the integration of songs into language instruction of YLs since songs make YLs feel more relaxed and besides, songs arouse positive feelings and attitudes in YLs.

Purcel (1992) argues that when pupils are required to listen to the same story and dialogue repeatedly to pick up new vocabulary and phrases, it is a prevailing issue that they will simply get bored. However, listening to the same song repeatedly does not bore pupils that much due to the fact that songs possess rhythmical and melodic patterns. Besides, songs advance young learners' listening skill since they provide pupils with practices of distinct intonation and melody. Murphey argues that songs get embedded into the mind quite smoothly and ''songs work on our short and long-term memory'', which renders them quite worth utilizing in language courses (1992, p. 3).

Practices for producing new sounds are quite intriguing for YLs even if such practices require them to spend a great deal of effort. Minimal-pair practices, which are preferred and employed by many language teachers, are rarely attractive for pupils. However, practices of new sounds through songs do not bore and tire pupils so much as minimal-pair drills do. Most songs like *'Girls and Boys Come Out and Play'* naturally include similarities between the rhythms that accompany consecutive beats in them and the stress patterns of daily English (Richards, 1969, p. 162). Moriya (1988) finds songs quite efficient for Asian pupils who learn English to be able to practice the pronunciation of English without being challenged too much by compelling phonemic distinctions. Ohata (2004) points out such compelling areas as syllables, vowels and consonants Japanese pupils who learn English confront. Practices for pronunciation through songs interest and thus amuse pupils more than other routine pronunciation drills.

The fact that most songs are based on a topic creates the necessary context for pupils to grasp new vocabulary. The song *'Head, Shoulders, Knees and Toes'* is quite a good resource to teach and practice body parts. Songs that are written for YLs consist of monosyllabic words that are frequently repeated, which exposes pupils regularly to those words and thus leads to better vocabulary acquisition. Most songs that are written especially for YLs possess grammatical patterns and sentences that handily get placed into pupils' mind and songs are worth exploiting to review a topic or topics that students have

learnt in the class. The song, for example, *'Where is Thumbkin?'* can be exploited to practice Wh- questions. Murphey (1992) argues that in a typical song, each expression is followed by cessations long enough for pupils to grasp the language and English teachers should adopt plain and regular songs.

Jolly (1975) holds the opinion that the integration of songs into language instruction creates the relevant context for pupils to better acquire and understand the culture of the language in which a song is written and songs are described as the mirror of a culture. According to Shen, ''language and music are interwoven in songs to communicate cultural reality in a unique way'' (2009, p. 88). Songs that reflect the culture of the target language are quite effective for adult learners. However, songs that include intriguing historic events relevant to the target language can be exploited in language courses of YLs.

Most songs comprise repetition and rhythmical patterns and the integration of songs into language learning and acquisition process of YLs renders it quite entertaining, which is regarded as the most remarkable aspect of songs. YLs are quite keen on songs and besides, they do not know anything regarding language learning anxiety, which is experienced by most second language beginners (Krashen, 1981). This fact renders the integration of songs into language instruction quite indispensable and essential. Cameron (2001) strongly backs up the utilization of songs to teach English to YLs. Additionally, Johnstone (2002) argues that young learners' exposure to songs in the process of language learning is to contribute to their language instruction remarkably. Additionally, Demirel (2004) strongly advises the utilization of songs for listening and pronunciation practices in addition to dictation in language instruction of YLs. Cullen (1998, 1999) states that songs are worth exploiting in English courses due to the fact that YLs generally appreciate listening to songs. They possess positive feelings and attitudes toward songs and music. This renders songs worth employing to set a relaxing and non-intimidating atmosphere in the class and help pupils overcome their hesitation and shyness in the process of language learning.

The attention span of YLs is rather limited, which requires language teachers to provide YLs with various and attractive activities in the class. The fact that YLs should participate in the course when they are quite sure that they are ready rather than when their teachers ask them to participate is of paramount importance and songs provide this opportunity for YLs (Djigunovich and Vilke, 2000). Songs are ideal tools for YLs to repeat

and practice in language courses. Without songs, it is quite possible that pupils will regard repeating and practicing language as rather dull, yet when they are provided with opportunities to repeat it through singing activities, they are to feel much more relaxed and amused and in return they are to be more familiar with the language (Rumley, 1999). Additionally, Sharpe (2001) argues that as pupils are engaged in singing activities, they are gradually to absorb the language and besides, songs set authentic opportunities for pupils to use the language in high spirits. Songs are indispensable for YLs both inside and outside school. Basing language instruction on this indispensable source of enjoyment for YLs normalizes language instruction and renders it less stressful.

Using materials of high quality to teach English to YLs is of paramount importance. Among materials that are worth exploiting in English courses of YLs, songs are regarded as quite valuable tools in that they are authentic sources that provide YLs with considerable amount of aural input, which is of great importance for young learners' language instruction. Much research provides evidence that clarifies the benefits of using song in language instruction of YLs (Schoepp, 2001; Mora, 2000; Liu, 2006).

2.6. Multiple Intelligences Theory

Gardner (1993, p. 7) gives the definition of intelligence as "the capacity to solve problems, or to fashion products, that are valued in one or more cultural or community settings". The theory of multiple intelligences, which asserts that each individual possesses a range of different kinds of intelligence at different level, was proposed and elaborated by Gardner (1983; 1993). The theory states that nine different types of intelligence exist: verbal / linguistic intelligence, mathematical / logical intelligence, visual / spatial intelligence, body / kinesthetic intelligence, musical / rhythmic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence and existential intelligence. All types of intelligence are relevant and complementary to each other. This justifies the fact that more than just one type of intelligence should be explored and exploited in language instruction. Specifically, such types of intelligence as verbal / linguistic, musical / rhythmic, interpersonal and body / kinesthetic can be exploited to contribute to pupils' linguistic competence in addition to promoting language instruction.

2.7. Musical Intelligence

"The musical intelligence is the first intelligence to emerge in young learners" (Gardner, 1993, p. 228 cited in Paquette & Rieg, 2008). Pupils who possess musical intelligence quite appreciate listening to and singing songs and such pupils can smoothly recognize the melody and rhythm of a song in addition to enjoying playing musical instruments and listening to music (Mol, 2009). Vettorel (2007) expresses that when pupils are provided with varied activities that aid them in exploiting different types of intelligence; this is to have positive effects on language instruction. Integration of music and songs into language instruction or just playing background music can stimulate musical intelligence, which will as a result improve pupils' musical intelligence and provide aural input for them. Additionally, pupils who do not possess musical intelligence can benefit from songs that are integrated into language instruction. They can participate in such activities as dancing, physical actions and other relevant activities that accompany songs. Especially, English songs are of paramount importance in terms of exploiting pupils' linguistic potential and skills by exposing them to alluring melodic and rhythmic patterns of songs.

When songs are utilized in language instruction, not only musical intelligence but also other types of intelligence may be exploited and improved. For instance, when pupils attempt to make predictions relevant to a song, it can aid in improving mathematical / logical intelligence. Besides, group discussions about a song may prompt and improve interpersonal intelligence, which rationalizes that English teachers should design an instruction environment into which varied activities and practices are integrated so that pupils are provided with opportunities to learn English exploiting other types of intelligence along with musical intelligence.

2.8. Three Reasons for Exploiting Songs in Language Instruction

Songs are worth employing to teach English to both YLs and adult learners when English teachers take their linguistic skills and interests into consideration. In the process of their intellectual development, children's musical intelligence develops more clearly, which aids them in receiving sounds and rhythms more (Davies, 2000). This is regarded as one of the reasons that render songs worth exploiting in language courses. Additionally,

Schoepp (2001) argues that there are three main reasons for employing songs in language instruction; affective reasons, cognitive reasons and linguistic reasons.

2.8.1. Affective Reasons

Stephen Krashen (1982) developed the Affective Filter Hypothesis, which justifies the influences of affective factors on language instruction, which is of paramount importance for language teachers as it explains pupils' failure and success in language learning. Pupils should possess positive feelings and attitudes toward language learning and English teachers are supposed to provide pupils with a learning environment that will arouse favorable feelings and attitudes in them. Krashen (1982) argues that pupils' affective filter must be lowered for the best language instruction. Pupils with a lowered affective filter are to develop positive feelings and attitudes toward language learning. Contrarily, when pupils' affective filter is high and strong, they are not to feel motivated to learn, which means that they will not search for input. Language teachers are responsible for setting a relaxing and non-intimidating atmosphere that will lower pupils' affective filter. Songs are regarded among tools that aid in lowering pupils' affective filter, which will as a result bolster language instruction. The utilization of songs in language instruction can boost pupils' awareness and interests in addition to motivation.

Sharpe (2001) argues that a suitable language learning atmosphere has to be provided to pupils to lower their affective filter and songs can be exploited to lower pupils' affective filter and promote language instruction. Songs advance pupils' four skills of English and additionally, Sarıçoban and Metin (2000) propose the utilization of songs to lower pupils' affective filter.

Eken (1996, p. 46) gives several reasons for employing songs in primary schools as in the following:

- To teach and practice a grammar rule, topic and lexis.
- To practice and promote listening activities.
- To promote pupils' imagination and creativity.
- To render the class more anxiety-free and non-threatening.
- To render language instruction much funnier and richer.
- To stimulate pupils to express their feelings and attitudes.

- To disclose pupils' mistakes more directly.

2.8.2. Cognitive Reasons

Music enables both hemispheres of the brain to function jointly connecting the functions of the right hemisphere and the left hemisphere, which renders learning much faster and smoother. The brain of a person functions further upon hearing music. Besides, music has been proven to aid in thinking intellectually (Davies, 2000). What is more, the exploitation of songs in language instruction promotes pupils' automaticity, which is regarded as the primary cognitive reason for exploiting songs. Gatbonton and Segalowitz (1988, p. 473) give the definition of the term, automaticity, as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses". When pupils are instructed language through songs, this will aid them in improving language automatically. In the past, it was a traditional belief that language automaticity of pupils in a non-communicative environment would be improved through just repetition drills, yet the communicative teaching methodology argues that language automaticity can be improved through different ways rather than repetition. Gatbonton and Segalowitz (1988, p. 476) argue that language teachers should "place students in an environment in which it is appropriate to use target utterances in a genuinely communicative fashion". The repetitive and consistent nature of songs creates opportunities for pupils to develop their language automaticity.

2.8.3. Linguistic Reasons

There are linguistic reasons for using songs in language courses especially in primary schools. Most songs provide pupils with the language that they are to face in life rather than the formal language that they are taught in the class. Domoney and Harris (1993) and Little (1983) argue that music is the key source that exposes pupils to English outside the class, which remarkably promotes language instruction. When they listen to their favorite songs, it is quite constant that they will desire to listen to the song when they step out of the class. Songs' repetitive nature aids pupils in developing their fluency of colloquial English. Besides, songs can extend pupils' vocabulary setting a convenient context in which pupils can internalize new vocabulary quite well.

2.9. Songs Promote Language Awareness

Tomlinson (1994, p. 123) describes the term, language awareness, as "dynamic and intuitive", which is "gradually developed internally by the learner". When pupils who possess the clearest interests in English songs are exposed to songs, they are to start questioning the language. Such pupils are aware of the fact that they should be able to speak English to sing any song in English on their own. Consequently, they are to be interested in the pronunciation and sounds of English, which will aid them in acquiring relevant language functions for communication and conveying meaning. Additionally, in their attempt to learn the pronunciation of English, pupils are to inevitably face hardships that disclose them how far they are from being able to pronounce English as a native speaker can. "This noticing can give salience to a feature, so that it becomes more noticeable in future input, and thereby contributes to the learner's psychological readiness to acquire that feature" (Bolitho et al., 2003, p. 252). Some pupils may regard English songs as just amusing time-fillers. However, the process in which they are exposed to songs is to enable them to learn the language unconsciously, which is regarded as one of the ways of raising language awareness more efficiently than ordinary and tedious drills of memorizing vocabulary and grammatical patterns in course books. "Language awareness is not taught by the teacher or by the course book; it is developed by the learner. Language awareness is an internal, gradual, realization of the realities of language use" (ibid, p.252).

2.10. Criteria for the Selection of Songs

Songs are worth using for language instruction. However, there appear to be issues that are relevant to the use of songs in the class. Terhune (1997: 8) discloses some of them as follows:

- Pop songs do not possess any scientific value, which causes such songs to be regarded as ineffective materials by teachers and pupils.
- Students possess different types of intelligence and learning style which cause trouble for learners who are not interested in music.
- Physical conditions of a class and its being lack of technological devices such as a high quality sound system pose difficulties.
- Pupils possess different tastes relevant to types of music.
- Songs, which are grammatically compelling for students, cause issues.

- Inappropriate sentences and words in a song create problems.
- Excessive repetitions in a song can cause boredom rendering it ineffective.

Jensen (2000) considers that some teachers may not have been trained enough to exploit songs fully in language courses. Besides, teacher training programs do not provide anything useful regarding the exploitation of songs in language instruction. When pupils are listening to grammatically compelling parts in a song, it is a major problem that the teacher cannot slow down the song. Additionally, it is a main problem for teachers not to be able to increase the tempo of a song when excessively repeated parts are played.

When English teachers know how to exploit songs well, many of these problems will disappear. Terhune (1997) expresses that when exploited effectively, songs are quite rewarding materials for language instruction. Students may ignore the educational value of songs and they may lose their concentration when they are incessantly exposed to songs without relevant and intriguing activities. Therefore, language teachers have to design attractive activities relevant to songs to prove their efficiency to pupils. To conclude, for the elimination of such difficulties and to avoid utilizing songs ineffectively, there are several criteria that should be taken into consideration by language teachers in the selection of songs. Pupils' interests, ages and language levels are of paramount significance in the selection of songs. Sarıçoban and Metin (2000) hold the belief that songs possessing a story, cultural components of the target language or incessant repetitions are quite worth exploiting. Griffe (1992) mentions four essential criteria in the selection of songs as follows:

- The number of pupils in a classroom, their ages, interests and the time allocated to the course should be taken into consideration.
- Teachers' interests, ages, and the purpose of utilizing songs should be considered well.
- Physical conditions of a classroom, equipment in it and being able to design a course plan compatible to the song are major issues.
- Type of music is also significance.

Songs that are to be utilized in the class should not comprise embarrassing components for pupils. According to Sarıçoban and Metin (2000), there are two categories of songs; songs that are convenient for adults and songs that are suitable for YLs. Popular

songs that are culturally rich and provide grammatical structures should be utilized for adult learners while songs that are quite familiar and internationally popular should be picked out for YLs. Griffe (1992) believes that brief but to the point songs that are also accompanied by drawings and visuals should be employed in the instruction of YLs. However, lengthy and speedy songs may be convenient for adult learners and students with a high level of language proficiency. Besides, the sound of a song should be clear and recognizable for pupils.

Murphey (1992) argues that any ordinary song is worth using in the class and can be somewhat motivating, yet songs especially trendy songs that pupils typically desire to listen to are to make the most remarkable contributions to language instruction. Often, such types of song as rap and heavy metal are not adopted by English teachers due to the heavy music that renders the vocabulary in them obscure. Besides, such songs often provoke poor feelings and attitudes in the learner. Added to this, songs containing abusive words should not be utilized. Some songs can be rather demanding and compelling for pupils to comprehend, yet such songs can be exploited when supplementary materials that will aid in comprehension are utilized (Abbott, 2002). Additionally, Sibarah (1999) argues that songs especially ones that are pertinent and supportive to the content and object of the course should be incorporated into language instruction. When a song that possesses grammatical patterns, vocabulary and a topic relevant to the content of the course is utilized, it is to be the most direct and specific complement to the course (Griffe, 1992).

There are significant factors that should be taken into consideration by language teachers in the process of song selection. Firstly, pupils' age, interests and language level should be top priority of teachers. As to English teachers, they should adopt songs that they themselves are to find appealing so that they can pass their ardor and willingness to pupils. Additionally, songs consisting of rather compelling and demanding vocabulary, grammatical patterns, pronunciation and repetition should not be adopted (Abbott, 2002). Teachers should select songs, which are consistent with the grammatical pattern, vocabulary and topic that the teacher plans to teach, which will bolster the lesson. The fact that pupils are included in the selection of song is of paramount importance for them to participate in the course further. Finally, such technological devices as CDs, CD player, overhead projector or the internet should be available in the class for the use of songs.

In the selection of songs that will be utilized in the class, here are some questions that should be taken seriously by language teachers (Hancock, 1998);

- Will pupils enjoy the song?
- Will the song be convenient for the language level of pupils?
- Will the song be relevant to the grammatical structure that will be instructed?
- Will pupils be able to hear the lyrics of the song clearly?
- Are there obvious characters in the song?
- Is there a clear theme in the song?
- Is the pronunciation of the song natural?

Songs that are appealing to both teachers and pupils should be integrated into language instruction due to the fact that such songs are to have the most remarkable effects on learning. To summarize, the most convenient songs to utilize in language courses are ones that bolster the content of the course and both teachers and pupils appreciate (Griffe, 1992). Lems (1996) argues that in the selection of song, English teachers should be quite sure that they themselves are to enjoy the selected songs. Additionally, songs that are adopted should consist of comprehensible vocabulary and possess enough repetitions for pupils to be able to practice English orally. Clearly, the fact that pupils will find the selected songs worth listening to outside the class is of great significance and besides, the language proficiency of pupils should be taken into consideration. For pupils with lower level of English, songs that contain less vocabulary should be adopted. ‘‘Songs for students of the intermediate level should contain manageable load of vocabulary, limited total text length and should not be heavily embedded’’ (Lems, 1996, p. 2).

2.11. Studies Performed on the Use of Songs for YLs

There are studies that regard the effects of authentic language teaching materials on students’ language development. However, more studies that are conducted empirically are needed in this context (Razmjoo, Mehrpur & Darban, 2012). The utilization of songs to teach English to young learners is quite a common practice of English teachers (Ara, 2009; Millington, 2011). In many countries, songs that are practical and functional to use in the classroom have had significant effects on a number of approaches to English teaching (Edelenbos, Johnstone, & Kubanek 2006). Furthermore, more significance should be given

to the communicative side of the language young learners learn and games and songs should be incorporated into their language instruction (Ersöz, 2007). According to Butler and Newman (2008) and Pindale (2013), there are many studies that justify the use of songs in language instruction. Additionally, studies that were carried out empirically revealed that songs simplified oral production much more than other traditional drills and effectively enhanced students' motivation (Ajibad & Ndububa, 2008). Hallam (2010) argues that learning English through songs possesses positive effects on children's socialization, intellectual development and the way they act in the classroom.

Additionally, songs have constructive roles in the development of children's brain (Rauscher et al., 1997). In the process of language learning, listening and speaking practices as well as singing activities are of great significance and these practices are not as compelling as reading and writing activities. Additionally, songs have great emphasis on listening, which leads to the fact that they can be utilized advantageously to teach a new language to children (Şevik, 2011). A study was carried out in Malaysia regarding the effects of song videos on language learning and the findings of the study indicated that when students learnt English through song videos, their vocabulary knowledge improved notably (Abidin, Pour-Mohammadi, Singh, Azman & Souriyavongsa, 2011). Researchers who were interested in the effect of songs on language learning described songs as essential foreign language teaching materials (Barry & Pellissier, 1995).

Tse (2015) conducted a study in Malaysia to find out primary school English teachers' perceptions about the utilization of songs to teach English. The study revealed that English teachers who were teaching in primary schools supported the incorporation of songs into English courses and they expressed that when children learnt English through singing activities, they had many more opportunities to improve their language skills. However, English teachers argued that they had difficulty in finding appropriate songs that were relevant to each topic. Additionally, Horn (2009) found that the use of songs in English courses in African primary schools enhanced children's English marks on the post-test, which supported the integration of songs into English courses. Following a musical project aiming to utilize English songs to promote students' oral production, Cifuentes (2006) reported that "students showed behaviors, emotions or feelings particularly to interest in or enthusiasm for the work the activities proposed" (p. 52). Additionally, Jolly (1995) conducted a study in which participants who were learners of Japanese were asked

whether they found the utilization of songs that were compatible with content of the course was rewarding or not. Most of the participants were in favor of learning the language through songs, which supports the view that songs amuse and comfort pupils in addition to considerably eliminating the monotony in a typical language course and enhancing pupils' motivation.

Lestari (2011) used music and English songs to find out whether learning English through songs and music would improve Indonesian students' pronunciation skill or not. The findings indicated that the students who learnt English through songs and music pronounced better than the students learning English through traditional ways. Similarly, Ratnasari (2006) conducted a study in which children songs were utilized to teach pronunciation. The findings of the study revealed that songs had remarkable effects on the improvement of Indonesian students' pronunciation. Kusrini (2011) investigated the effects of songs on the development of English pronunciation and reported that all language learners, especially young learners, appreciated learning English through songs. Furthermore, their English pronunciation got better. In a similar study, Moradi and Shahrokhi (2014) found that songs remarkably improved Iranian children's English pronunciation, stress and intonation. The findings of the post-test in the research revealed that the children who learnt English through songs considerably overcame their pronunciation problems. Additionally, Kiger (1989) found that listening to music and repetitive nature of songs enhanced students' comprehension exams grades.

Suksainmiti (1994) conducted a study to learn whether learning English through songs enhanced students' language achievement level and found that the children who learnt English through songs got higher marks than those who learnt the language through course books. Similarly, Ratwongkiri (2002) implemented a study whose results indicated that the children who learnt English via songs obtained higher marks than the children learning English through the Total Physical Response method. Additionally, Phuwarat (2003) conducted a study in which a pre-test and a post-test relevant to listening skill were used. The findings showed that children's listening test marks increased significantly. In a similar study, Sukket (2007) investigated the effects of songs on the improvement of speaking skill and vocabulary and found that when children learnt English through songs, their speaking ability and vocabulary knowledge improved remarkably. In addition, Kongamonsaichon (2009) found that learning English through songs and stories improved

primary school students' listening and speaking abilities as well as their vocabulary acquisition.

Şevik (2014) conducted a study regarding young learners' beliefs about classroom songs. The results of the study revealed that songs improved children's listening skill and young learners expressed that they appreciated learning English through songs. Additionally, children who participated in the study reported that they could learn and recall vocabulary more easily when they learnt English via songs and they felt more motivated thanks to songs during the course. However, children in the same study disagreed that their English teachers frequently used songs to teach English to them. This disagreement supports the finding that in language instruction of young learners in Turkey, English teachers frequently do not utilize songs (Şevik, 2011). Kahraman (2008) investigated the effects of songs on the improvement of listening ability and found that songs improved students' listening skill.

Utilakova (2012) conducted a study on the use of songs to teach English to primary school students in Prague. Young learners reported that they felt more motivated to participate in the course when they learnt English through songs. Additionally, children expressed that songs in English courses helped them recognize English words and their English pronunciation improved. Furthermore, primary school students in the study stated that learning English through songs improved their communication ability. Kuattiningsih (2008) utilized songs to teach English words to Indonesian grade 2 students and observed that when songs were incorporated into English courses, they simplified children's vocabulary learning in addition to helping the teacher control the children. Additionally, songs rendered English courses more rewarding in terms of motivating children to participate in the course.

Li and Brand (2008) conducted an empirical study. The conclusions of the study indicated that lyrics and music in a song remarkably enhanced students' grades. Gorjian, Alipour and Saffarian (2012) implemented a study that showed that using songs in English courses had significant effects on vocabulary learning. Ludke, Ferreira and Overy (2014) investigated the effect of singing activities on memorizing sentences and obtained the result that singing activities were the most useful way for students to learn sentences. Kömür, Saraç and Şeker (2005) carried out a study that aimed at finding the views of English teachers and students in primary schools about songs. The results revealed that

songs were utilized hardly any in English instruction. However, both teachers and students in the study reported that songs significantly enhanced students' vocabulary knowledge. Additionally, using songs in English courses had a remarkable effect on students' motivation. However, teachers' inability regarding music and the fact that there were not enough materials in English and music courses rendered the utilization of songs difficult.

Şevik (2011) conducted a study concerning primary school English teacher's views about using songs to teach English to children and the results of the research indicated that English teachers in primary schools were strongly in favor of using songs in their English courses. Mostly, they expressed that using songs in English courses encourage children in addition to lowering children's anxiety. According to the teachers, songs are quite significant educational tools that should be essentially included in English curriculum. Additionally, Romero, Bernal and Olivares (2012) implemented a study to investigate the effects of songs on Colombian students' motivation to speak English and the results revealed that students described learning English via songs as amusing and appealing. According to Romero et al., (2012, p. 21),

> Songs turn out to be an important part of the daily teaching activities. The combining of curricular activities with music not only helps students to develop speaking, but grammar as well; students can also internalize new vocabulary, improve pronunciation, and improve modulation among other oral communication skills.

Furthermore, the results of their study presented that the integration of songs into English courses enhanced learners' desire to learn English in addition to creating an anxiety-free classroom setting for students to speak. Additionally, in a study, participants, after a seven-day interval, smoothly recognized the proper names in their first language that they had initially learnt through songs (Rainey & Larsen, 2002).

Similarly, Malaysian primary school students appreciated learning English via songs and songs improved their English pronunciation in addition to broadening their vocabulary knowledge. Additionally, songs formed a language learning atmosphere in which children's self-confidence enhanced. Malaysian primary school students reported quite positive opinions about learning English through songs (Seita et al., 2012). In a study conducted on the effects of songs on learning verb forms in French, Ayotte (2004) found that students who learnt the present, future and conditional verb forms through songs performed better and more accurately on the posttest.

To conclude, studies that were carried out both in Turkey and in different parts of the world present results that indicate positive relations between using songs and language learning.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This section focuses on the methodological framework of the study. Firstly, it describes the design of the study. Secondly, information that regards the participants is provided. Then, the formation of the data collection instrument and its implementation procedure are mentioned. Finally, the method of the data analysis in addition to the research questions is detailed.

3.2. Research Design

When a study is conducted, selection of the most appropriate research design is of great significance in terms of finding responses to the research questions (Parahoo, 2006). The design of a study holds it together like glue. The purpose of the present study is to find out the opinions of English teachers in primary schools about the utilization of songs to teach English to primary school students. In this sense, both quantitative and qualitative methods were employed in the study. Bryman (1988) argues that using a mixed method helps to obtain well-founded results. For the collection of the relevant data and the demographic data of the participants, a questionnaire was designed and implemented to the English teachers working in primary schools. A questionnaire is a data collection tool that is the most extensively utilized to gather the relevant data in a study (Radhakrishna, 2007). Through questionnaires, researchers can gather data that are relevant to the perceptions, beliefs, conducts and ideas of the participants. When there is a large group of participants, a researcher can administer a questionnaire without having to spend too much time due to its practicality (Dörnyei, 2007, 2010). Prior to its main implementation, the data collection tool was piloted and to determine the internal consistency of the data collection tool, Cronbach's-Alpha value of the questionnaire was calculated.

3.3. Participants

The study was conducted in state and private primary schools in Diyarbakır. All English teachers who were working in state and private primary schools in the central district of Kayapınar in Diyarbakır in the first term of the 2014-2015 academic year contributed to the study as participants. A purposive sampling strategy, which Patton (2002, p. 243) describes as a technique to ‘‘select information-rich cases strategically and purposefully’’ was adopted. Totally, 23 primary schools contributed to the study. 60.9% (n=14) of the schools were state primary schools while 39.1% (n=9) of them were private primary schools. Totally, 62 English teachers from these 23 primary schools participated in the study as participants. The number of the participants who were working in state primary schools was a bit more than the number of those in private primary schools. 51.6% (n=32) of the participants were working in state primary schools and 48.4% (n=30) of them were teaching in private primary schools. Types of school and the number of the teachers who contributed to the study are provided in Table 1 below.

Table 1. School Types and Number of Participants in the Study

School Type	f	%
State Primary School	32	51.6
Private Primary School	30	48.4
Total	62	100

3.3.1. Demographic Information of the Participants

3.3.1.1. Gender and Age: In Table 2 below, information concerning the gender of the participants is provided. As it can be concluded from the table, the number of the female participants is more than the number of the male participants. If it is expressed more specifically, 58.1% (n=36) of the participants were female while 41.9% (n=26) of them were male.

Table 2. Number and Percentage of the Participants' Gender

Gender	f	%
Male	26	41.9
Female	36	58.1
Total	62	100

As to the information regarding the participants' age, it is provided in Table 3 below. As the table reveals, 40.4% (n= 25) of the participants belonged to the age group of 20 and 29. 30.6% (n=19) of them were between the ages 30 and 39 and the rest 29% (n=18) of the teachers were at the age of 40 and over.

Table 3. Number and Percentage of the Participants' Age

Age	f	%
between 20-29 years	25	40.4
between 30-39 years	19	30.6
40 years and over	18	29
Total	62	100

3.3.1.2. Participants' Alma Mater and Teaching Experience: Information relevant to the participants' alma mater is revealed in Table 4 below. Educational backgrounds of the participants were different. The majority of the participants, (n=41; 66.1%) graduated from the department of English Language Teaching while 9.7% (n=6) of the teachers were graduates of the department of English Language and Literature. The rest 24.2% (n=15) of them had a degree from other departments.

Table 4. Number and Percentage of the Participants' Educational Background

Educational Background	f	%
English Language Teaching	41	66.1
English Language and Literature	6	9.7
Other Departments	15	24.2
Total	62	100

As regards the participants' teaching experience, 43.5% (n=27) of the participants possessed teaching background between 1 and 5 years. 17.7% (n=11) of them had teaching background between 6 and 10 years and again 17.7% (n=11) of the teachers possessed teaching background between 11 and 15 years. The rest 21% (n=13) of the participants had teaching experience between 16 years and over (Table 5).

Table 5. Number and Percentage of the Participants' Teaching Experience

Teaching Experience	f	%
between 1-5 years	27	43.5
between 6-10 years	11	17.7
between 11-15 years	11	17.7
16 years and over	13	21
Total	62	100

3.3.1.3. Taking the Course 'Teaching Foreign Language to Children': Most of the participants (n=48; 77.4%) took the course 'Teaching Foreign Language to Children' during their university education while 22.6% (n=14) of the participants did not take the course. Namely, a bit more than three quarters of the English teachers in the study took the course 'Teaching Foreign Language to Children' (Table 6).

Table 6. Number and Percentage of the Course Teaching Foreign Language to Children

Taking the Course Teaching Foreign Language to Children	f	%
Yes	48	77.4
No	14	22.6
Total	62	100

3.4. Data Collection Tool

In the study, a questionnaire that consisted of 28 items and was relevant to English teachers' opinions about utilizing songs to teach English to primary school students was designed. It consisted of three parts. It was adapted from two studies: Millington (2011) and Şevik (2011). The first part consisted of questions regarding demographic information

of the participants such as school name, age, gender, alma mater, and teaching experience. Similarly, one question was also proposed in the first section of the questionnaire to learn whether the English teachers took the course "Teaching Foreign Language to Children" and additionally, there was a multiple-choice question in the first part of the questionnaire. The reason why the multiple-choice question was placed was to learn how often English teachers utilized songs to teach English to children. The second part of the data collection tool consisted of 28 items which were proposed in two sections. The first section included 18 items that regarded the opinions of primary school English teachers about utilizing songs in the process of learning English and the second section possessed 10 items regarding the opinions of English teachers about the effects of songs on improving the language achievement level of students. All of the items were rated on a five-point Likert scale, which required the participants to choose one of the options: Strongly Disagree (1), Disagree (2), Partially Agree (3), Agree (4) and Strongly Agree (5). The third part of the questionnaire consisted of two open-ended statements regarding whether songs should be integrated into the process of teaching English or not. The participants were asked to choose one of the statements and complete it arguing their opinions. The questionnaire was prepared in the native language of the participants to prevent any misunderstanding.

3.4.1. The Questionnaire

In a lot of research regarding especially social sciences, questionnaires are extensively utilized to gather information related to participants' tendencies, demeanors and approaches about a subject that is investigated by a researcher (Bulmer, 2004).

Similarly, Babbie (1990) provides the definition of a questionnaire stating that a questionnaire is a document that possesses both questions and items to obtain data that will be analyzed appropriately. The practicality of a questionnaire renders it quite fashionable. Additionally, through questionnaires various data regarding beliefs, opinions, ideas and etc. can be obtained simultaneously. Furthermore, questionnaires possess the function to assess various variables at the same time (Dörnyei, 2007).

3.4.1.1. Pilot Administration of the Questionnaire

When a study is being conducted, a researcher potentially faces challenges. In order to determine and thus avoid possible challenges, pilot administration of a study is of quite significance. According to Oppenheim (1992), pilot administration of a study aids the researcher in determining challenges that are to be faced in the process of the main implementation. The questionnaire that was utilized to collect the relevant data in the study was piloted earlier to avoid any challenges that would be faced in the main implementation of the questionnaire. Before the pilot study was conducted, the questionnaire was revised and changed two times based on the expert evaluation. After the questionnaire was given its final design, it was piloted with ten English teachers who were working in state and private primary schools. The number of the participants in the pilot administration was equal in terms of school type. More specifically, 5 English teachers were from state primary schools and equally, 5 English teachers were chosen from private primary schools.

3.5. Administration of the Questionnaire

After the pilot study was conducted, the data collection tool was given its final form based on the expert evaluation. Before the main implementation of the questionnaire, an official permission was obtained from National Education Directorate in Diyarbakır. Then, the questionnaire that was relevant to English teachers' opinions about utilizing songs to teach English to children was handed out to the participants. As mentioned in this chapter earlier, the participants of the present study consisted of 62 English teachers who were teaching English in state and private primary schools in the central Kayapınar district of Diyarbakır in the first term of 2014–2015 academic year. 62 questionnaires were handed out to the English teachers on different days based on willingness principle and on the grounds that the teachers' courses would not be interrupted. All of the questionnaires were taken back. 30 teachers were working in 9 different private primary schools and 32 English teachers were teaching in 14 different state primary schools.

3.6. Data Analysis

The relevant data in the study were analyzed descriptively through quantitative research method to seek for answers to the following research questions:

1- How often do English teachers utilize songs to teach English to children?

2- What are the opinions of primary school English teachers about utilizing songs in the process of learning English?

3- What are the opinions of English teachers about the effects of songs on improving the language achievement level of students?

4- Is there a statistically significant difference between the opinions of English teachers in state primary schools and those in private primary schools about using songs to teach English to children?

5- Is there a statistically significant difference between English teachers' opinions about the use of songs and factors such as gender, age, teaching experience and previous education?

Parahoo (2006) argues that data analysis constitutes one of the significant sections of the research design in a study. The relevant data in the study were analyzed via SPSS 18 (the Statistical Package of Social Sciences) software program. After the main implementation of the questionnaire, the reliability analysis was implemented and Cronbach's-Alpha Coefficient was found to be 0.94. Then, Cronbach's-Alpha Coefficients of the first 18 items and the second 10 items in the questionnaire were calculated separately. The following Cronbach's Alpha Coefficients were found: 0.89 for the first 18 items and 0.91 for the second 10 items. To find out the answers of the first, second and third research questions in the study, a frequency analysis was implemented. The answer to the fourth research question was sought through independent samples t-test statistics (for cases with two variant) and for the fifth research question; both independent samples t-test and one-way ANOVA (for cases with more than two variants) were implemented. Necessarily, the 3rd, the 14th and the 18th items in the questionnaire were reversed due to the fact that they possessed negative statements and findings that were obtained through the analysis of the relevant data were charted.

CHAPTER FOUR

FINDINGS

4.1. Introduction

The aim of the present study is to find out English teachers' opinions about utilizing songs to teach English to children. It aims to find out whether English teachers who are teaching in primary schools are in favor of utilizing songs to teach English to children or not. This section clarifies the findings that were obtained via the analysis of the relevant data. The conclusions of the study will be presented to respond to the research questions.

4.2. Findings of the Questionnaire

4.2.1. Descriptive Statistics

In this part of the study, descriptive statistics that regard English teachers' opinions about utilizing songs to teach English to children will be provided.

4.2.1.1. Frequency of Utilization of Songs by English Teachers to Teach English to Primary School Students: Descriptive analysis of the relevant data reveals that 25.8% (n=16) of the English teachers in the study state that they *often* utilize songs to teach English to children. This percentage means that one out of every four English teachers in primary schools *often* utilizes songs to teach English to children. Similarly, 22.6% (n=14) of the English teachers express that they *usually* utilize songs with the aim of teaching English to their students. The majority of the English teachers (n=29; 46.8%) state that they *sometimes* utilize songs in their English classes, which is the highest percentage that regards English teachers' frequency of using song in their courses to teach English to children. Only 1.6% of the English teachers in the study express that they *rarely* use songs to teach English while 3.2% of them say that they *never* utilize songs in their English courses (Table 7).

Table 7. Frequency of Utilization of Songs by English Teachers to Teach English to Children

Multiple-Choice Question	Often		Usually		Sometimes		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
Question 7. How often do you utilize songs to teach English to children?	16	25.8	14	22.6	29	46.8	1	1.6	3	32

4.2.2.2. English Teachers' Opinions about Using Songs in the Process of Learning English: Findings concerning English teachers' opinions about utilizing songs in the process of learning English are provided in Table 8 below.

Table 8. English Teachers' Opinions about Using Songs in the Process of Learning English

	Strongly Disagree		Disagree		Partially Agree		Agree		Strongly Agree		State School		Private School	
ITEMS	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**M**	**SD**	**M**	**SD**
Item 1	1	1.6	4	6.5	7	11.3	22	35.5	28	45.2	4.03	0.932	4.30	1.022
Item 2	-	-	3	4.8	15	24.2	17	27.4	27	43.5	3.81	0.931	4.40	0.855
Item 3	32	51.6	15	24.2	8	12.9	2	3.2	5	8.1	1.71	0.991	2.13	1.431
Item 4	1	1.6	3	4.8	7	11.3	24	38.7	27	43.5	4.09	0.856	4.26	1.014
Item 5	1	1.6	2	3.2	9	14.5	16	25.8	34	54.8	4.28	0.851	4.30	1.055
Item 6	1	1.6	-	-	4	6.5	19	30.6	38	61.3	4.37	0.707	4.63	0.808
Item 7	7	11.3	1	1.6	2	3.2	22	35.5	30	48.4	4.00	1.218	4.16	1.341
Item 8	1	1.6	1	1.6	4	6.5	25	40.3	31	50	4.15	0.723	4.56	0.858
Item 9	1	1.6	-	-	6	9.7	23	37.1	32	51.6	4.21	0.750	4.53	0.819
Item 10	1	1.6	-	-	7	11.3	19	30.6	35	56.5	4.31	0.737	4.50	0.900
Item 11	1	1.6	2	3.2	17	27.4	17	27.4	25	40.3	3.84	0.987	4.20	0.961
Item 12	10	16.1	8	12.9	7	11.3	11	17.7	26	41.9	2.87	1.560	4.30	1.118
Item 13	2	3.2	3	4.8	12	19.4	25	40.3	20	32.3	3.84	1.019	4.03	0.999
Item 14	10	16.1	9	14.5	22	35.5	11	17.7	10	16.1	3.31	1.203	2.73	1.311
Item 15	1	1.6	1	1.6	6	9.7	22	35.5	32	51.6	4.37	0.707	4.30	0.987
Item 16	4	6.5	6	9.7	20	32.3	21	33.9	11	17.7	3.15	1.139	3.80	0.961
Item 17	1	1.6	2	3.2	11	17.7	24	38.7	24	38.7	4.06	0.840	4.13	1.008
Item 18	47	75.8	10	16.1	1	1.6	1	1.6	3	4.8	1.34	0.700	1.53	1.224
Mean											3.65	0.936	3.93	1.037

Item 1: Songs improve students' creativity. Item 2: Songs form a student-centered learning process in the class. Item 3: Songs keep students away from the aim of the course. Item 4: Songs improve students' intelligences and learning styles. Item 5: Songs encourage shy students. Item 6: Songs develop positive ideas toward English while learning language through songs. Item 7: Learning language through songs lessens students' prejudices against English. Item 8: Songs set a comfortable atmosphere in the class. Item 9: Songs

break the routine in the class. Item 10: Songs motivate students to learn English. Item 11: Students can cooperate while learning English through songs. Item 12: There are enough technological devices to use songs in the course in my classroom. Item 13: It is easy to find suitable songs for children. Item 14: Class-control becomes hard while songs are utilized. Item 15: It is enjoyable to teach language through songs. Item 16: It is easy to prepare suitable worksheets and exercises for songs. Item 17: More significance should be given to the utilization of song in English curriculum. Item 18: I find the utilization of song irrelevant while teaching English.

Descriptive analysis of the relevant data indicates that 80.7% of the English teachers (Strongly Agree: 45.2%; Agree: 35.5%) are of the opinion that songs improve students' creativity in the process of learning English. Besides, 11.3% of the participants partially agree with this opinion. However, 8.1% of them do not agree that songs possess effects on the improvement of students' creativity. Additionally, 70.9% of the participants (Strongly Agree: 43.5%; Agree: 27.4%) back up the opinion that songs set a student-centered learning process in the classroom. Nearly a quarter of the participants (24.2%) partially agree with this while 4.8% of them do not consider that songs set a student-centered learning process in the classroom.

Furthermore, the percentage of the English teachers who express that they do not favor the opinion that songs keep students away from the aim of the course is 75.8% (Strongly Disagree: 51.6%; Disagree: 24.2%). This conclusion means that a bit more than three quarters of the English teachers in the study do not regard songs as deflector. However, 12.9% of them partially consider that songs keep students away from the aim of the course. The percentage of the participants who believe that songs lead students away from the aim of the course is 11.3%. As to the opinion that songs improve students' intelligence and learning styles, 82.2% of the English teachers (Strongly Agree: 43.5%; Agree: 38.7%) uphold this opinion. Additionally, the percentage of those who report that they partly believe that songs improve students' intelligence and learning styles is 11.3%, whereas 6.4% of the participants do not agree with this opinion.

In the course of language learning, one of the significant challenges that English teachers often have to face is shy students. 80.6% of the English teachers in the study (Strongly Agree: 54.8%; Agree: 25.8%) consider that songs encourage shy students in the process of language learning, which means that eight out of every ten English teachers in the study believe that shy students are prompted to learn English when songs are integrated into language instruction. However, 14.5% of the English teachers partly hold this opinion and the percentage of those who express that they do not regard songs as encouraging language learning materials for children is 4.8%.

As for possessing positive feelings toward English, 91.9% of the English teachers (Strongly Agree: 61.3%; Agree: 30.6%) hold the opinion that students develop positive feelings toward English when they learn the language through songs. Besides, 6.5% of the English teachers partially agree that students develop positive feelings toward English if they learn the language through songs while only 1.6% of the participants do not approve this opinion. Similarly, 83.9% of the English teachers (Strongly Agree: 48.4%; Agree: 35.5%) support the opinion that learning English through songs lessens students' prejudices against English and 3.2% of the English teachers partly agree with this. However, 12.9% of the participants do not consider that songs lessen students' prejudices against English.

When further looked at the descriptive analysis of the relevant data, the findings indicate that 90.3% of the English teachers (Strongly Agree: 50%; Agree: 40.3%) are of the opinion that songs constitute a comfortable atmosphere in the classroom in the process of language learning. That is, nine out of every ten English teachers in the study support this opinion. In addition, 6.5% the participants partially consider that songs constitute a comfortable atmosphere in the classroom and the percentage of the participants who do not consider that songs constitute a comfortable atmosphere in the classroom in the process of language learning is 3.2%.

As regards the monotony in English courses, 88.7% of the participants (Strongly Agree: 51.6%; Agree: 37.1%) are in favor of the opinion that songs break the routine in the classroom. Besides, 9.7% of the participants partially support this statement and only 1.6% of the English teachers disagree with this opinion. As to motivation which is of great significance in the process of language learning, 87.1% of the English teachers (Strongly Agree: 56.5%; Agree: 30.6%) consider that songs motivate students to learn English and the percentage of the English teachers who report that they partially agree with this opinion is 11.3%. Only 1.6% of the participants do not consider that songs motivate students to learn English. Additionally, 67.7% of the English teachers (Strongly Agree: 40.3%; Agree: 27.4%) back up the opinion that students cooperate while they are learning English through songs while 27.4% of them consider that this is partially true. Only 4.8% of the English teachers do not consider that there happens cooperation among students while they are learning English through songs.

As further looked at the descriptive analysis of the relevant data, it indicates that 59.6% of the English teachers (Strongly Agree: 41.9%; Agree: 17.7%) report that there are enough technological devices in their classrooms to utilize songs in the course and 11.3% of the English teachers partially favor this statement. However, 29% of the participants (Disagree: 12.9%; Strongly Disagree: 16.1%) do not consider that there are enough technological devices in their classrooms to utilize songs to teach English to children. Additionally, 72.6% of the English teachers (Strongly Agree: 32.3%; Agree: 40.3%) consider that it is easy to find suitable songs for children and 19.4% of the participants partially support this opinion. However, 8% of them do not think that it is easy to find suitable songs for children.

As for classroom-control in language instruction, 30.6% of the English teachers (Strongly Disagree: 16.1%; Disagree: 14.5%) do not agree with the opinion that classroom-control becomes hard when songs are utilized and 35.5% of the participants partially agree with this. However, 33.8% of the English teachers (Agree: 17.7%; Strongly Agree: 16.1%) consider that utilization of songs renders classroom-control hard. This percentage means that three out of every ten English teachers in the study consider that when songs are utilized, it does render classroom-control hard. One of the interesting items in the questionnaire regarding teachers' opinions about utilizing songs was that it is enjoyable to teach English through songs and remarkably 87.1% of the English teachers (Strongly Agree: 51.6%; Agree: 35.5%) agree with this item while 9.7% of the participants consider this is partially true. Only 3.2% of them do not consider that it is enjoyable to teach English through songs.

As to exercises and worksheets that will accompany songs, 51.6% of the English teachers (Strongly Agree: 17.7%; Agree: 33.9%) are of the opinion that it is easy to prepare suitable worksheets and exercises for songs. Additionally, 32.3% of the English teachers partially agree with this opinion. However, 16.2% of the participants do not find preparing suitable worksheets and exercises that will accompany songs easy. When it comes to the opinion regarding English curriculum, 77.4% of the English teachers in the study (Strongly Agree: 38.7%; Agree: 38.7%) consider that more significance should be given to the utilization of songs in English curriculum, which means that a bit more than three quarters of the participants are in favor of more exploitation of songs in English instruction of children. Additionally, 17.7% of the English teachers partially back up this

opinion and 4.8% of the participants do not consider that more significance should be given to the utilization of songs in English curriculum. Furthermore, 91.9% of the participants (Strongly Disagree: 75.8%; Disagree: 16.1%) do not consider that using songs in English courses is irrelevant, which clearly reveals the participants' strong positive opinion regarding the exploitation of songs to teach English to children. Only 1.6% of the participants partly find the exploitation of songs irrelevant to teach English while 6.4% of the English teachers agree with the opinion that the utilization of songs in English courses is irrelevant.

4.2.2.3. English Teachers' Opinions about the Effects of Songs on Improving the Language Achievement Level of Students: Results that regard English teachers' opinions about the effects of songs on improving the language achievement level of students are presented in Table 9 below.

Table 9. English Teachers' Opinions about the Effects of Songs on Improving the Language Achievement Level of Students

	Strongly Disagree		Disagree		Partially Agree		Agree		Strongly Agree		State School		Private School	
ITEMS	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**M**	**SD**	**M**	**SD**
Item 19	1	1.6	2	3.2	6	9.7	24	38.7	29	46.8	4.28	0.888	4.23	0.897
Item 20	2	3.2	-	-	5	8.1	22	35.5	33	53.2	4.37	0.707	4.33	1.061
Item 21	4	6.5	9	14.5	19	30.6	13	21	17	27.4	3.31	1.176	3.66	1.268
Item 22	1	1.6	3	4.8	16	25.8	20	32.3	22	35.5	3.75	0.950	4.16	0.985
Item 23	1	1.6	3	4.8	12	19.4	18	29	28	45.2	3.87	1.008	4.36	0.927
Item 24	1	1.6	-	-	4	6.5	22	35.5	35	56.5	4.31	0.692	4.60	0.813
Item 25	1	1.6	-	-	14	22.6	13	21	34	54.8	4.21	0.832	4.33	1.028
Item 26	4	6.5	9	14.5	16	25.8	13	21	20	32.3	3.28	1.197	3.90	1.268
Item 27	5	8.1	14	22.6	16	25.8	12	19.4	15	24.2	2.96	1.117	3.63	1.325
Item 28	1	1.6	-	-	6	9.7	15	24.2	40	64.5	4.37	0.751	4.63	0.850
Mean											3.87	0.937	4.18	1.042

Item 19: What students learn through songs will be more permanent. Item 20: Students learn new words and structures through songs. Item 21: Learning English through songs increases students' exam mark. Item 22: Songs teaches students to use English in daily life. Item 23: Students consolidate English words and structure they learn through songs. Item 24: Songs improve students' listening skill. Item 25: Songs improve students' speaking skill. Item 26: Songs improve students' reading skill. Item 27: Songs improve students' writing skill. Item 28: Songs improve students' English pronunciation.

Descriptive analysis of the relevant data reveals that 85.5% of the English teachers who participated in the study (Strongly Agree: 46.8%; Agree: 38.7%) are of the opinion that what students learn through songs will be more lasting, which means that when children learn English through songs, they will retain relevant vocabulary and grammatical structures for a longer period of time than vocabulary and grammatical structures that they learn traditionally. Additionally, 9.7% of the participants partially back up this opinion while 4.8% of them do not believe that learning English through songs will not permit students to retain what they learn much longer in their minds.

As to learning new English words and structures through songs, 88.7% of the participants (Strongly Agree: 53.2%; Agree: 35.5%) state that students learn new English words and structures when they learn English through songs. In addition, 8.1% of the participants partially agree with this opinion and only 3.2% of the English teachers do not consider that students learn new English words and structures through songs.

When it comes to students' academic achievement that regards English exams, descriptive analysis of the survey data indicates that 48.4% of the participants (Strongly Agree: 27.4%; Agree: 21%) hold the opinion that learning English through songs will enhance students' English exam marks. Additionally, 30.6% of the English teachers partially agree with this. However, 21% of the participants (Disagree: 14.5%; Strongly Disagree: 6.5%) do not agree that when students learn English through songs, this will boost their academic achievement regarding English exam marks. This percentage means that two out of every ten English teachers in the study do not back up this opinion.

One of the significant challenges in English instruction is to have students use English in daily life. The findings of the relevant data reveal that 67.8% of the participants (Strongly Agree: 35.5%; Agree: 32.3%) consider that songs enable students to use English in daily life. Besides, 25.8% of the English teachers partially believe this is true. This percentage means that one out of every four English teachers in the study partly believes that songs enable students to use English in daily life. However, 6.4% of the English teachers do not back up the opinion that songs enable students to use English in their daily life.

As further looked at the descriptive analysis, it reveals that 74.2% of the participants (Strongly Agree: 45.2%; Agree: 29%) are of the opinion that through songs,

students consolidate the words and structures they learn. In addition, 19.4% of the English teachers partially support this opinion while 6.4% of them do not agree that students consolidate the words and structures they learn when songs are used in the course. Additionally, 92% of the English teachers (Strongly Agree: 56.5%; Agree: 35.5%) consider that songs improve students' English listening skill when they learn English through songs. Additionally, 6.5% of the participants partially uphold this opinion and only 1.6% of the English teachers do not consider that songs improve students' English listening skill. When it comes to English speaking skill, 75.8% of the English teachers in the study (Strongly Agree: 54.8%; Agree: 21%) believe that songs improve students' English speaking skill. That is to say, three out every four English teachers in the study support the opinion that songs develop pupils' oral production. Besides, 22.6% of the participants partially consider that learning English through songs improve students' English speaking skill while only 1.6% of the English teachers do not hold this opinion.

When further looked at the findings, they indicate that 53.3% of the English teachers (Strongly Agree: 32.3%; Agree: 21%) think that songs improve students' reading skill. In addition, 25.8% of the English teachers support this opinion partially. That is, one out of every four English teachers in the study partly considers that songs improve students' reading skill. However, 21% of the participants (Disagree: 14.5%; Strongly Disagree: 6.5%) do not believe that songs improve students' reading skill, which means that two out of every ten English teachers do not hold this opinion. As to English writing skill of children, 43.6% of the English teachers (Strongly Agree: 24.2%; Agree: 19.4%) agree with the opinion that songs improve students' writing skill. Additionally, 25.8% of the participants partially agree with this statement. This means that one out of every four English teachers in the study partially believes that songs improve students' writing skill. However, 30.7% of them (Disagree: 22.6%; Strongly Disagree: 8.1%) do not hold this opinion.

As for the effects of songs on the improvement of students' English pronunciation, 88.7% of the English teachers (Strongly Agree: 64.5%; Agree: 24.2%) are of the opinion that songs improve students' English pronunciation. Additionally, 9.7% of the English teachers partially support this and only 1.6% of the participants do not consider that songs improve students' English pronunciation.

4.2.3. Inferential Statistics

4.2.3.1. Type of School Difference Regarding English Teachers' Opinions about Utilizing Songs to Teach English to Children: In order to assess whether there was a statistically significant difference between the opinions of the English teachers in state primary schools and those in private schools about utilizing songs to teach English to children, an independent samples t-test was implemented. The results are provided in Table 10 below.

Table 10. Independent Samples t-test Results for School Difference Regarding Opinions about Using Songs to Teach English to Children

School	N	M	SD	t	df	p
State Primary School	32	3.92	.518	-1.802	60	.077
Private Primary School	30	4.21	.732			

$p > 0.05$

As it can be seen in the table, the p-value ($p = .077$) is higher than 0.05, which means that there is not a statistically significant difference between the opinions of the English teachers who are working in state primary schools and those who are working in private primary schools about utilizing songs to teach English to children.

However, the mean score is 4.21 for the English teachers in private primary schools and 3.92 for the English teachers in state primary schools. This result clearly indicates that the English teachers in private primary schools possess more positive opinions about utilizing songs to teach English to children than the English teachers in state primary schools, for the highest score on Likert type was 5. It can be concluded that the English teachers working in private primary schools are more in favor of utilizing songs to teach English to children than the English teachers in state primary schools.

4.2.3.2. Gender Difference Regarding English Teachers' Opinions about Utilizing Songs to Teach English to Children: An independent samples t-test was carried out to

find out whether there was a statistically significant difference between the opinions of male and female English teachers. T-test findings are provided in Table 11 below.

Table 11. Independent Samples t-test Results for Gender Difference Regarding Opinions about Utilizing Songs to Teach English to Children

Gender	N	M	SD	t	df	p
Male	26	3.88	.770	-1.867	60	.067
Female	36	4.18	.505			

$p > 0.05$

As it can be seen in the table, the p-value (p=.067) is higher than 0,05, which means that there is not a statistically significant difference between the opinions of male and female English teachers in primary schools about utilizing songs to teach English to children. Nonetheless, the mean score is 3.88 for male English teachers and 4.18 for female English teachers. Clearly, this result indicates that female English teachers possess more positive opinions about utilizing songs to teach English to children than male English teachers, for the highest score on Likert type was 5. In conclusion, compared to male English teachers, female English teachers are more in favor of utilizing songs to teach English to children.

4.2.3.3. Difference between the Opinions of English Teachers about Using Songs and Age: The results of ANOVA test reveal that the p value (p=.032) is lower than 0.05. This conclusion means that there is a statistically significant difference between the opinions of the English teachers about the use of songs and age. The statistically significant difference exists between 20-29 years and 40 years and over age groups (Table 12).

Table 12. Results of ANOVA for the Difference between the Opinions of English Teachers about Using Songs and Age

Age	N	M	SD	f	p
20-29 years	25	4.29	.507		
30-39 years	19	4.00	.575	3.647	.032
40 years and over	18	3.78	.776		

$p < 0.05$

Additionally, a post hoc Tukey test was implemented in order to determine where the statistically significant difference was. The results indicated that the statistically significant difference exists between 20-29 years and 40 years and over age groups.

4.2.3.4. Difference between the Opinions of English Teachers about Using Songs and Teaching Experience: The conclusions of ANOVA test reveal that the p value (p=.002) is lower than 0.05. This conclusion means that there is a statistically significant difference between the opinions of the English teachers about the use of songs and teaching experience. The statistically significant difference exists between 1-5 years and 16 years and over. (Table 13).

Table 13. Results of ANOVA for the Difference between the Opinions of English Teachers about Using Songs and Teaching Experience

Teaching Experience	N	M	SD	f	p
1-5 years	27	4.34	.409		
6-10 years	11	4.01	.661		
				5.424	.002
11-15 years	11	3.99	.594		
16 years and over	13	3.56	.784		

$p < 0.05$

Following ANOVA, a post hoc Tukey test was conducted to determine the statistically significant difference and its conclusions revealed that the statistically significant difference was between 1-5 years and 16 years and over.

4.2.3.5. Differences between the Opinions of English Teachers about Using Songs and Previous Education: To determine whether there was a statistically significant difference between the opinions of primary school English teachers about using songs to teach English to children and their previous education, possible statistical differences were sought for between the opinions of the English teachers about using songs and whether

they took the course ‘Teaching Foreign Language to Children’ during their university education and between the opinions of the English teachers about using songs and type of alma mater.

4.2.3.5.1. Difference between the Opinions of English Teachers about Using Songs and Taking the Course ‘Teaching Foreign Language to Children’: T-test findings reveal that the p value (p=.481) is higher than 0.05. That means that there is not a statistically significant difference between the opinions of the English teachers who took the course ‘Teaching Foreign Language to Children’ and those who did not take it concerning opinions about using songs to teach English to children. Additionally, the mean score for the English teachers who took the course is 4.09 and the mean score of those who did not take the course is 3.95. The mean scores are quite close to each other. However, the opinions of the English teachers who took the course are a bit more positive than the opinions of the English teachers who did not take the course (Table 14).

Table 14. Difference between the Opinions of English Teachers about Using Songs and Taking the Course Teaching Foreign Language to Children

Taking the course Teaching Foreign Language to Children	N	M	SD	t	p
Yes	48	4.09	0.664	0.709	.481
No	14	3.95	0.569		

$p > 0.05$

4.2.3.5.2. Difference between the Opinions of English Teachers about Using Songs and Alma Mater: The conclusions of ANOVA test reveal that the p-value (p=.236) is higher than 0.05. This finding means that there is not a statistically significant difference between the opinions of the English teachers about the use of songs and their alma mater (Table 15).

Table 15. Difference between the Opinions of English Teachers about Using Songs and Alma Mater

Alma Mater	N	M	SD	f	p
English Language Teaching	41	3.98	0.703		
English and American Language and Literature	6	4.44	0.300	1.478	.236
Others	15	4.13	0.506		

$p > 0.05$

4.3. Findings of Open-Ended Statements

4.3.1. Participants' Ideas Regarding the Inclusion of Songs in the Process of Teaching English: The data collection tool in the study included two open-ended statements at the end of it regarding whether songs should be included in the process of teaching English or not. The participants were asked to pick out one of the statements and complete it arguing their ideas. 51 out of 62 English teachers in the study chose one of the open-ended statements and expressed their ideas. Of them, 96% of the English teachers (n=49) favored the inclusion of songs in the process of teaching English and only 4% of the English teachers (n=2) reported that songs should not be included in the process of teaching English (Table 16).

Table 16. Open-Ended Statements and Teachers' Numbers and Percentages

Items	f	%
Songs should be included in the process of teaching English	49	96
Songs should not be included in the process of teaching English	2	4
Total	51	100

English teachers who favored the inclusion of songs in children's English instruction touched on some justifications to utilize songs to teach English to primary school students. They mostly dwelled on such justifications as motivation and enjoyment,

development of language proficiency and pronunciation, rendering language learning more permanent and increasing performance (Table 17).

Table 17. Justifications to Include Songs in English Instruction of Children and Teachers' Numbers and Percentages

Justifications	f	%
Motivation and enjoyment	34	70
Development of language proficiency and pronunciation	8	16
Rendering language learning more permanent	5	10
Increasing performance	2	4
Total	49	100

It can be understood from the table that the majority of the English teachers (34 out of 49) argued that songs should be included in the process of teaching English to children due to the fact that songs provide motivation and enjoyment for children. They were of the opinion that when songs are integrated into English instruction, they are to render the course more enjoyable and enhance students' motivation to learn English. The following arguments are consistent with the findings of item 10 in the questionnaire, which states that songs motivate students to learn English:

"Songs should be included in the process of teaching English because songs motivate students for the course and keep students away from negative feelings against English. While students learn English through songs, they experience amusing times, which prevents them from being bored" (Participant 6).

"Songs should be included in the process of teaching English since students will regard English as more amusing and their desire for learning will increase" (Participant 12).

"Songs should be included in the process of teaching English especially due to the fact that having students listen to a song during the course concentrates them on the course. Students' tiredness disappears. Learning English through songs sustains students' exhilaration. Language learning becomes more enjoyable for them, which enhances performance. However, English course periods should be enhanced to continue language

instruction through songs. In a primary school, two hours for English in a week is not sufficient to teach both English and songs" (Participant 14).

"Songs should be included in the process of teaching English due to the fact that students become much happier and interested in the course when they sing. Their pronunciation gets better. However, I cannot allocate much time for songs because the course hours are not enough" (Participant 19).

"Songs should be included in the process of teaching English because songs render the course more amusing enabling students to enjoy English" (Participant 22).

"Songs should be included in the process of teaching English because songs possess a significant role to motivate and enable students to enjoy English. Moreover, if songs are organized in parallel with the topic of the course, students will grasp better" (Participant 24).

"Songs should be included in the process of teaching English since students, especially younger ones, are quite interested in songs. Songs are beneficial in the process of learning. Increasing the number of songs in the process of learning will be useful. Songs make students enjoy English and eliminate tedium. They enable students to learn language without being bored" (Participant 25).

"Songs should be included in the process of teaching English because songs render learning permanent motivating students and rendering the course more entertaining. Themes, especially ones that are colored with songs that are convenient for students' level transform into themes that possess more winnings for both teachers and pupils" (Participant 28).

"Songs should be included in the process of teaching English because each student starts to enjoy learning English thanks to songs. Language learning is a lengthy process. Students should be motivated through songs. Only grammar instruction will not be sufficient" (Participant 32).

"Songs should be included in the process of teaching English because songs are the most amusing way to learn and the fastest way to attract students' attention"(Participant 35).

"Songs should be included in the process of teaching English because young learners are inclined to be bored quite simply. The nicest way to prevent this is to make children like foreign language through songs" (Participant 43).

"Songs should be included in the process of teaching English because in a student-centered instruction, it will be quite straightforward to prompt especially shy students, set a pleasant atmosphere and establish cooperation among students. Language instruction through songs is both amusing and consistent" (Participant 50).

"Songs should be included in the process of teaching English because songs are quite significant to adapt students to the course just before the course begins. Songs help motivate students for the course when they are distracted and bored" (Participant 52).

"Songs should be included in the process of teaching English since songs aid in building students' concentration on one point and bar students from being distracted. Additionally, even shy students start to participate in the course" (Participant 55).

"Songs should be included in the process of teaching English because I am of the opinion that to make students enjoy English, for the course to be more charming and to render what students learn more permanent, songs should be exploited together with visuals. Additionally, when the course is accompanied by music and various games are included along with music, this bars students from being bored and enhances students' participation in the course" (Participant 57).

As it seen in the table above, 8 out of 49 English teachers who favored the inclusion of songs in English instruction in primary schools draw attention to the effect of songs on the development of language proficiency and pronunciation. The following arguments support the findings of item 28, which states that songs improve students' pronunciation:

"Songs should be included in the process of teaching English because songs improve both speaking skill and pronunciation" (Participant 13).

"Songs should be included in the process of teaching English because songs improve pronunciation, build up confidence and consolidate vocabulary" (Participant 15).

"Songs should be included in the process of teaching English due to the fact that songs arouse curiosity in students, vocabulary is acquired more straightforward and pronunciation improves. Students become good listeners" (Participant 16).

"Songs should be included in the process of teaching English especially due to their effects on improving students' pronunciation as well as reading, speaking and listening comprehension skills. Briefly, songs are quite effective for language learning" (Participant 20).

"Songs should be included in the process of teaching English because a natural atmosphere forms in the classroom. I am of the opinion that songs improve especially students' pronunciation and vocabulary treasure" (Participant 46).

"Songs should be included in the process of teaching English because songs improve pronunciation and enable students to learn new vocabulary and structures" (Participant 51).

Additionally, 5 out of 49 teachers argue that songs should be included in the process of teaching English due to the fact that songs render learning more permanent. The following arguments back up the conclusions of item 19, which states that what students learn through songs will be more permanent:

"Songs should be included in the process of teaching English because language learning becomes more permanent. Students use the language beautifully. Students enjoy learning" (Participant 2).

"Songs should be included in the process of teaching English because language learning through songs is more permanent" (Participant 3).

"Songs should be included in the process of teaching English because language learning becomes more permanent for students. Songs motivate students and keep students away from monotony. Songs render learning more permanent" (Participant 10).

"Songs should be included in the process of teaching English because what students grasp through songs will be more permanent and students are in the center of language learning. This is one of the most effective instruction techniques" (Participant 27).

Additionally, 2 out of 49 English teachers favoring the inclusion of songs in English instruction in primary schools dwell on performance:

"Songs should be included in the process of teaching English because students will perform much better thanks to music" (Participant 33).

"Songs should be included in the process of teaching English because songs possess effect on students' language learning performance. In Turkey, language instruction is completely based on teaching grammar and leads students to memorize. Therefore, none of us can speak English to the backbone. In order to dispose of such problems, English songs should be absolutely included in the process of teaching. In order for a child to learn cooperatively and realize that s/he is learning English as a language not as a course, English songs should be exploited absolutely" (Participant 53).

As to the open-ended statement which states that songs should not be included in the process of teaching English, two English teachers favored the statement arguing their ideas as in the following. These arguments rather contradict the conclusion of item 17, which states that more significance should be given to the utilization of song in English curriculum:

"Songs should not be included in the process of teaching English because songs may constitute disciplinary issues in the classroom. Before a song is taught, a suitable atmosphere and necessary materials should be available" (Participant 40).

"Songs should not be included in the process of teaching English because when songs are integrated into the process of teaching English too much, students may demand that every topic should be taught to them through songs, which sometimes may be impractical" (Participant 45).

CHAPTER FIVE

DISCUSSION

5.1. Introduction

This section of the study is based on the review of the conclusions that were gathered through the analysis of the relevant data in addition to providing research questions. Additionally, the conclusions will be verified critically and be related to the conclusions of the previous studies.

5.2. Answers to the Research Questions

5.2.1. Research Question 1: How often do English teachers utilize songs to teach English to children?

The findings obtained from the descriptive analysis of the relevant data indicated that nearly a quarter of the English teachers (n=16) in state and private primary schools *often* utilized songs to teach English to children. Similarly, one out of every five English teachers (n=14) in the study reported that they *usually* utilized songs in their English courses. It was a remarkable conclusion that almost nearly half of the participants (n=29) stated that they *sometimes* used songs to teach English in their courses. Very few participants appeared to have negative statements regarding their frequency of using songs. Only one participant reported that s / he *rarely* exploited songs. Additionally, two English teachers expressed that they *never* utilized songs in English courses to teach English to children. Similarly, Sylla (2010) conducted a research in which Senegalese English teachers who were teaching in primary schools were the participants of the study. Six out of every ten English teachers in the study expressed that they exploited songs *very often* to teach English. Additionally, three out of every ten English teachers reported that they *often* employed songs in their English classes. Only one out of every ten English teachers stated that they *never* utilized songs to teach English to children. Additionally, Şevik (2011) conducted a similar study in which primary school English teachers were asked how often they used English songs in their classes. About one-third of the English teachers (32.7%)

reported that they employed English songs *once a month* and only five out of every one hundred English teachers (5.8%) stated that they had the opportunity to use English songs just *once a week*. Likewise, Hejjavi (1990) conducted a study concerning English teachers and students' attitudes toward the use of music in English courses in the United Arab Emirates. The findings of the study indicated that the majority of the English teachers (67%) reported that they *never* used music in their English courses and only 8% of the participants stated that they *always* or *usually* integrated music into their English courses. Additionally, the results of the study revealed that female English teachers integrated music into their English courses 35% more than male English teachers.

5.2.2. Research Question 2: What are the opinions of primary school English teachers about utilizing songs in the process of learning English?

Descriptive consequences indicated that most of the English teachers (80.7%) held the opinion that songs develop students' creativity in addition to 11.3% of the participants who partially thought so. In parallel with this conclusion; Rumley (1999) states that songs are comforting and non-threatening language learning materials that potentially aid children in improving their imagination and creativity. Additionally, 70.9% of the participants backed up the opinion that songs form a student-centered learning process and almost one-fourth of the participants (24.2%) partially supported this opinion. Moreover, 75.8% of the English teachers did not agree that songs keep students away from the aim of the course. However, 12.9% of them partially considered that songs keep students away from the aim of the course.

A great majority of the participants (82.2%) thought that songs develop students' intelligence and the way they learn and 11.3% of the English teachers partly considered so. Likewise, (Gardner, 1999; Oxford, 1990) are of the opinion that songs improve students' intelligence and learning styles. Additionally, most songs possess choruses, rhythmical and melodic patterns that improve pupils' intelligence (Maley, 1987). Similarly, a great majority of the participants (80.6%) considered that songs prompt shy students. In addition, 14.5% of the English teachers partially supported this opinion. Kramsch (1993) supports this conclusion arguing that songs possess amusing and comforting aspects and thus aid pupils in getting rid of negative feelings such as shyness, hesitation and etc. Moreover, most of the participants (91.9%) held the opinion that students develop positive

feelings toward English thanks to songs. Similarly, Abbott (2002) argues that when songs are integrated into language instruction of children, they will associate language instruction with delight and positive perceptions. Additionally, Medina (2002) holds the opinion that when songs are exploited in language courses, they will potentially provide a comforting atmosphere and recreation for students, which is described as the particular favor of songs and music in the course. As children experience amusement and feel relaxed, they are to be much more willing to learn a language and they are to associate language learning with positive perceptions.

83.9% of the English teachers considered that songs decrease students' biases against English. However, 12.9% of them did not support this opinion. Besides, most of the English teachers (90.3%) held the opinion that songs set a comfortable atmosphere in the class. Likewise, Rumley (1999) expresses that songs' integration into language instruction creates a non-intimidating and anxiety-free atmosphere. Additionally, 88.7% of the participants were in favor of the opinion that songs break the routine in the class. In parallel with this, Lo and Li (1998) argue that the comforting side of music enables pupils to feel comforted, which potentially renders the tedious and dull atmosphere in the course much more amusing.

As to motivation to learn English, 87.1% of the English teachers argued that songs motivate students to learn English. Similarly, Giudice (1986) and Reeve and Williamson (1987) argue that songs are quite efficient materials to motivate pupils for further participation in the course. Additionally, Kuattiningsih (2008) found that when songs were integrated into language education of children, they enhanced students' motivation. Additionally, 67.7% of the participants considered that students cooperate when they learn English via songs and 27.4% of the English teachers partially supported this opinion. 59.6% of the English teachers expressed that they had necessary technological devices in their classrooms to exploit songs to teach English. However, 29% of them thought that they did not have necessary technological devices in their classrooms. Besides, 72.6% of the English teachers believed that it was easy for them to find appropriate songs for students and nearly one-fifth of the participants (19.4%) partly supported this opinion. In contrast to this finding, Tse (2015) found that Malaysian English teachers working in primary schools had difficulty in finding suitable songs relevant to the content of every English course.

30.6% of the participants did not agree that the exploitation of songs renders class-control hard, yet 33.8% of them held this opinion while 35.5% of the English teachers partly thought this was true. According to Kuattiningsih (2008), when songs are utilized in the course, they help the teacher control the students. Interestingly, 87.1% of the participants found teaching English via songs enjoyable. Additionally, a bit more than half of the participants (51.6%) considered that it was easy for them to prepare appropriate worksheets and exercises accompanying songs. However, 32.3% of them partly backed up this opinion while 16.2% of the English teachers did not hold this opinion.

When it comes to English curriculum, 77.4% of the English teachers thought that more significance should be given to the exploitation of song in English curriculum in addition to 17.7% of the participants who partly agreed with this opinion. Similarly, Medina (1990) is firmly in favor of the opinion that songs deserve much more emphasis than they are commonly granted in English curriculum. Additionally, Butler and Newman (2008) and Pindale (2013) state that the conclusions of many studies justify the utilization of songs in English instruction. Moreover, most of the English teachers (91.9%) did not regard songs as irrelevant in the process of learning English. This great majority of the English teachers objected to the opinion that songs are irrelevant in the process of learning English.

5.2.3. Research Question 3: What are the opinions of the English teachers about the effects of songs on improving the language achievement level of students?

Descriptive analysis indicated that 85.5% of the participants were in favor of the opinion that what students learn through songs will be more lasting. Additionally, 9.7% of the participants partially supported this opinion. As to learning new English words and structures through songs, a great majority of the English teachers (88.7%) considered that students learn new English words and structures when they learn English through songs. In addition, 8.1% of the participants partially agreed with this item. In parallel with this finding, Griffe (1992) argues that songs should be exploited to teach vocabulary due to the fact that they provide pupils with a meaningful context. Similarly, Harmer (1991) backs up the utilization of songs especially when physical actions and mimes accompany a song rendering new vocabulary quite catchy. Additionally, Sukket (2007) found that when children learnt English via songs, their vocabulary knowledge increased remarkably.

When it comes to students' academic success concerning English exams, nearly half of the participants (48.4%) held the opinion that learning English through songs will boost students' English exam marks. Additionally, 30.6% of the English teachers partially agreed with this opinion. However, 21% of the participants did not consider so. Similarly, Li and Brand (2008) empirically found the conclusion that the lyrics and music of a song considerably increased students' English exam marks. Likewise, Kiger (1989) found that music and repetitions in songs enhanced students' comprehension exam marks. Furthermore, 67.8% of the participants believed that songs enable students to use English in daily life. Besides, one-fourth of the participants (25.8%) partially backed up this opinion. In parallel with this conclusion, Schoepp (2001) expresses that songs are quite rewarding materials to prepare students for the English they can use in their daily life.

As further looked at descriptive analysis of the relevant data, it indicated that nearly three-fourths of the English teachers in the study (74.2%) held the opinion that through songs, students consolidate the words and structures they learn. Besides, nearly one-fifth of the English teachers (19.4%) partly agreed with this opinion. According to Nation (1990), songs perfectly provide students with opportunities to continually review and practice chunks of language, which contributes to their vocabulary acquisition. Additionally, repetition aids pupils in recognizing separate words and multiword phrases.

A great majority of the English teachers (92%) believed that songs improve students' English listening skill. Similarly, Phuwarat (2003) reported that using songs in language courses increased students' listening test grades. Kahraman (2008) conducted a study on the effects of using songs on the development of listening skill and found that students' listening ability improved when songs were utilized in the course. Besides, nearly three-fourths of the participants (75.8%) thought that songs improve students' English speaking skill and 22.6% of the participants partly supported this opinion. In parallel with this conclusion, Ajibad and Ndububa (2008) express that empirical studies indicated that using songs simplified students' oral production much more than other traditional ways in addition to effectively increasing motivation.

Similarly, a bit more than half of the participants (53.3%) held the opinion that songs improve students' reading skill. Additionally, one-fourth of the English teachers (25.8%) backed up this opinion partially. However, two out of every ten English teachers (21%) did not consider that songs improve students' reading skill. As to English writing

skill of children, 43.6% of the English backed up the opinion that songs improve students' writing skill. Additionally, one-fourth of the English teachers (25.8%) partially considered this was true. However, 30.7% of them did not hold this opinion. According to Read (2007), when students are encouraged to write their own version of a song, this practice is to improve their writing skill. Additionally, Yuliana (2003) argues that students may be asked to dictate a song to develop their writing ability.

Most of the English teachers (88.7%) held the opinion that songs improve students' English pronunciation. Additionally, 9.7% of the English teachers partially supported this opinion. In parallel with this conclusion, songs are quite effective tools to advance students' four basic skills of English beside prosodic features (Paquette & Rieg, 2008; Shön et al., 2008). Similarly, Kirsch (2008) is of the opinion that the exploitation of songs in language courses advances students' speaking and listening abilities as well as pronunciation. Additionally, Songs especially folk and pop songs improve students' listening skills and pronunciation and this potentially leads pupils to be able to speak English much better (Fomina, 2006; Spicher & Sweener, 2007). Furthermore, Lestari (2011) stated that Indonesian students who learnt English through songs pronounced better than ones who learnt English via traditional methods.

5.2.4. Research Question 4: Is there a statistically significant difference between the opinions of the English teachers in state primary schools and those in private primary schools about using songs to teach English to children?

An independent samples t-test was implemented to determine whether there was a statistically significant difference between the opinions of the English teachers in state primary schools and those in private schools about utilizing songs to teach English to children. The conclusion indicated that there was not a statistically significant difference between the opinions of the English teachers in state primary schools and those who were working in private primary schools. However, it turned out that the English teachers who were working in private primary schools possessed more positive opinions about utilizing songs to teach English to children than the English teachers working in state primary schools. That also meant that the English teachers working in private primary schools were more in favor of utilizing songs to teach English to children than the English teachers in state primary schools.

5.2.5. Research Question 5: Is there a statistically significant difference between English teachers' opinions about the use of songs and factors such as gender, age, teaching experience and previous education?

T-test findings concerning the possible statistically significant difference between the opinions of male and female English teachers about utilizing songs to teach English to children revealed that there was not a statistically significant difference. Nonetheless, the results also indicated that female English teachers possessed more positive opinions about utilizing songs to teach English to children than male English teachers. To conclude, female English teachers appeared to be more in favor of exploiting songs to teach English to children than male English teachers.

Additionally**,** ANOVA test conclusions showed that there was a statistically significant difference between the opinions of the English teachers about the use of songs and age. More specifically, a post hoc Tukey test was implemented following ANOVA. The results indicated that the statistically significant difference was between 20-29 years and 40 years and over age groups. Similarly, ANOVA test revealed that there was a statistically significant difference between the opinions of the English teachers about the use of songs and teaching experience. More precisely, a post hoc Tukey test was implemented and it indicated that there was a statistically significant difference between 1-5 years and 16 years and over.

To find out whether there was a statistically significant difference between the opinions of the English teachers about using songs to teach English to children and their previous education, an independent samples t-test was applied. The findings revealed that there was not a statistically significant difference between the opinions of the English teachers who took the course 'Teaching Foreign Language to Children' during university education and those who did not take the course. However, the opinions of the English teachers who took the course appeared to be a bit more positive than the opinions of the English teachers who did not take the course. Finally, ANOVA test was applied to determine whether there was a statistically significant difference between the opinions of the English teachers about the use of songs and alma mater. The findings revealed that there was not a statistically significant difference.

CHAPTER SIX

CONCLUSIONS AND SUGGESTIONS

6.1. Introduction

The purpose of the study was to find out primary school English teachers' opinions about the utilization of songs to teach English to children. In today's world, English instruction is quite a significant matter. The integration of songs into English instruction of children is backed up extensively since songs are described as language learning and teaching materials that set a relaxing atmosphere for children. Recent remarkable advances in technology render the utilization of language learning materials more functional and adaptation and integration of technology-produced materials into language instruction has become more indispensable. Accordingly, this study sought for answers for the following matters: primary school English teachers' recurrence of using songs to teach English to children; primary school English teachers' opinions about utilizing songs in the process of learning English; English teachers opinions about the effects of songs on improving the language achievement level of students; the difference between the opinions of the English teachers in state primary schools and those in private primary schools; the difference between the English teachers' opinions and factors such as gender, age, teaching experience and previous education.

6.2. Conclusion and Recommendations

The findings of the present study that aimed at finding out the opinions of primary school English teachers about using songs to teach English to children indicated that primary school English teachers strongly favored the utilization of songs in the language instruction of primary school students. English teachers mostly held the opinion that songs are quite effective materials to exploit in the process of learning English and to improve students' language achievement levels. Songs are described extensively by language instructors as effective language learning and teaching materials to motivate students and thus enhance their participation in the course (Giudice, 1986; Reeve & Williamson, 1987). According to Read (2007, p. 182), songs potentially promote language instruction:

> Rhymes, chants, and songs…can be used as a ritual part of starting and ending lessons, or as an integrated part language, story or topic-based work. They can also be used to reinforce knowledge and skills in other areas of the curriculum, for example, numeracy or citizenship issues, such as looking after the environment.

Additionally, when songs are exploited in language instruction, this provides students with different sentences and grammatical structures that develop their linguistic competence (Blodget, 2000).

The inferential statistics obtained through the analysis of the relevant data indicated that the statistical difference between the opinions of state primary school English teachers and private primary school English teachers was not significant. However, it turned out that private primary school English teachers possessed more positive opinions about the use of songs to teach English to children than state primary school English teachers. Similarly, the statistical difference between the opinions of male English teachers and female English teachers was not significant, either, yet female English teachers expressed more positive opinions than male ones. Additionally, the statistical difference between the opinions of the English teachers who took the course 'Teaching Foreign Language to Children' and those who did not take the course was found to be insignificant. However, the English teachers who took the course appeared to possess a bit more positive opinions about the use of songs to teach English to children than those who did not take the course.

Additionally, ANOVA test conclusions revealed a statistically significant difference between the English teachers' opinions about the exploitation of songs to teach English to children and age. To express more specifically, a post hoc Tukey test was conducted following ANOVA. Its conclusions indicated that the statistically significant difference was between 20-29 years and 40 years and over age groups. Similarly, ANOVA test conclusions regarding the potential statistically significant difference between English teachers' opinions about the use of songs to teach English to children and teaching experience revealed that there was a statistically significant difference. More specifically, a post hoc Tukey test following ANOVA was implemented and its findings indicated that there was a statistically significant difference between 1-5 years and 16 years and over. Finally, ANOVA test conclusions concerning possible statistically significant difference between English teachers' opinions about the use of songs to teach English to children and alma mater revealed that there was not a statistically significant difference.

6.3. Pedagogical Implications

The present study focused on the opinions of primary school English teachers about the utilization of songs to teach English to children. The outcomes of the study indicated that most of the English teachers who were teaching in primary schools expressed positive opinions concerning the exploitation of songs in the process of learning English. They also backed up the opinion that songs are effective language learning and teaching materials to develop the language achievement levels of primary school students. Even though English teachers favored the use of songs in English courses, it was a striking finding that nearly half of them could *sometimes* utilize songs to teach English to children. Therefore, it is suggested that English course books, which are utilized in primary schools, should possess more songs and relevant activities and exercises.

Remarkably, one out of every three English teachers in the study stated that they did not have enough technological devices in their classrooms to utilize songs to teach English to children. This outcome obligates that classrooms, especially ones in state primary schools, should be equipped with more technological devices such as computers, speakers, projectors, smart boards etc. Additionally, a great majority of the English teachers expressed that the exploitation of songs in English classes should be granted more emphasis. They believed that English curriculum of primary schools should be enriched with songs and relevant activities. Similarly, Medina (1990) argues that songs and music indeed deserve much more place and emphasis in language education than they are generally given. Additionally, according to Fisher (2001), it is quite rational to base language education on using songs if they and relevant activities are organized well.

To summarize, the conclusions of the present study indicated that primary school English teachers favored the exploitation of songs in language instruction of primary school students. They also expressed that songs are beneficial language education materials to promote students' language achievement levels. English teachers argued that the use of songs in English courses in primary schools should be given more significance and place. Additionally, classrooms, particularly ones in state primary schools, should be equipped with enough technological devices.

6.4. Suggestions for Future Research

The present study was implemented in state and private primary schools in the central district of Kayapınar in Diyarbakır. The number of the English teachers who contributed to the study as participant was 62. The conclusions of the study may not be valid and credible for other primary schools. Additionally, the focal point of the study was to shed light on primary school English teachers' opinions about the exploitation of songs in language instruction of children. Therefore, other language learning materials such as games, visuals, stories, tales, puzzles, children poems, riddles, tongue twisters and etc. and also, other types of schools could be included for more extensive studies and to obtain more well-founded conclusions.

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APPENDICES

APPENDIX 1

ENGLISH VERSION OF THE QUESTIONNAIRE

Teacher Questionnaire

Honorable Colleague;

This questionnaire is designed to use in a Master's thesis. The aim of the questionnaire is to obtain your views regarding the use of song in English instruction. The results of the questionnaire will be used only for research purposes. After completing the following information, please choose the best option for you reading the items in the second part of the questionnaire carefully. Finally, choose one of the open-ended statements in the third part and complete it arguing your ideas.

Thanks for your contributions.

Sezgin ÇOCUK
Dicle University
Graduate School of Educational Sciences, Graduate Student

---

1. School Name:

2. Age: ( ) 20 - 29 ( ) 30 - 39 ( ) 40 – over

3. Gender: ( ) Male ( ) Female

4. Alma Mater

( ) English Language Teaching ( ) English / American Language and Literature

( ) Other Faculties

5. Teaching Experience

( ) 1-5 year ( ) 6-10 years ( ) 11-15 years ( ) 16 years and over

6. Did you take the course **'Foreign Language Teaching to Children'** during your university education?

( ) Yes ( ) No

7. How often do you use songs to teach English? Choose the most appropriate option.

( ) Often ( ) Generally ( ) Sometimes ( ) Rarely ( ) Never

1- Strongly disagree 2- Disagree **3- Partially agree** 4- Agree **5- Strongly agree**

		1	**2**	**3**	**4**	**5**
1	Songs improve students' creativity.					
2	Songs form a student-centered learning process in the class.					
3	Songs keep students away from the aim of the course.					
4	Songs improve students' intelligences and learning styles.					
5	Songs encourage shy students.					
6	Songs develop positive ideas toward English while learning language through songs.					
7	Learning language through songs lessens students' prejudices against English.					
8	Songs set a comfortable atmosphere in the class.					
9	Songs break the routine in the class.					
10	Songs motivate students to learn English.					
11	Students can cooperate while learning English through songs.					
12	There are enough technological devices to use songs in the course in my classroom.					
13	It is easy to find suitable songs for children.					
14	Class-control becomes hard while songs are utilized.					
15	It is enjoyable to teach language through songs.					
16	It is easy to prepare suitable worksheets and exercises for songs.					
17	More significance should be given to the utilization of song in English curriculum.					
18	I find the utilization of song irrelevant while teaching English.					
19	What students learn through songs will be more permanent.					
20	Students learn new words and structures through songs.					
21	Learning English through songs increases students' exam mark.					
22	Songs teaches students to use English in daily life.					
23	Students consolidate English words and structure they learn through songs.					
24	Songs improve students' listening skill.					
25	Songs improve students' speaking skill.					
26	Songs improve students' reading skill.					
27	Songs improve students' writing skill.					
28	Songs improve students' English pronunciation.					

Choose one of the following statements and complete it arguing your ideas:

a- Songs should be included in the process of English teaching. Because ----------

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b- Songs should not be included in the process of English teaching. Because ----------

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APPENDIX 2

TURKISH VERSION OF THE QUESTIONNAIRE

Öğretmen Anketi

Saygıdeğer Meslektaşım;

Bu anket bir yüksek lisans tezinde kullanılmak amacıyla hazırlanmıştır. Anketin amacı İngilizce öğretiminde şarkı kullanımı ile ilgili siz değerli öğretmenlerimizin görüşlerini almaktır. Anket sonuçları sadece araştırma amaçlı kullanılacaktır. Aşağıdaki bilgileri tamamladıktan sonra, anketin 2. kısmındaki maddeleri dikkatlice okuyarak verilen seçeneklerden sizin için en uygun olanını işaretleyiniz. Daha sonra 3. kısımdaki açık uçlu ifadelerden birini seçiniz ve fikirlerinizi savunarak tamamlayınız.

Katkılarınızdan dolayı teşekkür ederim.

Sezgin ÇOCUK
Dicle Üniversitesi
Eğitim Bilimleri Enstitüsü, Yüksek Lisans Öğrencisi

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1. Çalıştığınız Okulun Tam Adı:

2. Yaşınız: ( ) 20 - 29 ( ) 30 - 39 ( ) 40 ve üzeri

3. Cinsiyetiniz: ( ) Erkek ( ) Bayan

4. Mezun Olduğunuz Fakülte:

( ) İngilizce Öğretmenliği / İngiliz Dili Eğitimi ( ) İngiliz / Amerikan Dili ve Edebiyatı

( ) Diğer

5. Öğretmenlik Deneyiminiz

( ) 1-5 yıl ( ) 6-10 yıl ( ) 11-15 yıl ( ) 16 yıl ve üzeri

6. Lisans öğreniminiz sırasında '**Çocuklara Yabancı Dil Öğretimi'** dersi aldınız mı?

( ) Evet ( )Hayır

7. İngilizce öğretmek için ne kadar sıklıkta şarkı kullanırsınız? En uygun seçeneği seçiniz.

( ) Sıklıkla ( ) genellikle ( ) bazen ( ) nadiren ( ) hiç

1-Kesinlikle katılmıyorum 2-Katılmıyorum **3-Kısmen katılıyorum** 4-Katılıyorum **5-Kesinlikle katılıyorum**

		1	**2**	**3**	**4**	**5**
1	Şarkılar öğrencilerin yaratıcılığını geliştirir.					
2	Şarkılar sınıfta öğrenci merkezli bir öğrenme süreci oluşturur.					
3	Şarkılar öğrencileri dersin amacından uzaklaştırır.					
4	Şarkılar öğrencilerin zekâlarını ve öğrenme stillerini geliştirir.					
5	Şarkılar utangaç öğrencileri cesaretlendirir.					
6	Öğrenciler şarkılarla dil öğrenirken İngilizceye karşı olumlu düşünceler geliştirir.					
7	Şarkılarla dil öğrenmek öğrencilerin İngilizceye karşı olan önyargılarını azaltır.					
8	Şarkılar sınıfta rahat bir atmosfer oluşturur.					
9	Şarkılar sınıftaki rutin ortamı ortadan kaldırır.					
10	Şarkılar öğrencileri İngilizce öğrenmek için motive eder.					
11	Öğrenciler şarkılarla İngilizce öğrenirken işbirliği yapabilir.					
12	Sınıfımda derste şarkı kullanmak için gerekli teknolojik cihazlar vardır.					
13	Öğrencilere uygun şarkılar bulmak kolaydır.					
14	Şarkı kullanırken sınıf kontrolü zor olur					
15	Şarkılarla dil öğretmek eğlencelidir.					
16	Şarkılara uygun çalışma ve alıştırmalar hazırlamak kolaydır.					
17	İngilizce müfredatında şarkı kullanımına daha çok önem verilmeli.					
18	İngilizce öğretirken şarkı kullanımını gereksiz buluyorum					
19	Öğrencilerin şarkılarla öğrendikleri daha kalıcı olur.					
20	Öğrenciler şarkılarla yeni İngilizce kelimeler ve yapılar öğrenirler.					
21	Şarkılarla İngilizce öğrenmek öğrencilerin İngilizce sınav puanlarını arttırır.					
22	Şarkılar öğrencilere günlük hayatta İngilizceyi kullanmayı öğretir.					
23	Öğrenciler öğrendikleri İngilizce kelime ve yapıları şarkılarla pekiştirir.					
24	Şarkılar öğrencilerin İngilizce dinleme becerisini geliştirir.					
25	Şarkılar öğrencilerin İngilizce konuşma becerisini geliştirir.					
26	Şarkılar öğrencilerin İngilizce okuma becerisini geliştirir.					
27	Şarkılar öğrencilerin İngilizce yazma becerisini geliştirir.					
28	Şarkılar öğrencilerin İngilizce telaffuzunu geliştirir.					

Lütfen aşağıdaki cümlelerden birini seçiniz ve fikirlerinizi savunarak tamamlayınız

a- Şarkılar İngilizce öğretme sürecine dâhil edilmeli. Çünkü ----------

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b- Şarkılar İngilizce öğretme sürecine dâhil edilmemeli. Çünkü----------

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APPENDIX 3

CONSENT FROM MINISTRY OF EDUCATION DISTRICT OFFICE

T.C.
DİYARBAKIR VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı: 30769799/605/5387390 **17/11/2014**

Konu: Anket izni

DİCLE ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Eğitim Bilimleri Enstitüsü)
DİYARBAKIR

Üniversitenizin Eğitim Bilimleri Enstitüsü Yüksek Lisans Öğrencilerinden Sezgin ÇOCUK'un, **''İngilizce Öğretiminde Şarkı Kullanımı''** adlı tez çalışması Araştırma ve Değerlendirme Komisyonumuz tarafından incelenmiş olup ilimiz merkez ve ilçelerinde bulunan ilkokullarda görev yapan Öğretmenlere yönelik anket çalışmalarının, gönüllülük esası göz önünde bulundurularak ve eğitim öğretim faaliyetlerini aksatmayacak şekilde uygulanması müdürlüğümüzce uygun görülmüştür.

Bilgilerinize arz ederim.

Adnan HURATA
Milli Eğitim Müdür V.

EKİ:
1- Araştırma Değerlendirme Formu
2- Onaylı Anket Formu (3 Sayfa)

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