REPUBLIC OF TURKEY

UNIVERSITY OF DICLE

THE INSTITUTE OF EDUCATIONAL SCIENCES

FOREIGN LANGUAGE TEACHING DEPARTMENT

USING AUTHENTIC SONGS TO TEACH ENGLISH:

AN ANALYSIS OF STUDENTS' PERCEPTIONS

İbrahim NİŞANCI

Supervisor: Assist. Prof. Dr. Süleyman BAŞARAN

MASTER OF ARTS

DİYARBAKIR, 2013

REPUBLIC OF TURKEY

II

UNIVERSITY OF DICLE

THE INSTITUTE OF EDUCATIONAL SCIENCES

FOREIGN LANGUAGE TEACHING DEPARTMENT

USING AUTHENTIC SONGS TO TEACH ENGLISH:

AN ANALYSIS OF STUDENTS' PERCEPTIONS

MASTER OF ARTS

DİYARBAKIR, 2013

REPUBLIC OF TURKEY

III

TAAHHÜTNAME

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Dicle Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğine göre hazırlamış olduğum "USING AUTHENTIC SONGS TO TEACH ENGLISH: AN ANALYSIS OF STUDENTS' PERCEPTIONS" adlı tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Dicle Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım. Lisansüstü Eğitim-Öğretim yönetmeliğinin ilgili maddeleri uyarınca gereğinin yapılmasını arz ederim.

☐ Tezimin/Raporumun tamamı her yerden erişime açılabilir.

✘ Tezim/Raporum sadece Dicle Üniversitesi yerleşkelerinden erişime açılabilir.

☐ Tezimin/Raporumun … yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

21/06/2013

İbrahim NİŞANCI

YÖNERGEYE UYGUNLUK SAYFASI

"USING AUTHENTIC SONGS TO TEACH ENGLISH: AN ANALYSIS OF STUDENTS' PERCEPTIONS" adlı Yüksek Lisans tezi, Dicle Üniversitesi Lisansüstü Tez Önerisi ve Tez Yazma Yönergesi'ne uygun olarak hazırlanmıştır.

Tezi Hazırlayan
İBRAHİM NİŞANCI

Danışman
YRD.DOÇ.DR.SÜLEYMAN BAŞARAN

KABUL VE ONAY

İBRAHİM NİŞANCI tarafından hazırlanan **"USING AUTHENTIC SONGS TO TEACH ENGLISH: AN ANALYSIS OF STUDENTS' PERCEPTIONS"** adındaki çalışma, 18/06/2013 tarihinde yapılan savunma sınavı sonucunda jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalında **YÜKSEK LİSANS TEZİ** olarak oybirliği ile kabul edilmiştir.

Doç. Dr. Nilüfer BEKLEYEN (Başkan)

Doç. Dr. Behçet ORAL (Üye)

Yrd. Doç. Dr. Süleyman BAŞARAN (Danışman)

Doç. Dr. Behçet ORAL
Enstitü Müdürü
21/06/2013

ABSTRACT

USING AUTHENTIC SONGS TO TEACH ENGLISH:

AN ANALYSIS OF STUDENTS' PERCEPTIONS

İbrahim Nişancı

Supervisor: Asst. Prof. Dr. Süleyman Başaran

June 2013, 113 Pages

The use of music and songs in language teaching has been widely investigated and many researchers have reported positive effects of songs on language learning. Findings of earlier research imply that it is possible to enrich students' learning experiences by using songs. This study aims to identify what learners of English at university level think about the exploitation of authentic songs in order to practice the target language. It also intends to reveal students' perceptions about whether authentic English songs are beneficial for building self-confidence and learn about whether they feel attracted to autonomous tasks through them.

A descriptive research on the effect of authentic English song lessons was conducted in order to achieve the goals mentioned above. Various data collection tools were used to see the effects of the lessons from different perspectives. All university students at Preparatory School of a university in Northern Iraq had five different song lessons in five weeks each of which lasted for two periods. After the fifth lesson, 103 of them were given a 20-item questionnaire. The questionnaire had statements related to learners' perceptions about effects of the lessons on their academic achievements and feelings. It also involved the statements to learn about their perceptions concerning self-confidence and autonomy. Sixty of the students were asked open-ended questions about their perceptions as well. The researcher also kept some observation notes about the atmosphere during the classes. The quantitative data was analyzed through SPSS 15.0. Reliability of the questionnaire was found to be 0.874. In addition, qualitative data was first coded and indexed, then similar statements were categorized, and finally they were interpreted.

The results revealed that students' perception about the effects of authentic song lessons on academic and affective aspects were positive. Students affirmed that songs and related tasks were beneficial for practicing the four main skills and that they felt comfortable during the lessons. Observation notes and other collected data provided us with the knowledge that songs provided interlocking benefits that trigger one another. The use of songs boosted self-confidence of learners. As for autonomy, integration of songs into language classroom helped some students monitor, reflect (develop their own learning strategies) and evaluate their language development.

Keywords: Foreign language teaching, Authentic songs, Method, Integration of four basic skills

ÖZET

OTANTİK ŞARKILARIN İNGİLİZCE ÖĞRETİMİNDE KULLANIMI:
ÖĞRENCİ ALGILARI ANALİZİ

İbrahim Nişancı

Danışman: Yrd. Doç. Dr. Süleyman Başaran

Haziran 2013, 113 Sayfa

Müzik ve şarkıların dil eğitiminde kullanımı etraflıca araştılmış ve birçok araştırmacı şarkıların dil eğitiminde olumlu etkilerinden bahsetmiştir. Daha önceki çalışmaların bulguları göstermektedir ki öğrencilerin öğrenim deneyimlerini şarkıları kullanarak zenginleştirmek mümkündür. Bu çalışma, üniversite seviyesindeki öğrencilerin otantik şarkıları hedef dili öğrenirken kullanmaları hakkındaki görüşlerini saptamayı hedeflemiştir. Ayrıca bu çalışma,öğrencilerin otantik şarkıların öğrencilerin kendilerine güvenmelerine yardımcı olup olmadığını ve bu dersler sayesinde daha çok kendi kendilerine çalışma gerektiren görevlere yönelip yönelmediklerini ortaya koymayı hedeflemiştir.

Yukarıda bahsedilen hedefleri gerçekleştirmek için otantik İngilizce şarkıların etkileri hakkında tanımlayıcı desenli bir çalışma yürütülmüştür. Çeşitli bilgi toplama yolları şarkıların etkilerini farklı açılardan değerlendirmek amacıyla kullanılmıştır. Kuzey Irak'taki bir üniversitenin hazırlık okulundaki bütün öğrenciler beş hafta boyunca haftada bir kez iki saatlik şarkı dersleri almıştır. Beşinci dersten sonra 103 öğrenciye 20 maddelik bir anket verilmiştir. Anketteki maddeler öğrencilerin şarkı derslerinin akademik başarılarına ve duygularına olan etkilerine yönelik algıları ile ilgilidir. Ayrıca özgüvenleri ve otonomileri (kendi öğrenmesinin sorumluluğunu üstlenme) üzerine etkileri sorgulayan maddeleri de kapsamaktadır. Aynı grup içindeki atmış öğrenciye farklı açık uçlu sorular da sorulmuştur. Araştırmacı sınıf işleyişini daha iyi açıklayabilmek için ayrıca gözlem notları tutmuştur. Toplanılan nicel bilgiler SPSS 15.0 programı vasıtasıyla analiz edilmiştir. Anketin güvenilirliği 0.874 olarak bulunmuştur. Nitel bilgiler ise önce kodlanmış ve gruplandırlmış, ardından aynı ifadeler kategorize edilmiş ve en sonunda da yorumlanmıştır.

Sonuçlar, öğrencilerin otantik İngilizce şarkılara dayalı derslerin etkilerine karşı akademik ve duygusal konulardaki algılamalarının olumlu olduğunu ortaya koymuştur. Öğrenciler, şarkıların dört ana dil becerisini geliştirmek için faydalı olduğunu ve dersler esnasında kendilerini daha rahat hissetiklerini belirtmişlerdir. Gözlem ve diğer bulgular bize şarkıların birbirini tetikleyen ve birbiriyle bağlantılı faydaları olduğu bilgisini sağlamıştır. Şarkıların kullanımı öğrencilerin özgüvenini arttırmıştır. Öğrencilerin kendi öğrenmelerinin sorumluluğunu almaları konusuna gelince, şarkıların dil sınıflarında kullanılmasının bazı öğrencilerin kendileri ile ilgili hedef belirlemelerine, bireysel öğrenme teknikleri geliştirmelerine ve kendi dil öğrenmelerini değerlendirmelerine yardımcı olmuştur.

Anahtar Kelimeler: Yabancı dil öğretimi, Otantik şarkılar, Metot, Dört ana dil becerisi

ACKNOWLEDGEMENTS

I wish to thank all people who supported and assisted me.

First, I would like to express my deepest gratitude to my supervisor Asst. Prof. Dr. Süleyman BAŞARAN for his endless support, positive feedback, endless patience, and perfect guidance even in hard times. I feel myself extremely lucky to have met him.

I would like to express my gratitude to Assoc. Prof. Dr. Nilüfer BEKLEYEN for being in the jury and for her valuable remarks and support. She was a real role model for me with her kindness, affection and knowledge.

I would like to express my gratitude to Assoc. Prof. Dr. Behçet ORAL for being in the jury and for his valuable remarks and support.

I would also like to express my dearest thanks to the participants of this study who spent their valuable time to complete the questionnaires.

Many thanks to my parents and my elder brother Mustafa.

I would like to express my deepest thanks to my wife Dilek. If it were not for her, I would have never been able to complete this thesis. I would like to tell her that "The future is bright".

TABLE OF CONTENT

LIST OF TABLES
TABLES

LIST OF FIGURES
FIGURES

1. INTRODUCTION

This chapter introduces background, questions, purpose and significance, assumption, and limitations of the research. It finally clarifies the operational definitions of the study.

Music has been in various aspects of life for a great number of reasons. People cheer with music when they get married, and mourn with music when they grieve. Most of the rituals of different societies, cultures and religions are accompanied with music. Countries have their unique national anthems. Sport teams have chants. Movies have soundtracks. People even use it for healing (Wiebe 2007, Siedlecki 2004, Gaston 1968, Aldridge, 1993). Thus, music has nowadays, become almost an inevitable entity. It enters every aspect of life somehow. If people use music with many activities, that means whatever music accompany is more preferable and it shows that music has very important qualities. Thus, these qualities are exploited in many different ways: Some doctors use music's relaxing quality while operating in order to lower their anxiety, advertisers use music's interest provoking quality to attract attention, even farmer's use music's productive quality to help their animals to produce more. Then, do music and songs offer any quality for language learning and teaching? Murphey (2010 p.7) answers the question:

> In our time, it is hard to escape music and songs as it occupies ever more of the world around us: in operating theatres (for heart transplants and childbirth), restaurants and cafés, shopping malls (muzak), at sport events, in our cars, and literally everywhere for those tuned in to a Walkman. It would seem that the only place music is slow to catch on is in schools!

He wrote these sentences around early 90s. Music and especially songs in Second Language Teaching won popularity in the last decades. Before that, they had been considered not serious enough to be taken into consideration as tools to be exploited in foreign language classroom. If a teacher had played a song in the classroom, the principal or vice principal would have criticized him/her for making or letting noise in the classroom.

On the other hand, today teachers' attitudes changed dramatically all over the world. Teachers of English or languages tend to use songs for different benefits of songs. A great deal of language teachers and researchers from different parts of the world investigate the use and role of music and songs in language teaching-learning process. Many studies revealed that music and songs provide benefits for language acquisition and affective aspects of language learning. Medina (1990) suggests that songs should not be considered leisure time activities any longer as long as they cause second language acquisition as much as other non-musical ways.

Şevik, a researcher from Turkey (2011) conducted a research to explore the views of Turkish state primary school EFL teachers about songs and using songs in language teaching. The results showed that majority of the teachers in the study believe that songs are highly motivational. Out of 52 teachers from 24 different schools 33 of them (63.5%) strongly agreed and 19 (36.5%) agreed with the statement. 47 of the teachers (90.4%) believe that songs are fun and full of pedagogical value. 42 of them (80.8%) believe that using songs can lower students' anxiety toward learning English. 49 of them (94.2%) also stated that songs should be an essential part of the English language curriculum for young learners.

Kömür, Saraç, and Şeker (2005) gave questionnaires to teachers and learners of English to identify what learners and teachers think about the use of songs in English teaching. Results revealed that 80% of the students stated that they want to learn English through songs. 57% of the students and 81% of the teachers think that use of songs in language classroom increases the motivation of the students. 60% of the students and 68% of the teachers believe that studying English through songs could be useful for vocabulary teaching.

Sağlam (2010) conducted an empirical study to explore the effects of integrating music into language instruction on English language learners` speaking fluency and the contribution of music on the motivation/interest level in two groups (control and experiment). She gave questionnaires to the students before and after the treatment. She also interviewed the teachers and students about their opinions about the classroom procedure. Although post-tests did not show a significant difference, students stated that they found studying with songs more enjoyable and more interesting than ordinary

language classes. They also stated that they were more willing to participate in the music-based lessons. As for motivation/interest point, in both control group and experiment group some decrease was observed. However, there was a significant difference between the groups` motivation decrease levels. Experiment group's decrease was much less than the control group's drop.

Le (1999) conducted a qualitative study to examine how Vietnamese second language teachers and learners perceived music (English songs). The study revealed interesting insights about the significance of music in education, in EFL curriculum, and as extracurricular activity in EFL. He states that students view western songs as a modern trend and a powerful international communication. Music enables a non-threatening atmosphere and learners feel relaxed. Music fills the gap between teacher and students. Music makes language learning interesting. As for EFL curriculum, he states that songs can be used for teaching speaking and listening. English songs can be used to generate projects. English songs can be used to build linguistic awareness. Finally, he claims that songs can provide possibilities to practice English in the classroom and outside the classroom.

Cuestas Cifuentes, from Colombia (2002) conducted a research to see whether songs can be used to encourage oral production of tenth grade students. The students were encouraged to sing songs and talk about their favourite songs. The results showed that they did not only develop their speaking skills but also they were relaxed, interested and willing to participate more in the lessons. The researcher used different ways to collect data: she gave surveys to collect different opinions about the language teaching techniques used in the study. She also kept audio and video recordings and field notes on students' performances during the classes, which allowed observing and analyzing students' attitudes and oral production. Finally, she made focus group interviews to compare her recordings with field notes. In findings section, Cuestas Cifuentes (2002, p.51) states that "the first outcome emerged from our data indicated that songs are generators of favorable factors such as motivation, participation, cooperation, relaxation, and self-confidence".

Romero, Bernal, and Olivares (2012) conducted another recent study concerning the use of songs to encourage students' speaking skills. They wanted to see

whether songs could help Colombian six-grade students who have lack of confidence to talk in English and have little motivation for learning English. Similarly, they used surveys, recordings, interviews and notes to collect data. The results showed that % 90 of the students stated that they find learning English through songs interesting and enjoyable. About the finding of the study concerning the academic aspects of language teaching, Romero, Bernal, and Olivares (2012) point out that:

> 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 (p.21).

As for affective aspect of language learning, they emphasize that "learners enjoyed the classes while learning a foreign language. When using music, they were more motivated and talked in a non-threatening environment. Learners practiced the vocabulary, laughed and developed the activities with confidence.

Seita et al., from Malaysia (2012) conducted a study to define the effectiveness of using songs in teaching English to develop primary students' language proficiency. They gave 61 participants, "who have been exposed to a certain level in learning English through songs" at year 4, 5, and 6, a survey with five-point Likert Scale. They state that results revealed these:

1. Students do enjoy learning English more if songs are used to teach English.
2. Songs help learners to remember new words better and they last longer.
3. Students believe that their pronunciation improves thanks to songs.
4. They pronounce the words they learn from the songs more confidently in the classroom
5. Students feel more self-confident when they study with a song in English.
6. All 61 participants have positive perception when songs are used in teaching-learning process (pp. 272-273).

In japan, McCarthy (2009) conducted a study to discover how students use songs for language learning. She ran a material development project at Self Access Language Center (SALC) at Kanda University in Japan. Students were encouraged to take

advantage of all practice chances outside the classroom. She gave questionnaires and interviewed 24 students. The aim of the study was to find out how often students listen to music in their second language and what kind of activities students enjoy doing with English songs for independent language learning. The researcher made use of feedback of learners and developed worksheets that promote autonomous learning development and learned about students' favourite activities. The findings of the study revealed that students focused on listening and vocabulary the most. The results revealed that learners were able to develop autonomy through the eight-week program.

To sum up, different studies from different parts of the world indicate a strong connection between use of songs and language learning. If this connection is engaged in a systematic way, it can turn into an effective and successful way of teaching any language.

1.1 STATEMENT OF THE PROBLEM

Use of music and songs in language learning has been a quite interesting topic for language teachers and researchers. All around the world, people of language studies have paid close attention to the exploitation of music and songs in classroom. Most of the time, they supported the idea and explained the reasons why and how they should be included in language learning process. Some of these dealt with the effect of songs on vocabulary acquisition, teachers` or students' perceptions on use of songs, using songs effectively to teach a specific group of learners etc. A great deal of researchers and teachers developed or proposed techniques and activities to exploit songs in second language classrooms. They explained how songs provide benefits and tried to encourage language teachers and decision makers that songs could be used as different types of language teaching techniques.

However, there is still a lot to investigate about the integration of authentic songs into language learning process. More studies need to be done to reveal how learners react to the use of songs in their learning, to identify the learners` perceptions and beliefs about the use of songs. In this way, we as educators can prepare better

materials which empower the full benefit not only for learners so that they can learn in a natural and enjoyable way but also for ourselves so that we can have classes we can manage with less effort. The material developed for this study aimed at this.

1.2 PURPOSE AND THE SIGNIFICANCE OF THE STUDY

This study aims to identify what learners of English at university level think about the exploitation of authentic songs in order to practice target language. It intends to reveal students' perceptions about the effectiveness of songs for their language learning mainly in two ways, academically and emotionally. It asks to learn to what extent learners believe that authentic English songs, which were enriched with different language teaching activities, help them practice different skills of English especially listening, speaking, reading, writing, pronunciation and develop vocabulary. The study also probes into emotions of learners as well. It tries to discover to what extent use of songs effect learners' emotions and feelings. Then it tries to find out whether use of authentic English songs affect learners' self-esteem and autonomy.

A descriptive research on the effect of authentic English song lessons has been conducted in order to achieve the goals mentioned above. All university students at Preparatory School of a university in northern Iraq in 2011-2012 academic year had five different song lessons which lasted for two periods for five weeks. After the fifth lesson, 103 of them were given a 20- item questionnaire. Sixty students answered open-ended questions too. The researcher kept observation notes to describe classroom atmosphere. As mentioned above most of the studies and ideas about the use of songs and music favoured the idea of using them in language learning atmosphere. The design of the study was intentionally chosen to be a descriptive one, as it is obvious -and mentioned by many EFL educators- that songs are beneficial for language classes. Furthermore, if the study were empirical, we would not have reached that amount of insight and observation about the topic.

The study separates from previous studies and methodologies in two ways as well. First difference of the study is that it focuses on authentic songs and the learners'

perceptions. Authentic songs are different from educational songs which are composed for educational purposes. Authentic songs are mainly composed for the native speaker of a language for entertainment and they do not aim to teach a language or practice a language. In this study, authentic songs are enriched methodologically, and taken into classroom in order to arouse interest and provide a relaxing atmosphere. After a set number of lessons dealing with different activities and tasks in different skills, learners are asked for their perceptions. It aims to shed a light on the subject with many qualitative data.

Secondly, unlike earlier studies, which investigate whether songs are beneficial or whether they cause success or failure, this study also aims to reveal the affective part of learning. As Stern (1983, p.317) states, "it is hardly imaginable that one could teach a language without a psychological theory of the language learner and of the language learning process". Using songs in such an integrated way is new methodology, it was crucial to get some psychological feedback from the learners. It is hoped to provide more insight about what is going on inside the learners' world while studying with authentic English songs. It does not deal with the academic features of the songs but rather; it tries to discover the psychological effects and affective side of authentic songs in language learning and on learners.

The developed material is very important for the study since it was tailored according to questions of the research.it was designed in a way that could offer activities for reading, listening, speaking and writing. It also included vocabulary activities as well (see classroom procedures in methodology section). Consequently, the results of the study become quite important in that they are going to reveal whether the material and the procedures used during classroom implementation can offer benefits for practice of English too. The questionnaire and the qualitative data from open-ended questions (Appendix 2& 3) and classroom observations (Appendix 5) deliver feedback about the ways they can be implemented in the field of language teaching and learning.

In short, learning students' perceptions about a teaching strategy is essential to sustain development. It is possible for language teachers, decision makers, course book authors and people who work on the field of language to get feedback for new strategies whether they work or not. By evaluating the feedback from the findings of the study,

those people mentioned above can easily incorporate necessary support and activities for an effective language instruction.

1.3 RESEARCH QUESTIONS

It is believed that this research will contribute to our knowledge about how students feel about studying English with authentic songs. We would like to have a better understanding about their attitudes against songs as tools for practicing language skills especially listening, reading, speaking, writing, pronunciation and vocabulary acquisition. We also hope to see to what extent learners believe that songs help them build self-confidence and that studying with songs lead to more autonomous tasks. As a result, this study asks and tries to answer the following questions:

1. What are learners' perceptions about the effects of using authentic songs in English lessons on their academic achievement?
2. What are learners' perceptions about the effects of using authentic songs in English lessons on their emotions?
3. What are learners' perceptions about the effects of using authentic songs in English lessons on their self-confidence?
4. What are the learners' perceptions about the effects of using authentic songs in English lessons on their autonomy?

1.4 ASSUMPTIONS OF THE STUDY

1. At the beginning of the year, students had taken a replacement test so; they were not given any replacement test to identify their level of English. It was assumed that their classification was accurate.
2. It is believed that participants sincerely stated their opinions for all the statements in the questionnaire and answered open-ended questions in the same way.

1.5 LIMITATIONS OF THE STUDY

During our study those limitations below occurred:

1. Since this study comprises only 103 university students, it may not allow generalizing for all learners of English. The results of the study can only describe the situation with this specific group of learners.
2. Students' cultural and traditional tendencies and personal opinions on the subject of the study and the lecturer may affect their answers to questions.
3. The researcher and most of the participants could not communicate in any other language than English. As a result, most of the participants had to write their answers to open-ended questions in English. (See appendix 3). With lower levels it may have been hard to express their feelings clearly.

1.6 OPERATIONAL DEFINITIONS

Authentic Material: Harmer (2007, p.273) defines authentic material:

> Authentic material is language where no concessions are made to foreign speakers. It is normal, natural language used by native or competent speakers of a language. This is what our students encounter (or will encounter) in real life if they come into contact with target-language speakers, and, precisely because it is authentic, it is unlikely to be simplified or spoken slowly.

Authentic Song Lessons (ASL): Authentic Song Lesson (ASL) is the name of a technique established out of real songs for practicing English. People use songs usually for entertainment; however, this language teaching technique claims that songs offer more than fun and linguistic features of the songs can be stimulated for learning purposes.

Autonomy: "The capacity to control one's own learning" Nunan (2003, p.329).

Affective state: Ellis (2008 p.953) defines affective state:

The learner's affective state is influenced by a number of factors, for example, anxiety, a desire to compete, and whether learners feel they are progressing or not. It is hypothesized that it can influence the rate of L_2 acquisition and ultimate level of achievement.

Self-confidence: "This is a motivational factor consisting of belief in one's ability to learn an L_2 successfully" (Ellis 2008, p. 978).

Self-Progress Part: This part comes at the end of ASL material, which attempts to promote autonomy for learners by showing learners some strategies to take control of their own learning.

Cultural Awareness: Students' knowledge about how native speaker of the target language live and what kind of traditions, life styles, values etc. they have.

2. REVIEW OF LITERATURE

This chapter discusses the connection between music and language, introduces different views and suggestions on integration of songs in language teaching and learning process. Then, reasons of using songs in language teaching and learning are highlighted in terms of academic, affective, cognitive, cultural awareness and classroom management aspects. Finally, it introduces some studies, which deal with the effects of songs on language classroom from different parts of the world especially related to the inquiries of the study.

2.1. CONNECTION BETWEEN MUSIC AND LANGUAGE

People connect music with anything in life. People's perceptions on a relation between something and a piece of music are transformed into conceptions. This conception generation can take place from an individual scale of view to a global scale: Someone chooses a song for motivation and he/she becomes more motivated when he/she listens to it. The listener's perceptions on music and the task are transformed into his/her 'motivational song concept'. When the concept is known by a lot of people in the world, it generates a common effect such as cheering more with certain chants in sport events or the reactions against the national anthems. This connection can occur itself or it can be built.

Scientists from various fields tried to explain the connection between music and language. On a neurological view, Koelsch (2005 p. 211) supports the hypothesis that music and language are processed in the same part of the brain. In his article, he states that

> Results indicate that the human brain processes music and language with overlapping cognitive mechanisms, in overlapping cerebral structures. This view corresponds with the assumption that music and speech are intimately connected in early life, that pave the way to linguistic capacities earlier than phonetic elements, and that melodic aspects of adult speech to infants represent the infants' earliest associations between sound patterns and meaning.

Language itself has some musical features. Mehler and Dupoux (1992) (cited in Mora, 2000) conducted an experiment to discover the age at which a child can differentiate its mother language. The findings also provided the most important feature that enable people to distinguish a language from another one. They had two groups of infants who were read a story by a perfect bilingual: a French/Russian bilingual speaker. They found out that both four- day-old and two- month-old babies recognized French. Then, they made up French sounding sentences by inventing new words. Babies recognized them as their mother language too. It can be included that 'discourse intonation' is the first feature of language acquisition (Mora, 2000).

An Anthropologist Livingstone (1973) (cited in Murphey 2010) claimed that song preceded speech because it is simpler and it is a prerequisite to the speech. Murphey (2010) also asserts that "it is easier to put intonation on 'lalalalala' into than it is to make the finer distinctions required by language, i.e. To sing with vocalizations is significantly easier than speech" (Murphey, 2010, p.6). Furthermore, he claims that people can learn singing in a foreign language easier and earlier than speaking.

Another relation between music and language is that people sometimes tend to use music to get their message passed on. In other word, people make use of music to convey their message. Good examples of this are motherese and language teachers' modifications. Mora (2000) states that motherese and language teachers' modified intonations are instinctive. They are not aware of singing or using melody. In both of them utterers expect to get a repetition. Murphey (2010) argues that motherese and songs are very similar to each other, and he describes songs as 'adolescent motherese'. He asserts that both motherese and songs are very emotional and use music to be more effective. People replace songs with the motherese as an answer to the need. Using melody or music in language is craved by anyone because it provides an 'affective attention'. Another remarkable example of utilizing music for conveying the message is serenade. When a lover wants to be heard better by the counterpart, he (usually males are associated with serenades) tries singing his cravings.

2.2. SONGS IN LANGUAGE TEACHING

Language teachers of today mostly welcome the idea of using songs in their classrooms. This has not always been the case though. It has taken years for situation to come to that point. Earlier it was quite different, teachers had many concerns about the use of songs. Teachers stated that they did not have enough encouragement from their administrators to use music (songs) in their classrooms; they did not believe that if something is fun it is valuable for teaching. They stated, "teachers/students did not take music and song seriously, it disturbs neighbouring classes, it takes away from the normal syllabus, time is lost…" (Murphey, 2010 p. 8.) Numerous researchers stated and still state that the role of music and song in language teaching has not gained enough attention when compared with its potential (Medina 2000, 2003, Castellanos-Bell (2002), Le (1999), Lems (2005), Chuang and Beasley (2008). In order to inspire language teachers, many researchers and EFL educators have tried to explain why songs have instructional values. They have offered suggestions how to integrate them. They have done research studies to provide empirical grounds for use of songs in language teaching. They mostly have come with explanations concerning with linguistic reasons, affective (emotional) reasons, and cognitive reasons (Paquette and Riegg 2008, Cross 2007). Both creating cultural awareness of the target language and classroom management have also been considered as other important reasons (Brown 1998, Lems 2005, Murphey 2010).

Tim (Murphey, 1989) made a list of 40 things that can be done with songs. There are some academic reasons to take songs in language classroom. Between 19-39 he mentions about the things can be done in TEFL:

19. Study grammar
20. Practice selective-targeted auditory comprehension
21. Read songs, articles, books, with linguistic purposes
22. Compose songs, articles about songs, letters to singers, questionnaires
23. Discuss a song or some aspect of it.
24. Translate songs
25. Write dialogues using a song`s words, with artists or between characters
26. Use video clips in many ways
27. Do role plays(as people in the song, or the artist/interviewer)
28. Dictate a song

29. Use a song for a cloze passage, guessing first
30. Use music of songs as background to other activities
31. Integrate songs into project works
32. Energize or relax classes mentally
33. Practice pronunciation, intonation, and stress
34. Break the routine
35. Do choral repetition
36. Teach vocabulary
37. Teach culture
38. Learn about your students and from your students, letting them choose   and explain their music.
39. Have fun.

2.2.1. Academic Reasons for Using Songs in Language Classrooms

It is not only possible to use music and songs as background music during the tasks, but also songs have a great potential that appeal to the linguistic development of the learners. The first academic reason to study with songs is that songs provide a great deal of chances for practicing different skills and subskills. As early as 1969, Richards suggests that using songs can help to teach vocabulary, sentence patterns and syntax, polite formulae, rhythm and stress, and sounds. He also asserts that a language teacher can build up and then use a collection of songs which carry instructional value such as having grammar, conversational expression etc.

Jolly (1975) asserts that songs not only can be beneficial for raising and maintaining motivation but also be effective for mastering course features such as pronunciation, grammatical structure, vocabulary and idiomatic expressions, cultural exposure. Most of the time songs have fixed impressions and idiomatic language elements. These are sung in chunks and which can be studied and learned in chunks. In our study these expression are highlighted in the self-progress part.

McCarthy (2009 p.254) asserts that "songs provide a means of acquiring new vocabulary through repetition, memorization and association. Through repetition, students can listen and get accustomed to accent, speed, rhythm, and intonation. ". She believes that this can be done by using lyrics of songs. Students can study vocabulary and grammar by keeping journals throughout song lyrics.

Sarıçoban and Metin (2000) emphasize that songs can be used as enchanting and culturally rich resources to develop students' abilities in listening, speaking, reading and writing. They also state that songs can be used to master various language items such as sentence patterns, vocabulary, rhythm, pronunciation, adjectives and adverbs. Register, et al. (2007) conducted a research to identify whether music and songs could help and second grade students with reading disabilities. They prepared an intensive curriculum regarding reading comprehension and vocabulary skills. They gave both group pre and post-tests. The results revealed that students with specific disabilities improved significantly in three subtests: word decoding, word knowledge, reading comprehension. Register et al. (2007) concluded in their study that

> Music is powerful medium. We have the ability, through music, to convey and teach all types of information in a manner that is both active and engaging. .. Music has the ability to engage most children, and it is the "magic" of music that can motivate children to learn most any subject matter. Reading skills are particularly transferable to the medium of music. Songs have great potential to teach vocabulary and word usage, and to serve as vehicles for practicing reading fluency and comprehension skills. Results of the present study indicate that even a short-term intensive music/reading program has the potential to improve basic reading skills (p.36).

Lems (2005) asserts that the use of music and songs in her classroom have always yielded treasures. She argues that music and songs can be used to develop listening comprehension, for oral and pronunciation practice, reading comprehension, vocabulary building, writing activities. She similarly claims that music and songs can influence language abilities in positive ways. She asserts that singing can develop students' pronunciation and oral skills. Students can write more freely and with fewer mistakes when they listen to music. She also reports that vocabulary memorization and reading comprehension can be practiced through use of songs. Murphey (1998, p.134) discusses the possibility that songs provide to practice four main skills:

> The degree to which any of these skills is emphasized depends more upon the teacher's desired focus than the activity or song. We might call an activity like gap-fill a listening exercise, but the students all do

reading and writing while completing the task. They may also discuss their answer with their neighbours.

Another reason for using songs in the language classroom is that songs may provide authentic exposure to the target language. Many language teachers and researchers advocate the use of authentic materials for a number of reasons. Some songs are authentic materials. Harmer (2007, p.273) defines authentic material:

> Authentic material is language where no concessions are made to foreign speakers. It is normal, natural language used by native or competent speakers of a language. This is what our students encounter (or will encounter) in real life if they come into contact with target-language speakers, and, precisely because it is authentic, it is unlikely to be simplified or spoken slowly.

Some EFL educators (Murphey 2010, Griffiths 2012, Ward 1991, Foppoli 2006) believe that the use of authentic materials provide exposure to real language of native speakers of the target language. When we take authentic songs to language classroom, students have the chance to witness something real life like. Foppoli (2006) argues the advantage of authentic materials,

> Authentic materials (…) are real in the sense that they are not created for students as the target audience but for native speakers. The obvious advantage, of course, is that by using authentic materials you present students with actual everyday language, just as it appears in real life.

Ward (1991) argues that songs do not only provide authentic language but also authentic activities for learners. Ward suggests that listening to music is an authentic activity for learners in other words they are part of students' real life. Course books and materials developed for language teaching are often far away from the real spoken language. Furthermore, Students may have chance to see their real levels when they listen to a song, which was prepared for native or competent speaker of a language. This may work in both ways. If the selected song is too difficult for learners' level, it may either lead to frustration and demotivation or cause a necessity/motivation to develop their English. Probably because of the reasons mentioned above, use of authentic material is promoted by some modern methodology such as Communicative Language Teaching as well. Larsen-Freeman and Anderson (2011 p.126) assert that

To overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world, and to expose students to natural language in a variety of situations, adherents of CLT advocate the use of authentic materials.

Overall, it is obvious that teachers and researchers from different parts of the world and different times of the language teaching history have a consensus that songs carry opportunities for learners to practice all academic skills and sub-skills of a language and exposure to the authentic language.

2.2.2. Affective (Emotional) Reasons for Using Songs in Language Classrooms

Songs generate advantages for both teaching and learning processes. Teachers can make use of favourable features of songs to make their lessons more effective and more enjoyable. They can use them to motivate students and sustain the motivation. As cited in Lee (2009 p. 29.), Gardner argues, "the single most important thing in education is for each person to find at least one thing that he/she connects to, gets excited by, feels motivated to spend more time with… for many children, music is that thing". Besides Songs can be used as background music during the tasks and some researches (Eken, 1996, Hallam et al. (1998) (in Merrell, 2004) provided the enough evidence to prove that calming and soothing feature of music prevent misbehavior and attract learners' attention towards the tasks they are assigned to perform.

Relaxing feature of music was well recognized by famous Bulgarian psychologist Lozanov. Lozanov's Desuggestopedia aimed to create anxiety-free language classroom. Lozanov (as cited in Larsen-Freeman and Anderson, 2011, p.71) believed that "reason for our inefficiency is that we set up psychological barriers to learning: We fear that we will not be able to perform, that we will be limited in our ability to learn, that we will fail". He and others believed that in order to use our capacity better limitations mentioned above should be 'desuggested'. In order to do that he and his colleagues used music and fine arts.

Another famous Linguist Krashen emphasized affective barriers to learning too. According to Krashen's (1985) affective filter hypothesis (as cited in Lightbown& Spada, 2010) learners have metaphorical barrier that prevents them from acquiring the target language even though comprehensible input is provided. Many educators argue that songs can be used to overcome these filters effortlessly. (Schoepp 2001, Lems 2001, Murphey2010, Shen 2009) Affective factors such as motivation, attitude, anxiety, inhibition, risk-taking, self-confidence can be controlled with the help of music and songs. If this is done, it perfectly matches with the ideal classroom, which Lightbown& Spada (2010) explain:

> Teachers can make a positive contribution to students' motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive (Lightbown& Spada, 2010, p.64).

Another affective reason for taking song into classroom is that songs are motivational. Ward (1991) states that activities using music and songs can stimulate students' interest and help them to be attentive during the lesson. Learners easily relate songs to their lives, which provide a connection between language learning and their daily life. In classrooms, students most of the time find the education in the classroom far away from real life and they tend to escape from it physically or mentally. Think of students who daydream during the classes or countdown the minutes. There can be other explanations for their indifference as well but when they have a song lesson, there is a possibility that they can feel like they do something they normally do outside the school. As cited in Cross (2006) Chambers (1999) stresses that "if learners cannot see the relationship between the activity and the world they live, then the point of the activity is lost on them" (p. 5.) . In other words, with the use of songs we have a chance of channelizing students hobbies into learning activity or learning with songs can be a hobby.

Exploitation of songs in language classroom can motivate students not only for a short time such as for one class, but also for their whole learning process. In 2011, VOA English asked learners some questions about songs for learning English. They asked learners to share their opinions and experiences about their learning and songs.

According to the video, people wrote many useful insights into favours of songs for language learning. For example: a learner named Aurelio Lourenco Costa Gusmao wrote that he began to like English after his teacher played the Westlife song "I have a dream":

> *That was eight years ago. I was in the seventh grade. And from that day on, my dream of improving my English skills became attached to my mind. Teachers can use this song to convey the message to their students that they should have their own dream for the future.*

Like him, many other people commented on their experiences with songs, and the ways they benefited from English songs. Another learner named Katie Kivenko commented: *"When you listen to your favourite songs, you feel emotionally high and it moves you to action"*

Additionally, songs can bring fun elements to the classroom. Students like doing things that are fun. According to Shen (2009)

> Using song s in EFL can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students' anxiety, fostering their interests and motivating them to learn the target language. Students will regard English songs as part of entertainment rather than work and thus find learning English through songs amusing and relaxing (p.90).

When it comes to long-term effect of songs, Murphey (2010) asserts that "the use of music and song in the classroom can stimulate very positive associations to the study of language, which otherwise may only be seen as a laborious task, entailing exams, frustration, and corrections"(Murphey 2010, p. 6.). After months and years of studying English, students most probably will not remember the part of a lesson, his/her teacher explains a grammatical structure but he/she will remember the lesson with a song. This is related to what Jäncke (2008) explains, music has remarkable role for constructing our Autobiographical memories. "Autobiographical information associated with musical melodies is evoked when we hear relevant music…" (p.3). Jäncke also mentions about a research by Janata, Tomic and Rakowski (2007) in which 30 % past popular songs evoked autobiographical memories. Moreover, these memories were mainly positive ones and aroused strong emotions like nostalgia. In conclusion, Jäncke asserts that "Listening to music (even when we listen passively) activates many

Psychological functions (emotion, memory, attention, imagery and so on) located in a distributed, overlapping brain network" (p. 4).

The use of songs in language classrooms even can create a rapport between students and the teacher. Le (1999) mentions in his study that some participants stated that they like the teacher who used songs in their English classes and find him/her closer to themselves.

2.2.3. Cognitive Reasons for Using Songs in Language Classrooms

Literature also provides some cognitive reasons to take songs into language classroom. Effect of music on memory is an interesting topic to consider there has been a great deal of research on this. As cited in Medina (2002), Psychologists Gfeller (1983), Schuster& Mouzon (1982) found that music helps rote memorization. Different types of verbal information were memorized more easily when they were presented simultaneously with music. She also asserts that "retention is even greater when more meaningful verbal information is learned with music" (Medina, 1993, p.3). Rauscher, Shaw& Ky (1993) found that college students demonstrated improvement in short-term spatial reasoning ability after listening to Mozart which became famous as 'Mozart effect'. Wallace (1994) conducted a study to compare recall ability. He found that melodic text was the easiest to recall, then rhyming text followed and the spoken text was the least recalled. He also compared immediate and long-term recalls. Again, the recall of the text sung was significantly greater than the barely spoken text.

Multiple intelligence theory by Gardner (1993) supports the use of song as well. Use of songs can involve more than only one type of intelligence. First, as music is involved, musical intelligence is activated. When songs are treated like texts or poems, students with higher verbal intelligences are involved. Students may have chance to sing, keep the rhythm and even dance. Thus, kinaesthetic intelligent learners benefit. By providing appropriate activities, learners with interpersonal intelligence can profit as well. Similarly, the use of songs enables to include learners with different learning styles. Reid (1995) (as cited in Lightbown and Spada, 2006) expresses that "learning

styles has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills" (p.59).   Audiotory, Visual, Kinaesthetic learners are one of the classification to distinguish learning styles. Lightbown and Spada (2006) explain the basic learning styles:

> We have all heard people say that they cannot learn something until they have seen it. Such learners would fall into the group called 'visual' learners. Other people, who may be called 'aural' learners, seem to learner best 'by ear'. For others, referred to as 'kinaesthetic' learners, physical action such as miming or role-play seem to help the learning process. These are referred to perceptually-based learning styles (p.59).

Schoepp (2001) argues that with the help of songs' repetitive nature, students can develop automaticity- knowing what to say and uttering it without pauses- in learning procedure. If learners continue to listen to songs in the target language, they can develop automatisation faster. These learners usually show better command of spoken language on the other hand their grammar and spelling skills are weaker.

We happen to remember the songs even though we do not intend to. As cited in Salcedo (2002 p. 56.), Barber (1980) first introduced the din phenomenon, she explained the din as "words, sounds, intonations and phrases all swimming about in the voices of people I talked with". As cited again in Salcedo (2002 p.56.), Krashen (1982) also defined din as "an involuntary rehearsal of words, sounds, and phrases'. Moreover, he claimed that if that involuntary rehearsal takes place, it indicates that natural accusation is taking place. Salcedo (2002) argues that the din is widespread among second language learners especially after listening activities. As cited in Salcedo (2002, p.57) Krashen (1982) believes that

> The din is the result of the stimulation of the language acquisition device (LAD) and that this stimulation occurs only after comprehensible input….In other words, din is caused by the stimulation of the LAD, which requires two corollaries;
> 1)   Din is set off by comprehensible input
> 2)   Input must contain significant quantities of the acquirer's $i+1$

Murphey (1990) directly relates din to music. He explains it with SSIMH phenomenon (Song Stuck in My Head). Murphey (2010) discusses that "'The song stuck in my head' phenomenon (the echoing in our minds of the last song we heard after leaving our car, a

restaurant, etc.,…also seem to reinforce the idea that songs work on our short and long term memory" (p.7).

As cited in Salcedo (2002), Murphey (1990) argues that both din and SSIMH (involuntary rehearsals) could be indicators of LAD. He differentiates din and SSIMH in two ways, he discusses that language pieces with music can trigger the system with less frequency of input, while Krashen argued a certain hours of input for din to occur (1-2 hours of comprehensible input). Second, he argues that SSIMH stays longer, many learners state that they remember some songs even for years. On the other hand, Krashen (1983) indicated that the din seems to disappear in a few days. SSIMH phenomenon shows that there is a possibility of learning a piece of language even if we do not intend to.

In short, songs yet again provide benefits for learners and teachers for cognitive reasons. They can support learners' memory even sometimes unconsciously and help them develop automatisation. As for teachers, they can include many different students with different types of intelligences and with different learning styles.

2.2.4. Other reasons

Educators around the world claim that songs help people learn about cultures. Songs can introduce different cultural features of native speakers, their taste of music. Thus, they have opportunity to learn about different people's lives (Paquette and Rieg, 2008). Shen (2009) asserts that songs are like kaleidoscope of the cultures. Songs act like agents to put across the culture of native speakers. Griffiths (2012) stresses that use of songs in the classes may create intercultural awareness that can lead to nurturing empathy, a tolerance for diversity.

Songs can be considered as poems that are sung. Native speakers of the target language first write about their wishes, hopes, stories, sorrows etc. On a paper in an artistic way. Music accompanies words or vice versa. Therefore, songs are part of language's literature. By studying songs, the culture of the target language is exposed to the learners.

Lems (2005) also discusses that introducing songs can help immigrant or foreign students to accommodate to their environments. They can provide access for them to pronunciation and slang terms for certain environments. Purcell (1992) gives a good example to introduce cultures through songs. He mentions a song, which is sung in the festivals of Mexico, can also teach the learners of Spanish about the culture of native speakers of the language.

In brief, uses of songs in the classroom especially treating them as pieces of literature provide a broader vision of cultures for the learners and aid to their understanding of the target language.

Use of songs in language teaching brings about some reasons for teachers to take into consideration. Although many researchers and teachers mainly focus on the academic and psychological favours of utilizing songs in language classrooms, literature also provides confirmation that music and songs can help teachers to have better lessons with less effort. Brown (1998) states that song does not only provide benefits for learners but also can help teachers as well. Other researchers explained different possible ways of doing this in different studies too.

Studies done by Hallam et al. (1998) (as cited in Merrell, 2004) support the hypothesis that calming influence of music affect students positively and lower behaviour problems in the classroom. They investigated a classroom without background music and with background music. Prior to integration of the music disruptive behaviours were reported such as tantrums, crying, verbal and physical aggression, and over-activity. After background music was played, there was improvement in cooperation of the students and they became calm. They expanded the study from the psychological responses to music than to effect of background music in the performance of the students. The results revealed that each student showed some degree of improvement. However, use of background music did not show any negative effect on learners' performance. In addition to the soothing effect of music, they add that upbeat music can be used as an energizer when the mood in the classroom is too intense.

Using songs conveniently in the classroom can help teachers to teach with less effort. Murphey (2010) draws attention to the fact that songs are easy to find and handle in the classroom. Thanks to technology, it is very easy to find the lyrics or background information of a song. If you write 'lyrics' on youtube you encounter with around 140.000.000 results in a second. This number is just for videos with lyrics. The number increases to about 569.000.000 when you write on Google 'song lyrics'.

Songs provide a great opportunity to raise and sustain motivation in the class (Jolly 1975). Murphey (2010) also asserts that songs can be used to establish a rapport between students and the teacher. The teacher can use songs as 'enhancers', 'reinforces' or as tools for communication in the classroom. Teachers can use the motivating features of songs to have better classes.

Literature provides that proper use of music and songs can lower the anxiety, prevent inhibition and provide interesting and challengeable tasks. If they are chosen according to the ages and interest of the learners and they are given with manageable activities, students will take more risk in participation, which may result in success and self-confidence. Calming and relaxing features of music can also create comfortable atmosphere in the classroom. The mood in the classroom will be positive in every aspect. At the end of this study, we believe that we would be able to evaluate and explain if the song lessons and the developed material can achieve to generate those positive effects mentioned above.

Although we have listed the reasons and benefits to use songs in language classroom, as Yang (2011) argues, it is still a problem how teachers make use of songs in the classroom usefully. This study proposes a clear-cut technique to make use of songs. In addition, any teacher can benefit from the ideas above for his/her teaching.

2.3. CLASSROOM STUDIES ON SONGS AND EFFECTS OF THEM

A large number of EFL educators and researchers have put forward ideas why to use songs in EFL atmospheres. In order to do that they usually have tried to enter learners' and teachers' minds and identify their perceptions about the songs. However, some of these believed and believe that there is not enough research to support these

ideas and explanations (Medina 2000, 2003, Castellanos-Bell 2002, Lems 2005, Chuang and Beasley 2008). We will cover the most relevant research studies to our topic. Research studies suggest that there is shared interest for songs around the World, in different part of the World researchers believe that songs are valuable tools to practice English and they carry out studies.

Şevik, a researcher from Turkey (2011) conducted a research to explore the views of Turkish state primary school EFL teachers about songs and using songs in language teaching. The results showed that all of the teachers believed that songs were highly motivational. Out of 52 teachers from 24 different schools 33 of them (63.5%) strongly agreed. Furthermore 19 (36.5%) agreed with the statement. 47 of the teachers (90.4%) believed that songs were fun and full of pedagogical value. 42 of them (80.8%) believed that using songs could lower students' anxiety toward learning English. 49 of them (94.2%) also stated that songs should be an essential part of the English language curriculum for young learners.

Kömür, Saraç, and Şeker (2005) gave questionnaires to teachers and learners of English to identify what learners and teacher think about use of songs in English teaching. Results revealed that 80% of the students stated that they want to learn English through songs. 57% of the students and 81% of the teachers think that use of songs in language classroom increases the motivation of the students. 60% of the students and 68% of the teachers believe that studying English through songs could be useful for vocabulary teaching.

Sağlam (2010) conducted an empirical study to explore the effects of integrating music into language instruction on English language learners` speaking fluency and the contribution of music on the motivation/interest level. She gave questionnaires to the students before and after the treatment. She also interviewed with the teachers and students about their opinions about the classroom procedure. Although post-tests did not show a significant difference, students stated that they found studying with songs more enjoyable and more interesting than normal classes. They also stated that they were more willing to participate in the music-based lessons. As for motivation/interest phase, both control group and experiment group showed decrease.

However, there was a significant difference between the groups` motivation decrease levels. Experiment group` decrease was much less than the control group`s drop.

Le (1999) conducted a qualitative study to examine how Vietnamese second language teachers and learners perceived music (English songs). The study revealed interesting insights about the significance of music in education, in EFL curriculum, and as extracurricular activity in EFL. He states that students view Western songs as a modern trend and a powerful international communication. Music enables a non-threatening atmosphere and learners feel relaxed. Music fills the gap between teacher and students. Music makes language learning interesting. As for EFL curriculum, he states that song can be used for teaching speaking and listening. English songs can be used to generate projects. English songs can be used to build linguistic awareness. Finally, he claims that songs can provide likelihoods to practice English through songs in the classroom and outside the classroom.

Cuestas Cifuentes, from Colombia (2002) conducted a research to see whether songs can be used to encourage oral production of tenth grade students. The students were encouraged to sing songs and talk about their favourite songs. The results showed that they did not only develop their speaking skills but also they were relaxed, interested and willing to participate more for the lessons. The researcher used different ways to collect data: she gave surveys to collect different opinions about the methodology used in the study. She also kept audio and video recordings and field notes on students' performances during the classes, which allowed observing and analyzing students' attitudes and oral production. Finally, she made focus group interviews to compare her recordings and field notes. In findings part, Cuestas Cifuentes states that "the first outcome emerged from our data indicated that songs are generators of favorable factors such as motivation, participation, cooperation, relaxation, and self-confidence" (p.51).

Romero, Bernal, and Olivares (2012) did another recent study concerning the use of songs to encourage students' speaking skills. They wanted to see whether songs can help Colombian six-grade students who have lack of confidence to talk in English and have little motivation for learning English. Similarly, they used surveys, recordings, interviews and notes to collect data. The results showed that %90 of the students stated that they found learning English through songs interesting and enjoyable. About the

finding of the study concerning the academic aspects of language teaching, Romero, Bernal, and Olivares (2012 p.21) point out that:

> 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.

As for affective aspect of language learning, they emphasize that learners enjoyed the classes while learning a foreign language. When using music, they were more motivated and talked in a non-threatening environment. Learners practiced the vocabulary, laughed and developed the activities with confidence.

Seita et al., from Malaysia (2012) conducted a study to define the effectiveness of using songs in teaching English to primary students' language proficiency. They gave 61 participants, "who have been exposed to a certain level in learning English through songs" at year 4, 5, and 6, a survey with five-point Likert Scale. They state that results revealed these:

> 1   Students do enjoy learning English more if songs are used to teach English.
> 2   Songs help learners to remember new words better and they last longer.
> 3   Students believe that their pronunciation improves thanks to songs.
> 4   They pronounce the words they learn from the songs more confidently in the classroom.
> 5   Students feel more self-confident when they study with a song in English.
> All 61 participants have positive perception when songs are used in teaching-learning process (pp. 272-273).

In japan, McCarthy (2009) conducted a study to discover how students use songs for language learning. She ran a material development project at Self

Access Language Center (SALC) at Kanda University in Japan. Students were encouraged to take advantage of all practice chances outside the classroom. She gave questionnaires and interviewed 24 students. The aim of the study was to find out how often students listen to music in their second language and what kind of activities students enjoy doing with English songs for independent language learning. The researcher made use of feedback of learners and developed worksheets that promote autonomous learning development and learned about students' favourite activities. The findings of the study revealed that students focused on listening and vocabulary the most. The results revealed that learners were able to develop autonomy through the eight-week program.

To sum up, different studies from different parts of the World indicate a strong connection between use of songs and language learning. If this connection is engaged in a systematic way, it can turn into an effective and successful way of teaching any language.

3. METHODOLOGY

This chapter delivers an overview of the research design, research questions, participants, data collection instruments, and procedures.

This study aimed to identify the perceptions of the foreign language learners about use of authentic English songs through some lessons that were devised by the researcher by enriching the songs with some activities including main language skills for foreign language practice. It intends to reveal students' perceptions about the effectiveness of songs for their language learning mainly in two ways, academically and emotionally. It inquires to learn to what extent learners believe that authentic English songs, which were enriched with different language teaching activities, help them practice different skills of English especially listening, speaking, reading, writing, pronunciation and develop vocabulary. The study also probes into emotions of learners as well. It tries to discover to what extent use of songs affect learners' affective perceptions. Then it tries to find out whether use of authentic English songs affect learners' self-esteem and autonomy.

A descriptive research on the effect of authentic English song lessons has been conducted in order to achieve the goals mentioned above. The data collection has been varied to see the effects of these lessons from different perspectives. 103 university students at preparatory school of a university in northern Iraq were given a 20- item questionnaire(See appendix 2). Sixty students were asked open-ended questions about their perceptions. The researcher also kept some observation notes about the atmosphere during the classes.

3.1. RESEARCH DESIGN

A descriptive research design has been applied in order to understand what 103 students of Preparatory School of a university in Northern Iraq think about the use of English songs to practice English. Best &Kahn assert that "descriptive study describes and interpret what is. It is concerned with conditions and relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that

are developing" (Best &Kahn, 2006, p. 118). The research also intended to explain whether after the lessons, students felt that they built self-confidence and became more autonomous due to the lessons. In order to get students' perceptions, a 20-item survey was given to the students and the data was analyzed with SPSS 15.0 and Cronbach`s Alpha was found 0,874. In order to reveal participants' perceptions about effects of song lessons on self-confidence and autonomy, they were asked open-ended questions as well. Also the researcher's observation notes were taken into consideration. All of these were analyzed qualitatively. They were read very carefully and indexed and then grouped according to frequency of occurrences, then they were interpreted.

The main reason for choosing a descriptive research design of the study was to be able to observe to what extent previous ideas and suggestions about the use of songs in language teaching were right. Consequently, findings provided us with great deal of insight and actual information about the use of authentic songs in real classroom atmosphere. Furthermore, if the study had been empirical, we would not reach that amount of insight and observation about the topic.

3.1.1. Research Procedures

The procedures started with the question of whether songs are useful for language teaching. The researcher had developed and used song lessons (Appendix 1) with different activities for different skills of English earlier. Using them with different classes, he had received without a doubt interesting feedback from students. At the beginning, related unit of the university was acknowledged and the permission was taken from the education faculty deanery.

First thing to do was piloting because the material had to be proper for Iraqi students' levels and the statements in the questionnaire had to be clear. Two of the songs were selected and used (Lady D'Arbanville and Another Day in Paradise) in two different classes from the classes of the participants (C2 and C3). During the lessons, the necessary notes were taken for the corrections. Some students were interviewed orally for their ideas about the lessons. After these the researcher reshaped the while listening and writing parts, because in piloting, students found it hard to complete the

blanks when they were not given the missing words. As for the writing part, the tasks were simplified. After the lessons, students were given the questionnaire and they were asked for their opinions and any unclear point in any items. A local teacher of English who knows Kurdish, Arabic, Turkish and English translated the questionnaire into Arabic and Kurdish. Native speakers (students) of the language read all translated questionnaires (Appendix 2), and necessary changes were made.

In this study, six classes, which were different from those taken part in piloting were chosen randomly (A1, B1, C1, D1, D3, and D5). For five weeks, they had five different song lessons. Each of song lessons lasted for two periods in a week. After the fifth song lesson, students were given the questionnaire. The data obtained was typed into SPSS15.0 program. In order to learn students' perceptions about the song lessons, the results were analyzed by exploring the frequency distributions of each item. In five of the classes, students were given open-ended questions; they were asked to write their opinions about an aspect of the lesson .By that way it was aimed to reveal their perceptions about the song lessons more clearly. For example, they were asked how they feel when they understand a song in English completely, which is similar to the statement 14 in the questionnaire. In questionnaire, they can state if they agree or disagree and how much they agree or disagree. Nevertheless, in open-ended questions they had better opportunities to express their perceptions. They wrote their answers to open-ended questions on the back of their questionnaire papers. This was done intentionally in order to ensure participants' sincerity and their answer's integrity and reliability. Moreover, during the lessons, the researcher kept observational notes about the classroom activities and manners such as enthusiasm, motivation, participation, attitudes, enjoyment, and autonomy.

Then data analysis was done for different types of data (see 3.4. in this chapter). Findings were discussed with the ideas in the literature review and then the conclusions were drawn. Recommendations for implementations and further researches were included in the conclusion as well.

3.2. RESEARCH QUESTIONS

As it was explained in the introduction part, this study aims to investigate language learners' perceptions about the use of songs. Students' perceptions are investigated about whether they find songs useful for practicing different language skills. In addition, it is aimed to identify how they feel emotionally while studying with authentic English songs. Furthermore, effects of use of song in language learning on learner's self-confidence and autonomy are other inquiries.

1. What are learners' perceptions about the effects of using authentic songs in English lessons on their academic achievement?
2. What are learners' perceptions about the effects of using authentic songs in English lessons on their emotions?
3. What are learners' perceptions about the effects of using authentic songs in English lessons on their self-confidence?
4. What are the learners' perceptions about the effects of using authentic songs in English lessons on their autonomy?

3.3. RESEARCH POPULATION AND SAMPLING

103 Preparatory School students out of 216 participated in the research. In order to choose the participants, cluster-sampling method was used. At the beginning of the year, students had been given a placement test and been grouped into four levels. The participants were chosen from four different English proficiency levels: level A, level B, Level C and D. There were only one group of level A and one group of B, so they were chosen directly. Out of three level C classes only one of them was chosen. Out of five D level classes, three of them were chosen. Level A students got the highest average from the placement test and their level was slightly higher than pre-intermediate. Level D consisted of elementary level students. However, there was slight proficiency differences within the levels; for instance, out of three D level classes, D5 was the least proficient class. In order to provide a clearer idea, participants were categorized and documented as the same as the participating class (see Table 3-1 below). Students were

given song lessons at the beginning of the second semester, which means they were all familiar with basic English.

Table 3-1 Statistics for Proficiency Level of Participants.

CLASS	LEVEL	FREQUENCY	PERCENT
A1	Intermediate	16	15,5
B1	High Pre-intermediate	20	19,4
C1	Pre-intermediate	19	18,4
D1,D3,D5	Elementary	48	46,6
Total		103	100,0

53, 4% of the participants (55) were male students, whereas 46, 6% (48) were females. Students' ages varied between 17- 25. Because of multi-ethnical feature of the region, participants also varied in terms of ethnicity. Information about the participants is given in the Table 3-2 below:

Table 3-2 Descriptive Statistics of the Participants

Variable	Category	Frequency	Percentage %
Age	17-20	78	75,7
	21-24	20	19,4
	25and above	5	4,9
Gender	Male	55	53,4
	Female	48	46,6
Country Ethnicity	Kurdish	88	85,4
	Turkish from Turkey	3	2,9
	Turkmen from Iraq	3	2,9
	Arab from Iraq	7	6,8
	Other	2	1,9
Number of languages he/she speaks	1	20	19,4
	2	44	42,7
	3	34	33
	4	3	2,9
Number of year(s) he/she has studied English	0-1 year	54	52,4
	1-2 years	5	4,9
	3-5 years	5	4,9
	More than 5 years	39	37,9

3.4. DATA COLLECTION INSTRUMENTS

The researcher developed the materials used in song lessons. They contained different activities for different language skills. It had a four-step framework; Pre-Listening, While Listening, Post-Listening and Self Progress part. Ten different song lessons were prepared. Five songs out of ten were chosen according to students' levels. In 2011-2012 Fall semester, two songs were used for piloting. After piloting, some activities were arranged again. For example, the words students were asked to fill in the blanks had not been given in piloting, in the research they were given before they listened to the songs.

In order to find out about students' perceptions, the triangulation technique was used. Mackey &Gass (2005) assert that "triangulation involves using multiple research techniques and multiple sources of data in order to explore the issues from all feasible perspectives" (Mackey &Gass, 2005, p.368). So as to answer the research questions, three different kinds of data collection instruments were used: A questionnaire, three different open-ended questions, and observation notes.

A 20-item questionnaire was developed. It probed into the perceptions of the students on various aspects of the practice (studying with songs). It was piloted in previous semester and ambiguous statements were clarified. The questionnaire had 20 items asking students` level of agreement on a 5-point Likert type scale; 'strongly agree', 'agree', 'partly agree', 'disagree', and 'strongly disagree'. The participants were given the questionnaire after they completed studying 5 song lessons. The data was analyzed by SPSS 15.0 program. The reliability of the questionnaire was found to be 0.874.

In order to provide more insight into the other research questions, especially related to emotional part of learning, other qualitative methods were used as well. Students were asked about their perceptions on self-confidence building in a written manner. In five of the classes students were asked open-ended questions; they were asked to write their opinions about an aspect of the lesson which aims to reveal their perceptions about the song lessons more clearly. For example, they were asked how they feel when they understand a song in English completely. In questionnaire, there

was a similar statement and they were expected state if they agreed or disagreed and how much. However, in open-ended questions they had the opportunity to express their perceptions in deatils. They were written at the back of the questionnaire intentionally in order to ensure participants` sincerity and their answer`s integrity and reliability. The collected data was first read carefully in order to find the themes, patterns, and relationships. Then it was coded and indexed, which means they were grouped and divided into smaller groups to manage more easily. Then the most common statements were identified and compared. Exceptions were also noted and taken into consideration. Repetitions of the similar statements were categorized. The findings were subjected to scrutiny. Finally, they were interpreted.

Furthermore, the researcher kept some observational records in all classes about the students` behaviours such as enthusiasm, motivation, participation, attitudes, enjoyment, and autonomy. However, in Class A1 and Class D1 records were kept during the first song lesson, last one, and the one in the middle. For other classes only one note taking was done during lessons randomly. The researcher paid attention to the behaviours of the students. As for analysis of the data, the same procedure, which was explained for student open-ended questions, was followed.

3.5. PILOTING

Before starting the research, it had to be piloted for Iraqi students. This was done to adjust the material for Iraqi students' levels and to make sure that the statements in the questionnaire were clearly written and were not ambiguous for the participants.

Two of the prepared songs were selected and used (Lady D'Arbanville and Another Day in Paradise) in two different classes (C2 and C3). During the classes the necessary notes were taken for the correction. Some students were interviewed orally for their ideas about the lessons. Then the researcher reshaped the while listening and writing parts, because in piloting, students found it hard to complete the blanks when they were given the missing words. As for the writing part, the tasks were simplified. After the lessons, students were given the questionnaire and they were asked for their

opinions to see if there were any unclear points in any items. As a result, some statements were slightly changed.

3.6. CLASSROOM PROCEDURES

The developed material, which was studied, and the procedures which were followed during the lessons are quite different from previous ideas, and the techniques proposed by other researchers or linguists. Most of the suggestions on the use of songs cover only one activity or small part of a lesson, which usually deals with only one skill. For example, most of the teachers use authentic songs for listening skill with gap filling activity. In many books and articles contributing on how to use songs, language teachers and authors suggest activities for 5-30 minute activities in various ways (Murphey 1989, 2010, Davanellos 1999, Lems 2001,2005, Medina 1993, 2002). In the material various aspect of language learning are taken into consideration. The song chosen for classroom use is prepared so that all main skills can be promoted. Students listen to the song at least three times; twice to complete the tasks and once for feedback. Vocabulary learning is one of the main themes in the classes. New words are studied before and after listening to the song. When students learn all unknown words and phrases, songs are treated as texts or poems. Therefore, they read and answer different activities. If the song has a background story students have chance to get involved in a discussion. Finally they have writing parts which allows them to use their imagination and write in English (See appendix 1& 4). In short, all main skills are covered. More importantly all these happen naturally and effortlessly.

As for the procedure, all song lessons (Appendix 1) are similar to each other in that they have the same four-step framework: Pre-Listening (Warm up), While-Listening, Post-Listening and Self Progress. During the research, participants had five song lessons through which the procedure explained below was conducted.

3-1 Stages of Authentic Song Lessons

Pre-Listening

While-Listening

Post-Listening

Self-Progress
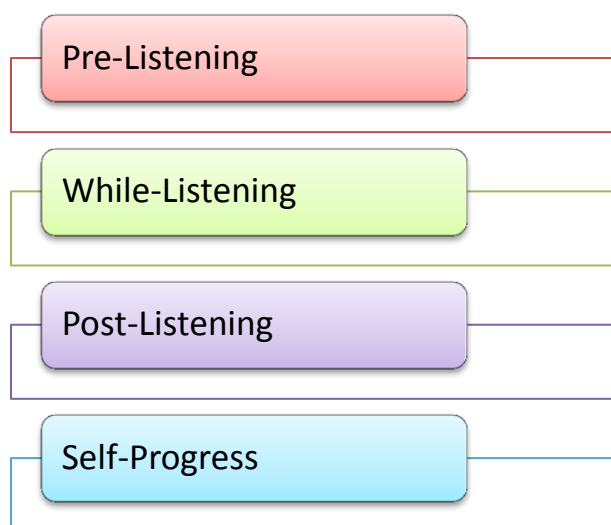
All song lessons start with warm up questions that enable students to get closer to the theme of the song. Teacher tells students the name, the topic of the song and little information and then students are asked to do some guessing about the song and the vocabulary in the song. Teacher takes notes from students' guesses. After they listen to song, they check together whether they had guessed any word from the song correctly. Then students are usually familiarized with possible new words before they listen to the song. This part including all these activities is called Pre-Listening.

In While-Listening, students listen to the song twice to fill in the gaps in the song. Optionally, before listening, the teacher may ask students to read the lyrics once. Students take notes while they listen to the song. In order to give feedback, teacher plays the song for the third time. Nevertheless, this time, lyrics of the song are projected onto the white board and they appear simultaneously as the song is played. Teacher uses some programs for this. In this way, students can follow the lyrics on the screen and read the song completely and the teacher saves time for feedback.

Post-Listening part includes different activities. Sometimes there are comprehension questions about the song. Sometimes there are vocabulary activities. Students answer the questions or do the exercises after they read the song again. If the story in the song evokes discussion, the lesson includes a discussion part as well. Generally, there is a creative writing part at the end of the Post-Listening part. Students

are asked to use their imagination and write various tasks (See appendix 1& 4). These tasks can be given as an assignment especially when the time is limited.

The final part is called Self Progress. As the name indicates, students are asked to take responsibility of their own learning. They can watch their progress by completing this part. It comes at the end of all activities. Useful expressions are highlighted and students are asked to form sentences including these expressions. Then students are asked to write down new words and phrases they have learned from the song. By doing these, it is expected that they begin to value songs more and keep record of their learning. It is aimed that students notice the possibilities to learn something new from anything in English such as a song, an article, a piece of newspaper, a video etc. After a while, students may be asked to go over previous lessons to check how much they have learned.

During the research, the procedures above were followed in the lessons. Each authentic song lessons lasted for two periods in a week. The lessons were dedicated to songs. Any other course book or handouts were not studied in the lessons. All the students were provided with the handouts of the 10 lessons before. However, they learned about the song, which they were going to study at the beginning of each lesson.

As for the song selection, it was paid attention to include the songs that were clearly sung, slow enough to follow, nice to listen to, linguistically rich, and has a story so that discussion can be evoked. In this way, students were provided with instructional scaffolding. In fact, most of the songs were very old. This was also done intentionally as it might bring about the sense of curiosity: If one of the students already knew a song and did not like it, he might have killed the moment in the classroom. However, they were more willing to study with a new song.

4. RESULTS AND DISCUSSION

This chapter discusses the findings of the study in three different sections. The first section briefly introduces the students' general perceptions about listening to music and songs in English in general then presents students' perceptions about the effect of song lessons on their learning. It presents students' perceptions for different language skills and knowledge especially listening, reading, speaking, writing and vocabulary acquisition. In order to do that, findings of the questionnaire and open-ended questions were statistically and qualitatively analyzed. Each statement related to the topic was discussed separately. Students' answers in the open-ended questions were included too. In the second section, students' perceptions on affective aspects were presented with frequency tables and students' answers in the open-ended questions were analyzed and observation notes were used. Furthermore, the effects of the song lessons were compared with previous studies for each research questions too. In the third section, students' perceptions about the effect of songs in language learning on learner's autonomy were clarified with the findings of the questionnaire and the open-ended questions. Observation notes were included in order to describe the classroom atmosphere as well. Findings related to each research question were discussed with previous studies and suggestions.

In order to analyze the results of the questionnaire, SPSS 15.0 was used. Cronbach`s Alpha was found to be 0,874. Qualitative data was analyzed by coding the statements of the participants. Throughout the analysis of the open-ended questions, in order to keep the privacy of the participants, pseudonyms were used for each participant. They were given numbers instead of their real names.

4.1. STUDENTS' PERCEPTIONS ABOUT EFFECTS OF SONGS ON ACADEMIC ACHIEVEMENT IN ENGLISH

In order to get students' perceptions on different topics related to listening to music in general and songs in English, they were first asked about their general attitudes

against music (songs) and music in English. Table 4.1shows students' general preferences on listening to music:

Table 4-1 Students' General Preferences on Listening to Songs

Statements	Options									
	Strongly agree		Agree		Partly agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
1- I like listening to songs	64	62,1	32	31,1	7	6,8	-	-	-	-
2- I like listening to songs in English	45	43,7	35	34,0	16	15,5	5	4,9	2	1,9

F: Frequency

According to Table 4.1, the students enjoy listening to music. All students state that they like listening to music. On the other hand, seven students (6, 8%) state that they do not like listening to English music.

In the questionnaire, there are six questions, which deal with academic aspects of language learning. They mainly ask for the student's perceptions about the effect of song lessons on main skills of English; listening, reading, writing, speaking, pronunciation and vocabulary learning. In the open-ended questions, students are asked whether they have found the lessons useful and if yes in what ways. Students' perceptions on academic aspects are depicted in table 4.2 below:

When it comes to perceptions related to the integration of different skills, participants were asked in questionnaires whether they believed that they had mastered skills such as listening, reading, writing, speaking, and pronunciation and learned vocabulary. Sixty of the participants were also given three different open-ended questions. Twenty five students were asked whether they find the lessons useful. If yes, in what ways they think they are useful. The results of the questionnaire reveal that students find song lessons useful for practicing different skills and learning new vocabulary. Open-ended questions provided us with more insight about students'

perceptions about the lessons. In the answers, all of the students stated that the song lessons were useful.

Table 4-2 Students' perceptions about the effects of song lessons on practice of different language skills

Statements	Options									
	Strongly agree		Agree		Partly agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
3- I learn new words from the song lessons	35	34,0	34	33,0	29	28,2	4	3,9	1	1,0
4- I think song lessons are useful for my listening skills	37	35,9	39	37,9	23	22,3	3	2,9	1	1,0
5- I think song lessons are useful for my writing skills	8	7,8	28	27,2	41	39,8	19	18,4	7	6,8
6- I think song lessons are useful for my reading skills	23	22,3	40	38,8	29	28,2	10	9,7	1	1,0
7- I think song lessons are useful for my pronunciation skills	41	39,8	32	31,1	22	21,4	7	6,8	1	1,0
8- I think song lessons are useful for my speaking skills	40	38,8	31	30,1	25	24,3	5	4,9	2	1,9

F: Frequency

First of all, 76 participants out of 103 (73, 8%) stated that they found song lessons useful for listening. Only four (3, 9%) students certainly believe that the song lessons are not beneficial for listening at all. 23 (22, 3%) students were uncertain. In the open-ended questions, only four students mentioned listening separately.

Secondly, students believe that song lessons are useful for pronunciation practice.73 (70, 9%) students stated that they found the lessons suitable for listening practice. The number of students who believe the song lessons do not contribute to their pronunciation was only 8. When 25 of the students were asked whether they thought the song lessons were useful, in the open-ended questions, they most frequently mentioned benefits for pronunciation (15 times) and vocabulary (13 times). Some of them also mentioned the other skills as well:

"For me song lesson is very useful because I learnt many vocabulary and I developed in other things such as pronunciation, reading etc."
Student 38

"In my opinion song lessons were really useful for my English. The main things I found in this lesson were how I can build my pronunciation and vocabulary. I can say song lessons are the main part for learn English because these lessons and skills has all part of English. I can say it was helpful and for me it was enjoyable…"
Student 40

The third most frequent answer was for speaking; 71 (68, 9%) students stated that they thought that authentic songs were valuable tools to practice speaking. Only six participants declared that they did not find the lessons beneficial for speaking. In the open-ended questions, some students stated that they improved their speaking skills in different ways:

"I think song lessons are so useful to improve our English. First, it helps to pronounce the words in the spoken language and it helps to understand how you can use these words." Student 27

69 (67%) students stated that through the song lessons they believed that they learn new words. Just five students did not find the lessons profitable for their speaking skills. In the open-ended questions, learning new words from the songs was the second mostly mentioned answer. Out of 25 students, 13 of them mentioned that they found the lesson most useful for learning new words. One of the students answered like below:

"It is really very great lesson, each time when we had the song lessons. I was happy because I felt and knew I will really, without doubt that I will learn new words and new vocabulary with easy way and having fun. This lesson is the only lesson that we can learn and memorize words without any pressure. Each lesson we learned new words." Student 31

As for reading, 63 students (62, 1%) stated that they agreed with the statement that these lessons were beneficial for their reading skills. However, in the open-ended questions, a few students mentioned reading separately from other skills.

"In my opinion, listening to the songs and studying about it is very useful to improve our English language, so we have to take care about music especially listening to songs. That's why we will be efficient in English in every way; in reading, writing, listening. In short, music and song increase English levels for students." Student 35

Students found the lessons less contributing to their writing skills compared to other skills. However, 35% (36) of students agreed that the lessons were useful for their writing. The partially agree choice was the most popular for the statement which may imply that students do not tend to correlate writing and songs. On the other hand, only 25, 2% (26) of learners believed that songs could not contribute their writing skill at all.

4.1.1 DISCUSSION OF THE FINDINGS

Richards 1969, Jolly 1975, Lems 2005, Shen 2009, Murphey 2010, Griffiths 2012 had indicated that, there are possible ways to integrate songs in language classroom. They mentioned many skills such as listening, writing, reading, vocabulary learning, speaking (especially pronunciation). It was important to see whether students believed that they found studying with songs useful for their different skills. Both in questionnaire and open-ended questions students stated that they find song lessons very useful for their learning. Some students did not find songs useful for a specific skill, however majority of the students enjoyed studying with songs in general. The results of our study matched well with the previous ideas about use of songs in language learning. The developed material had similar effect with what Register et al. (2007) prepared as a curriculum for students with specific disabilities. Both of the material motivated students and engaged them in the target language.

Overall results about learners' perceptions are very similar to what Seita et al. (2012) concluded in their study: 61 students (all participants) stated, "songs are useful for their learning". In addition, Şevik stated in his study that 47 teachers (90.4%) stated songs are full of pedagogical value. Results suggest that both teachers and learners value songs as important tools for language learning. In other words, in our study, Most of the students stated that they found the lessons helped them to improve in English in all main skills mentioned in the questionnaire.

McCarthy (2009) conducted a project to develop a material from songs to help learners to benefit most when they listen to songs. She asked 24 Japanese learners of English at university level which skill they think that they can practice while they listen

to songs out of classroom. Students were allowed to check more than one skill. The table below shows the frequencies:

Table 4-3

Category	Response Count	Response Percent
Speaking	9	37.5%
Listening	24	100.0%
Reading	15	62.5%
Writing	0	0%
Pronunciation	6	25.0%
Vocabulary	18	75.0%
Grammar	12	50.0%

Taken from McCarthy (2009 p.258)

The findings are very familiar to our study. In both studies, learners believed that listening and vocabulary learning are the skills they make the most of benefit. Frequency of reading skill was nearly identical. Japanese university students' frequency was 62,5% while Iraqi Students' was 62,1% . Surprisingly Japanese learners and Iraqi learner differed in their views about writing and pronunciation. 67% of Iraqi students believed that songs provide an opportunity to practice pronunciation. However, the frequency of pronunciation in the table above is 25%. As for writing, none of the Japanese learners believed that they could practice writing through English songs. On the other hand, 36 % of Iraqi learners stated that English songs help their writing skill. Moreover, 39,8 % partly agreed that they can practice writing through English songs. Nevertheless, the possible explanation for the difference for writing can be explained. In this study, songs were integrated into classroom study. Students were assigned with clear-cut activities for different skills. The aim of the material was to engage learners with many possible different language skills. These skills were linked to each other and always focused on the same topic, vocabulary etc. Therefore, learners clearly felt more eagerness for writing activities and established a connection. On the other hand, in the study conducted in the Japanese university, students were asked about their opinions while they used songs for self-study outside the classroom.

In short, it can be concluded that students have found studying with authentic English songs useful for all language skills in general. Although "studying with songs

helped my writing" was the least favoured, still 35% of the participants agreed with the statement. For other skills the ratio has never been lower than 61, 1% even if the partly agree choices were not evaluated. As for open-ended questions, none of the participants believes that song lessons are useless. They all find lessons useful for a number of different academic and affective reasons. Concerning academic reasons, they mentioned the skills included in the questions in a similar frequency. They mentioned pronunciation and vocabulary most, and then listening and reading were the most frequent answers. The least mentioned skills were speaking and writing.

4.2 STUDENTS' PERCEPTIONS ABOUT THE EFFECTS OF USING AUTHENTIC SONGS IN ENGLISH LESSONS ON THEIR EMOTIONS

The second question of the study was about the students' perceptions on affective aspects of the learning. It especially aimed to learn about the effect of song lessons on students' self-confidence. The questionnaire had seven statements about the affective aspects which aimed to learn whether they think that song lessons helped them have confidence to learn English and to identify to what extent they believed that studying through authentic English songs made them confident about their learning. Table 4.4 shows students' perceptions on affective aspects:

In order to find out about these affective concepts seven questions were included in the questionnaire. 25 of the students were interviewed separately for further insight too. Result of the questionnaire revealed that the song lessons help students to build positive attitudes towards learning English. It has a great effect on self-esteem and self-achievement. Other researchers (Cuestas Cifuentes 2002, Romero, Bernal, and Olivares 2012, Seita et al. 2012, McCarthy 2009) also reported similar findings about self-confidence and the positive atmosphere songs created in language classroom. The implementation of the songs led to a productive circle. As the songs were interesting, students paid more attention and participated more. When they participated more they felt more successful, as they were more successful they felt more confident. They wanted to study more and grew some positive attitudes towards the lesson (English).

The Figure 4-1 below shows the effect of authentic song lessons which has been observed in this study:

Table 4-4 Students' Perceptions about the effects of using authentic songs in English lessons on their emotions

Statements	Options									
	Strongly agree		Agree		Partly agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
10- I feel more motivated for the song lessons	24	23,3	33	32,0	34	33,0	11	10,7	1	1,0
11- I am more willing to participate in the song lessons	34	33,0	31	30,1	26	25,2	10	9,7	2	1,9
13- I feel successful when I understand a song in English	74	71,8	20	19,4	9	8,7	-	-	-	-
14- I feel confident about English when I understand a song in English	69	67,0	29	28,2	5	4,9	-	-	-	-
15- I began to like English (as a lesson) after the song lessons	32	31,1	35	34,0	26	25,2	7	6,8	3	2,9
17- I would like to study more with songs	36	35,0	36	35,0	22	21,4	6	5,8	3	2,9
18-I feel relaxed in the song lessons	42	40,8	30	29,1	22	21,4	7	6,8	2	1,9

F: Frequency

The open-ended questions also provided similar findings. They mostly stated that they felt happy, successful, glad, satisfied, relaxed, comfortable and confident when they cope with the tasks in the lessons. They also stated that they felt that they were improving during the lessons. The findings were similar to what learners from different part of the world commented on VOA video (2011) For example: a learner named Aurelio Lourenco Costa Gusmao wrote that he began to like English after his teacher played the Westlife song "I have a dream":

That was eight years ago. I was in the seventh grade. And from that day on, my dream of improving my English skills became attached to my mind. Teachers can use this song to convey the message to their students that they should have their own dream for the future.

Figure 4-1 Effect of Authentic Song Lessons
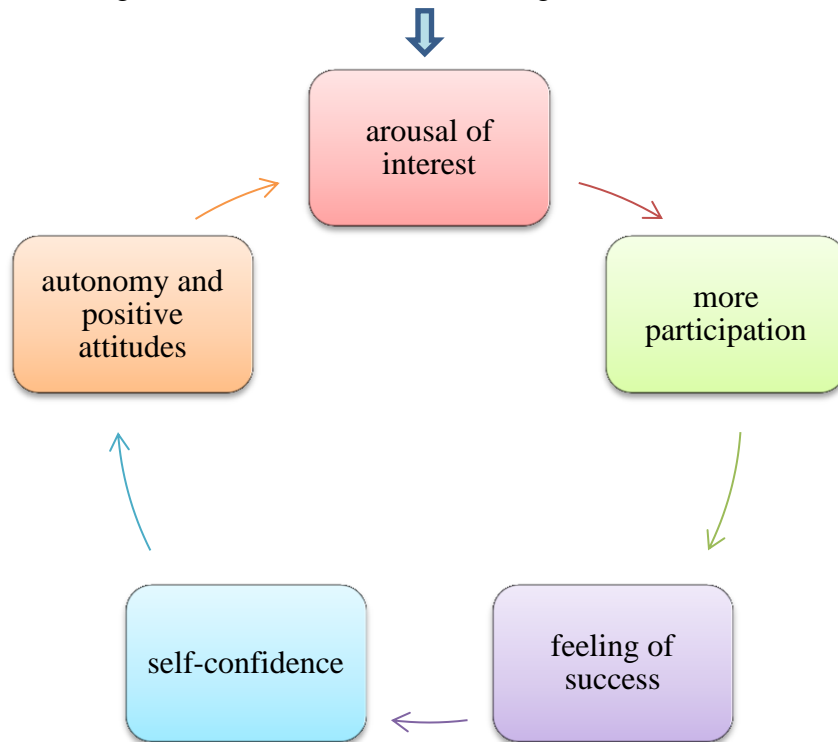
Like him, many other people commented on their experiences with songs, and the ways they benefited from English songs. Another learner named Katie Kivenko commented: *"When you listen to your favourite songs, you feel emotionally high and it moves you to action"*

Reactions to use of songs in language classroom are very similar. Songs have the power to energize people and move them to do something. When teachers take them to classrooms, they can engage their students naturally and easily. The findings of our study for each statement are given below.

The most significant result was about self-confidence, 98 students out of 103 (95, 1%) stated that they feel self-confident when they understand a song in English. We can conclude that authentic songs can be very effective tools to boost self-confidence for the learners of languages. Students also mentioned in the open-ended questions that they trusted themselves and felt they were improving more when they understood a song in English. It is also possible to interpret that songs can be used to build self-esteem as long as they are enriched methodologically and the tasks are tailored according to level and need of learners.

Secondly, students stated that they feel successful when they understand a song in English completely. None of the participants disagreed with the statement and 94 of them (92, 2%) agreed with the statement totally. This shows that when we present authentic songs in a correct way with the accordance with the level of the learners, they have a positive effect on the psychology of the learner.

57 students (55, 3%) indicated that they feel more motivated for the lessons. Only twelve students (11, 7%) stated that they were not motivated at all. The researcher observed that students are more motivated for and during the lessons.

> *"At the beginning, they were surprised and glad to study a song. During the lesson they seemed to like it." Observation record 1*

> *"They start the lesson asking whether they listen to a song or not" Observation record 2*

> *"Students looked happy to learn that they would study song. During the activities, they seemed to be interested" Observation record 3.*

> *"After three more song lessons, they were still eager to study through songs. During the break times, they were asking whether we would study songs or not" Observation record 4.*

> *"They are still interested in studying with songs. They seem to prefer song lessons to traditional classes" Observation record 5*

These results match with what Kömür, Saraç, and Şeker (2005) concluded in their study. In their study, 57% of the students and 81% of the teachers think that use of songs in language classroom increases the motivation of the students. Şevik (2011) also commented likewise, the results of his study showed that all of the teachers believe that songs are highly motivational. Out of 52 teachers from 24 different schools 33 of them (63.5%) strongly agreed and 19 (36.5%) agreed with the statement. In addition, Sağlam's findings (2010) matched with ours. In her study, Students stated that they also felt more motivated, and had more enjoyment during the song-based lessons. The teachers also stated similar to our observational records. They witnessed that students were more willing to participate in the lesson, take more risks to answer and seemed to enjoy the classes. Researcher's observations were a kind of evidence of what linguists like Ward (1991), Shen (2009), Murphey (2010) etc. argued. They all asserted that

activities with songs could stimulate students' interest and could help them to be attentive during the classes.

As for the participation 65 (63,1%) students stated that they felt more willing to participate in the song lessons. Whereas 26 students remained hesitant to agree with the statement, only 12 (11, 6%) students felt interested to participate more often. The records of the researcher provided some information too.

> *"At the beginning they were worried for fear that they may not cope with the exercises. However, at the end of the lesson most of them could answer the exercises. They were more willing to participate than before." Observation record 1*

> *"Now it is a lot easier for students to contribute to class. They freely join the lesson. They learned the procedures of the lesson and less worried about taking turns." Observation record 2*

> *"Students seem to be familiarized with the procedure of the classroom. It takes less time to switch the tasks. Some students, who used to stay silent, have participated more." Observation record 3*

> *"There was more participation than previous in that more various students took part in answering. For every type of activity most of them were eager to give an answer." Observation record 4*

> *"They all tried to answer the activities. Their interest for activities was still high. Even the most indifferent students took turns to answer." Observation record 5*

Similarly, Cuestas Cifuentes, (2002), Romero, Bernal, and Olivares (2012), Sağlam (2010) mentioned that songs generated some advantageous dynamics such as "motivation, participation, cooperation, relaxation and self-confidence".

When it comes to feelings related to enjoyment, 72 of the students (69, 9%) indicated that they felt relaxed during the classes. Only nine (8, 7%) did not find the lessons relaxing, 22 students (21, 4%) found the lessons relatively relaxing though. When we asked ten students in what ways they find song lessons different from traditional English lessons, the most frequent answer was the song lessons were more relaxing and comfortable (5 times).

> *"In my opinion song lessons are different from other lessons. Because it makes me feel relaxed and feel comfortable and it also makes me*

feel happy. Because at the same time, I learn new vocabulary"
Student 6

"In my opinion song lesson is better than grammar because when I listen to a song, I feel relaxed and comfortable and I feel happy."
Student 7

From the teacher's observations, it was clear that students enjoyed the lessons very much:

"Students expressed that they enjoyed listening to and studying a song." Observation record 1

"Some of the students stomp according to rhythm of the song. Normally they are supposed to listen to the song twice, but they keep asking to listen to it one more time." Observation record 2

"Students enjoy very much. Some of them try to latch onto the song. They usually state whether they like the song or not." Observation record 3

"They stated that they really liked the song. They asked for the mp3 file of the song and wanted to listen to it more. Some students asked questions about the song and singer." Observation record 4

"They state after every song whether they like it or not. Most of them seem to content with the songs provided." Observation record 5

It can be included from the results that the students developed positive attitudes against the lesson (English). They wanted to study more with authentic songs. 67 of the students (65, 1%) stated that they started to like English more after the song lessons. On the other hand, ten students (9, 7%) felt no difference, while 26 (25, 2%) comparatively picked up more interest for English. 72 of the students (70%) wanted to study more with the songs. Whereas 22 (21, 4%) of them remained uncertain about the statement and only nine of them (8, 7%) stated that they did not want to study anymore.

"They seemed relaxed and more motivated to study something in English. They stated that the atmosphere in the classroom was really supportive." Observation record 1

"Some students stated that they would like to have more song lessons." Observation record 2

"They are relaxed during the class, because the classroom atmosphere is not threatening for them. At the end of the class, one of

the student said that they don't understand how these lesson pass so quickly. Most of them agreed with her." Observation record 3

"They asked to study with songs before Teacher introduced. They looked relaxed and more open to study." Observation record 4

"Students started to believe that they can learn from the songs." Observation record 5

4.3 STUDENTS' PERCEPTIONS ABOUT THE EFFECTS OF USING AUTHENTIC SONGS IN ENGLISH LESSONS ON THEIR AUTONOMY

The fourth research question aimed to identify students' perception about the effects of using authentic English songs on their autonomy. The researcher tried to answer whether Iraqi university students found any ways of becoming independent learners by the help of the song lessons via various data collection tools. The questionnaire had five items related to it. Furthermore, open-ended questions and observation notes also provided a great deal of qualitative data full of insights into the question.

The Table 4.5 below depicts students' perceptions about the effects of authentic song lessons on learners' autonomy. The results significantly revealed that the majority of the students developed some strategies to learn themselves and realized that they could learn from authentic songs. They stated that they started to pay more attention to the meanings of the songs more. This means some students started to listen to more songs in English outside classroom. In this study, the song lessons generated some awareness for students that they can learn from songs on their own. They were not only more eager to participate in the lessons but they started to pay attention to English songs for their meanings and their linguistic features. One of the students wrote:

"I also used to listen to songs in English before, but after the song lessons I started to pay more attention to the lyrics and meaning of the songs. When I listen to the songs, I am more attracted to the meaning and pronunciation of the words. After the lessons I sometimes search for different songs and check pronunciation and meaning of the lyrics." Student 87

Table 4-5   Students' Perceptions about the Effects of ASL on Autonomy

Statements	Options									
	Strongly agree		Agree		Partly agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
12- I find self-progress part useful for my learning	39	37,9	35	34,0	24	23,3	5	4,9	-	-
16- I began to listen to English songs more often after the song lessons	20	19,4	39	37,4	28	27,2	11	10,7	5	4,9
17- I would like to study more with songs	36	35,0	36	35,0	22	21,4	6	5,8	3	2,9
19- Self-progress part showed me I could learn myself	32	31,1	41	39,8	25	24,3	2	1,9	3	2,9
20- I learned how to make use of songs for my learning via song lessons	38	36,9	40	38,8	17	16,5	4	3,9	4	3,9

F: Frequency

The researcher also observed that students started to listen to the songs with lyrics more. After the each lesson, most of the students asked for the mp3 files of the songs.

The self-progress part aimed to guide students to take responsibility of their own learning. It emphasized the most important vocabulary and structures. By doing that, students were encouraged to record and review useful vocabulary for their language development. When we asked the students whether they found the part useful, 74 of them (71, 9%) agreed that it was useful. On the other hand, 24 of them (23, 3%) were uncertain and only five of them (4, 9%) found the part useless. 73 of them (70, 9%) concluded that the part showed them how to make use of authentic songs for their learning. Whereas, 25 of them (24, 3%) were not completely sure and only five of them (4, 8%) stated that they did not benefit from self-progress part. Students' views imply that songs can allow learners to evaluate and follow their improvement.

When students were asked whether they benefited from the lessons in general and if they figured any strategies to learn themselves through songs. 78 of the students (75, 7%) agreed that they learned how to make use of songs for their own learning. While 17 of them (16, 5%) remained uncertain to disagree, only eight (7, 8%) believed

that they did not learn anything to help their learning. In the open-ended questions, students mostly mentioned how they benefited and what was useful in the song lessons. Only one student stated that slower songs could have been chosen for the lesson.

> *"I learned more words because of the songs and my pronunciation is better from before. I did not listen to songs in English before the song lessons but now I listen to them more and I love them and I feel more relaxed and I progressed more in my speaking and I speak İn English more after the song lessons." Student 34*

4.3.1   Discussion about the findings

In his study, Le (1999) also stated that songs could be useful activities to practice English out of classrooms. Similarly, McCarthy (2009) reports that, although students mostly listen to songs for pleasure, songs in the target language can promote opportunities outside classroom for students to develop their second languages. By providing guiding and interesting materials, students could realize that they can learn something new while they listen to a song in English. This can happen both in the language classroom and outside the classroom. Finding of the research supports what Le and McCarthy emphasized. Students find song-based activities very similar to activities they do outside the school. Therefore, they easily participate in the activities and enjoy during the classes and they start learning or practicing the target language while they listen to music in their free time. Naturally and gradually, they can pay more attention to the linguistic potential of the every song in the target language.

Overall, majority of the students stated and mentioned that they believed that the song lessons had helped them develop academically in different skills. During the lessons, they showed that they felt relaxed and unthreatened and enjoyed the classes.

> *"Songs are useful for making your English language better because you concentrate more on the words and you are trying to get the word correctly. Also you are learning the accent perfectly. It is also an enjoyable way to learn you won't get bored. You will listen to the songs that you like and at the same time, you are learning. It is also a lesson that will refresh you after the other lessons." Student 24*

5. CONCLUSION

As the previous chapter discussed the results, this chapter consists of the conclusions of the study, the implications of the results for the field and recommendations for further research.

This study attempted to identify university students' perceptions about the effects of authentic songs in English learning. 103 students of a university in Erbil, Northern Iraq have participated in the study. The questions of the study were as below:

1. What are learners' perceptions about the effects of using authentic songs in English lessons on their academic achievement?

2. What are learners' perceptions about the effects of using authentic songs in English lessons on their emotions?

3. What are learners' perceptions about the effects of using authentic songs in English lessons on their self-confidence?

4. What are the learners' perceptions about the effects of using authentic songs in English lessons on their autonomy?

A descriptive research on learners' perceptions about the effect of authentic English song lessons has been conducted in order to answer the questions above. The data collection has been varied to see the effects of these lessons from different perspectives. 103 university students at preparatory school were given a 20- item questionnaire. Sixty students were asked open-ended questions about their perceptions. The researcher also kept some observation notes about the atmosphere during the classes. The design of the study was intentionally chosen to be descriptive in order to be able to describe the connection between songs and students' perceptions about the topic. This study also provided us with feedback for the effectiveness of the developed material (ASL).

Students' perceptions related to the practice of different skills via song lessons were very positive. Students affirm that they find songs beneficial for practicing

different skills. Answers to questionnaire reveal that they tend to associate integration of songs– in order of frequency- with listening, vocabulary building, speaking, pronunciation, reading and writing. Their answers to open-ended questions indicate that students believe that they are developing their English while studying with songs. Students are more attracted to activities that are accompanied by songs. They are naturally engaged in the song-based tasks and activities. These activities provide a different taste for practicing English.

Learners' affective state is an important issue to investigate as it can provide insight to understand learners' psychological features. Thus, we as language teachers can provide better activities, develop materials that are more appropriate and communicate better with students. For that reason, this study provided us with both learners' and teachers' confirmation that the use of songs in language teaching have many advantages. Moreover, students' perceptions and attitudes were very positive about the integration of songs. They did not only declare that they made use of songs for practicing skills (reading, listening, writing, speaking, pronunciation, vocabulary building) but also that they had relaxing atmosphere and enjoyable lessons. The results also showed that many learners felt more successful and confident when they were studying with songs.

Observation and findings of the data provided us with the knowledge that songs provide interlocking benefits that trigger one another. When we use the songs in the classroom, the learning atmosphere is supportive and productive. Songs are naturally more interesting than other texts or activities from an ordinary material. Songs deliver high level of motivation that leads to more participation. More involvement of students causes more completion of tasks and pleasure of success. That leads to self-confidence that causes to grow positive attitudes and autonomy. Students start to believe that they can learn from songs on their own too. They are more interested to study more with songs. This can be shown as in the figure below:

Figure 5-1 Productive Circle of ASL
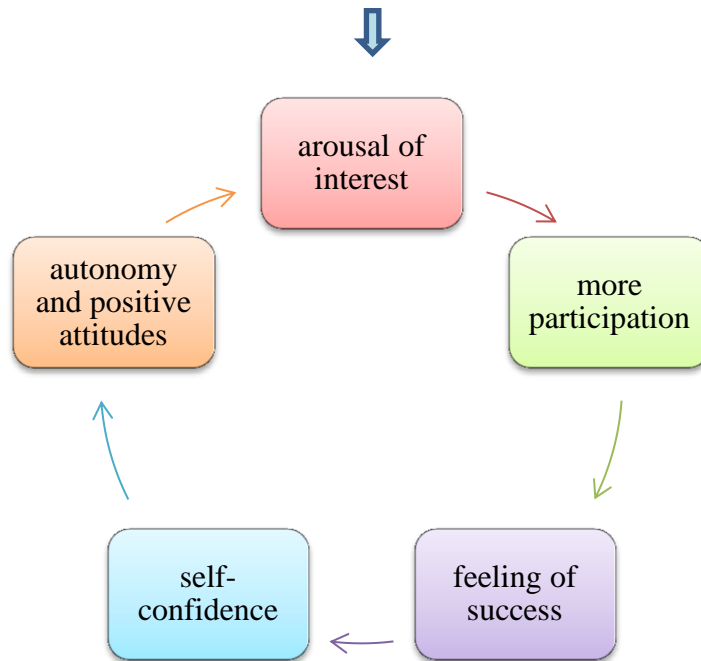
As for the effects of authentic English songs on learner's perceptions about their autonomy, integration of songs into classroom helped some students monitor, reflect and evaluate their language development. They realized that there was an interesting and entertaining way to develop their English. Students listen to songs for pleasure. The use of songs in the classroom can clearly create awareness about the potential of songs. Students can realize that songs provide a rich diet of vocabulary, grammar, daily usage. Students can start to listen to more songs that are in English and can pay more attention to linguistic features of them. Once teachers encourage students by providing them with activities, which promote self- study and self-evaluation, they can see that their learners can become independent language learners. Once students learn this, they can get a life-long learning skill.

In most of the classes, learning-teaching environment was supportive due to some reasons. First, selection of songs was quite successful. The researcher preferred the songs, which have been popular until then. The songs were also clearly sung and the language in them was not offensive or blatant. They usually have some stories or background information that can arouse discussion and writing tasks (See appendix 1&

4). Moreover, the design and outline of activities were well organized and presented. It was clearly instructed and students learned the procedure easily. The piloting was very useful to accomplish this. This could have been a problem because majority of the learners in this region see the teacher as the source of knowledge, they expect teacher to give feedback for every single question or exercise, and they are not accustomed to take the responsibility of their learning.

The only problem was that at the beginning, some students did not consider songs seriously and believed that they cannot learn English through them. The problem again derived from their traditional view, many students in Iraq usually do not tend to take subjects seriously as long as they are important enough to be included to be in their exams. If the teacher states that this topic is important for your exam, they pay more attention to it. However, some of these students gradually kept up with the rest of the class.

5.1. IMPLICATIONS

Language classes are usually deemed to be boring and there are times students and learners look for something different, something they like to do effortlessly. The results of the study revealed some important and innovative implications for the people in second language teaching/learning field. They have shown that proper integration of authentic songs can contribute to learners, teachers and decision makers, and even material writers.

First, learners can make use of authentic songs both academically and emotionally. The study showed that there is a possibility to practice four main skills and pronunciation and to develop a wide range of vocabulary effortlessly. Songs can help learners understand that they can learn English with anything if they want to. Most people do not listen to songs in order to learn new words or to comprehend it completely; nevertheless, authentic song lessons can create awareness for this. Students can take their responsibility to learn by listening to English songs with this aim in their mind. Even though not all students can be expected to be fully successful, whatever they learn can still be considered as achievement. In other words, each student can

benefit from these lessons at a different scale. Some students can learn every possible new word and correct pronunciation of words while some learn only one word.

Songs are very important tools to support learners mentally and emotionally when they study a language. Calming and relaxing features of songs win the heart of learners. In short term, they offer a change learners' mood. When students have a song lesson, they are more likely to get rid of their other worries. In longer term, learners develop positive attitudes towards the subject (English). This change can affect the overall language-learning journey of the learner. Songs can also diminish affective filters of learners. The students pointed out the fact that they feel freer and less threatened while they study English through authentic songs. Thus, learners take more risks to involve in the activities. Another support authentic songs provide for learners is enhancement in self-confidence. When the tasks are both manageable and challenging, students are likely to feel the pleasure of success and start to have a higher self-confidence in themselves. Integration of songs in language learning not only help learners to be more interested and engaged in the activities during the lesson but also diminish the possible threats to learners' motivation such as anxiety, boredom etc. Involvement of learners can help them emotionally; especially achievement of tasks in these song-based activities can boost their self-confidence in short term and long term, and develop them to be independent learners. Thus, they can be more motivated and engaged in tasks in the target language and benefit both for their learning and their feelings.

There are also important implications for language teachers too. First, contrary to general view, a holistic approach can be applied on the use of authentic songs. Teachers can make their lessons more interesting by bringing authentic songs into their classrooms. Instead of using songs for practicing only one or two skills, teachers can produce many different and interesting activities to practice various skills as much as possible. In addition, teachers and course books often use songs at the end of units or lessons to break the routine or as a gift waiting at the end. This study shows that it is possible to separate two or three periods to practice various skills with only one song. Secondly, the teacher can use songs but for fun reasons and for linguistic purposes. This study shows that a teacher can make use of songs to practice every kind of skills if he/she wants to. It is reasonably beneficial to use songs to have fun; however, they can

be used to master the target language too. Songs in the target language provide teachers of foreign languages with opportunities to teach in natural and enjoyable ways.

Decision makers and material developers are different from learners and teachers in that they support the learning, which takes place in the classroom, externally. The results of the study also provide them with some inspiring ideas; songs can be used as spices for the meal. They can be included in the curriculum of language learning at different times. Special material such as self-study handouts or booklets can be prepared for different language programs for different types of learners (according to their ages, genders, preferences etc.). The study has confirmed that learners of English find studying with songs useful for linguistic development, that they enjoy studying with them, that they feel more confident, and that they become more autonomous when they are involved in authentic song-based tasks. As a result, decision makers and material developers of English language should consider making use of songs in language classrooms more.

5.2. RECOMMENDATIONS FOR FURTHER RESEARCH

This research has brought about insight and provided important understanding. At the end of the study, we were able to evaluate and explain if the song lessons and the developed material can achieve to generate positive affective influence such as enhancement of motivation and participation, boost in self-confidence, low anxiety etc. We were also able to explain what learners of English at university level think about the integration of authentic songs into the English courses for main skills such as listening, reading, speaking etc. Furthermore, we had a chance to evaluate whether authentic songs could lead learners to take responsibilities for their learning.

Although we tried to answer four different research questions, there is still a lot to be investigated. For example, effects of song-based lessons on the cognitive reasons for utilizing songs in language classroom and the benefits of songs for classroom management can be studied. Furthermore, the effects of ASL on any skills can be subject to other studies as well.

6. REFERENCES

Aldridge, D. (1993). Music therapy research: I. A review of the medical research literature within a general contex of music therapy research.[Special Issue: Research in the creative arts therapies]. *The Arts in Psychoterapy, 20(1),* 11-35. Retrieved 21 April, 2013 from:http://mustherapy.narod.ru/mtreview.pdf

Are You Learning English? These Songs May Help, VOA Special English [Video file]. Retrieved 11 October, 2012 from http://www.youtube.com/watch?V=33q bmcuj5xi.

Chuang, Y. & Beasley, R. E., (2008). Web-Based Music Study: The Effects of Listening Repetition,Song Likeability, and Song Understandability on EFL Learning Perceptions andoutcome. *Teaching English as a Second or Foreign Language*, *12(2).*

Best, J., W. & Kahn, J., V. (2006). *Research in Education (10ᵗʰ ed.).* Boston: Pearson Education Inc.

Brown, P. (1998) The sound of music. *Met, London, 7,(3),* 67-68.

Castellanos-Bell, C. (2002). Rhythms of the classroom. *Language Magazine, 1(2),* 34.

Cuestas Cifuentes, Marlén. (2006). Songs in the English Class: A Strategy to Encourage Tenth Graders' Oral Production. Profile Issues in Teachers` Professional Development, 47-58.

Cross, N. (2006). *Literature review. In Attitudes toward using songs in learning English As a second language* (pp. 5-21). Unpublished master's thesis. University of British Columbia, Vancouver, BC.

Cross, I. (2007). Music and cognitive evolution. *Handbook of evolutionary psychology,* 649-667.

Davanellos, A. (1999). Songs. *English Teaching Professional, (13),* 13-17.

Romero, D. M., Bernal, T. L. M., & Olivares, C. M. (2012). Using Songs to Encourage Sixth Graders to Develop English Speaking Skills. *Profile Issues in teachersprofessional Development, 14(1),* 11-28.

Ellis, R. (2008). The Study of Second Language Acquisition. Oxford, UK: Oxford University Press.

Eken, D. K. (1996). Ideas for using songs in the English language classroom. *English Language Forum, 34* (1), 46-47.

Foppoli, J. (2006). *Authentic VS. Graded Material in Second Languages*. Retrieved 3 April, 2013 from: http://ezinearticles.com/?Authentic-VS.-Graded-Material-in-Second-Languages&id=171978>.

Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice.* New York: Basic Books.

Gaston, E.T. (1968). *Music in Therapy*.New York: Macmillan.

Griffiths, Ca. (2012). Using Songs in the Language Classroom. Procedia - Social and Behavioral Sciences, 70, 1136- 1143. Doi: http://dx.doi.org/10.1016/j.sbspro.2013.01.169

Harmer, J. (2007). The Practice of English Language Teaching (Fourth Ed.). Essex: Pearson Education Limited.

Jäncke, L. (2008). Music, memory and emotion Lutz Jäncke. *Journal of biology, 7*, 21.

Jolly, Y.S. (1975). The use of songs in teaching foreign languages. *Modern Language Journal*, 59(1), 11-14.

Koelsch, S. (2005). Neuralsubtrates of processing syntax and semantics in music. *Current Opinion in Neurobiology, Current Opinion in Neurobiology15*, 207-212. Doi: 10.106/j.conb.2005.03.005

Komur S, Sarac G, Seker H. (2005). Teaching English Through Songs: Paractice in Mugla/Turkey. Mugla *Universitesi Sosyal Bilimler Enstitusu Dergisi, Guz 2005(15).*

Krashen, S. (1982). Principles & practice in second language acquisition. Oxford: Pergamon Press. Retrieved Aprıl 5, 2013 from http://www.sdkrashen.com/Principles_and_Practice/Principles_and_Practice.pdf

Larsen- Freeman, D. & Anderson, M. (2011). *Techniques &Principles in Language Teaching (3rd ed.).* Oxford: Oxford University Press.

Lee, L. Y. L. (2009). An Empirical Study on Teaching Urban Young Children Music and English by Contrastive Elements of Music and Songs. *US-China Education Review, 6(3)*, 28-39.

Le, M. H. (1999). "The Role of Music in Second Language Learning: A Vietnamese Perspective" http://www.aare.edu.au/99pap/le99034.htm Leech.

Lems, Kristin. 2001. Using Music in the Adult ESL Classroom. National Center for ESL Literacy Education, Retrieved March 8, 2013 from http:// www.Marshall adulteducation.org/pdf/briefs2/Using_Music_in_the_Adult_ESL_Classroom.pdf

Lems, K. (2005), Music works: Music for adult English language learners. New Directions for Adult and Continuing Education, 2005: 13–21. Doi:10.1002/ace.185

Lightbown, P. M. & Spada, N. (2006). How Languages are Learned. Oxford: Oxford University Press.

Lightbown, P. M., & Spada, N. (2010). *How Languages are Learned* (Third ed.). Oxford: Oxford University Press.

Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design.* New Jersey: Lawrence Earlbaum Associates, Inc., Publishers.

McCarthy, T. M. (2009) Music and song beyond the classroom: strategies to aid the language learning process. In camtesol Conference on English Language Teaching: Selected Papers Volume 5, 2009 (252-261).

Medina, S. L. (1990). The effects of music upon second language vocabulary acquisition. Paper presented at the Annual Meeting of the Teachers of English to speakers of other languages. San Francisco, CA. March. Also in National Network for Early Language Learning, 6, 6-8. (Eric Document Reproduction No. ED 352 834).

Medina, S. L. (1993). The Effect of Music on Second Language Vocabulary Acquisition. 26. Retrieved from www.eric.ed.gov/PDFS/ED352834.pdf

Medina, Suzanne L. (2000). Songs+Techniques= Enhanced Language Acquisition. *MEXTESOL Journal, 24(2).* Retrieved 23 December 2012, from http://www. Scribd.com/doc/48534975/Songs-Techniques-Enhanced-Language-Acquisition.

Medina, Suzanne L. 2002. "Using Music to Enhance Second Language Acquisition: From Theory to Practice. Language, Literacy, and Academic Development for English language Learners. Lalas, J. & Lee, S. Boston. Pearson Custom Pub.

Medina, S. L.(2003). Acquiring vocabulary through story-songs. *Mextesol Journal, 26(1),* 13-17.

Merrell, A. (2004). The benefit of incorporating music in the classroom. Retrieved September 21, 2012 from http://Audreymerrell.net/INTASC/INTASC6/the%20 benefits%20of%20incorporating%20music.pdf.

Mora, C.F. (2000). Foreign language acquisition and melody singing. *ELT Journal, 54(2)*, 146-152.

Murphey, Tim. (1989). The Top Forty for Teachers (in no special order). *The Language Teacher, 8(5)*, 3-6.

Murphey, T. 1990. 'The Song Stuck in my head phenomenon: a melodic din in the LAD? *System 18/1*:53-64.

Murphey, T. (1998). *Music and Song*. Oxford: Oxford University Press.

Murphey, T. (2010). *Music and Song* (Second Ed.). Oxford: Oxford University Press.

Nunan, D. (2003). Practical English language teaching. Mcgraw-Hill/Contemporary.

Paquette, K. R., & Rieg, S. A. (2008). Using music to support the literacy development of young English language learners. *Early Childhood Education Journal, 36(3),* 227-232. Doi: http://dx.doi.org/10.1007/s10643-008-0277-9

Purcell, John M. 1992. Using Songs to Enrich the Secondary Class. *Hispania, Vol. 75, 1.* Pp. 192-196.

Rauscher, F. H., Shaw, G. L., & Ky, K. N. (1993). Music and spatial task performance. Nature, 365, 611. Retrieved September 21, 2012 from http://www.uwosh.Edu /psychology/rauscher/Nature93.pdf

Register, D., Alice-Ann Darrow, Standley, J., & Swedberg, O. (2007). The use of music to enhance reading skills of second grade students and students with reading disabilities. . Journal of Music Therapy, 44(1), 23-37. Retrieved from http://search.proquest.com/ . Docview/223549665? Accountid=15780.

Richards, J. (1969). Songs in language learning. *TESOL Quarterly, 3(2),* 161-174.

Salcedo, C. S. (2002). *The effects of songs in the foreign language classroom on text recall and involuntary mental rehearsal.* (Doctoral dissertation, Louisiana State University). Retrieved 3 April 2013, from: http://etd.lsu.edudocs/available/etd-1111102-204823

Sağlam, E. B. (2010). *The effects of music on English Language Learners' Speaking Fluency and on Their Motivation/Interest Level.*Unpublished master`s thesis, Bilkent University, Ankara. Retrieved 3 April 2013, from http://www.thesis. Bilkent.edu.tr/0003898.pdf

Sarıçoban A, Metin E (2000). Songs, verse and games for teaching grammar. Internet TESL J., VI/10: Retrieved October 5, 2012 from: (http://iteslj.org).

Schoepp K (2001). Reasons for using Songs in the ESL/EFL Classroom. *The Internet TESL J. VII/2:* February (2001). Retrieved October 5, 2012 from: (http://iteslj.org).

Seita, R., Rahim, R. A., Nair, G. K. S., Adam, A. F. B. M., Husin, N., Sabapathy, E., . . . Seman, N. A. (2012). English songs as means of aiding students' proficiency development. *Asian Social Science, 8(7),* 270-274. Retrieved September 21, 2012 from:http://search.proquest.com/docview/1020570195? Accountid=15780.

Siedlecki, S. L. (2004). The Effect of Music on Power, Pain, Depression, and Disability: a Clinical Trial (Doctoral dissertation, Case Western Reserve University).Retrieved 21 April, 2013 from:http://etd.ohiolink.edu/send-pdf.cgi/Siedlecki%20Sandra.pdf?Case1093526080

Shen, C. (2009). Using English Songs: an Enjoyable and Effective Approach to ELT. *English Language Teaching*, *2,* 88-94. Retrieved 12 July 2012, from: www. Ccsenet.org/journal.

Stern, H. H. (1983). *Fundamental Concepts of Language Teaching: Historical and Interdisciplinary Perspectives on Applied Linguistic Research*. Oxford: Oxford University Press.

Şevik, M. (2011). Teacher views about using songs in teaching English to young learners. *Educational Research and Review, 6(21),*1027-1035. Doi:10.5897/ERR 11. 250

Wallace, W. T. (1994). Memory for music: Effect of melody on recall of text. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 20(6)*, 1471.

Ward, S. (1991). *Using Songs: practical techniques in Language Teaching.* Walton on Thames: Thomas Nelson and Sons Ltd.

Wiebe, J. E. (2007). ADHD, the classroom and music: A case study (Doctoral dissertation, University of Saskatchewan).

Yang, Li-chuan. (2002). Effects of an English singing program on English learning for TC and non-TC learners in junior high school. MA thesis. National Kaohsiung Normal University.

7. APPENDIXES

APPENDIX 1:

SAMPLE AUTHENTIC SONG LESSONS

Another Day in Paradise by Phil Collins

1. **Warm UP**

♫ Have you heard about the song before?
♫ Which words do you think you will hear?

A- Vocabulary:

Study these words before you listen to the song.

Sole	Blister	'cos	To fit in
To call out	Embarrassed	To whistle	To pretend

1. **To fit in:** to be accepted by the other people in a group.
2. **Blister (n.):** a painful red swelling on the skin that contains liquid, caused usually by continuous rubbing, especially on your heel, or by burning.
3. **Sole (n.):** the bottom part of a foot which touches the ground when you stand or walk.
4. **'cos (conj.- informal-):** short and informal form of because.
5. **Embarrassed (adj.):** (of a person or their behaviour) shy or ashamed, especially in a social situation.
6. **To pretend:** to give a false appearence of being, doing or possessing.
7. **To whistle:** to make a high sound or a musical tune by forcing your breath out when your lips are closed.
8. **To call out:** to call someone by their names or titles to look at you.

B- Now complete the sentences with the words you have learned.

1. Look! Somebody is .... your name.
2. I hope you will .... your new class.
3. She felt really .... in front of everyone in school.
4. I have a pain in my ....; I can't stand for too long.
5. Some people .... when they are afraid of darkness.
6. In break times he always .... like a teacher.
7. He always has .... on his hand because he is a hardworking farmer.

C- **Listen to the song and complete the blanks with the words in the box below.**

Nowhere   somewhere   everyplace   calls out ×2

Nothing   something   anybody   pretends

Lines   whistle   embarrassed   's been crying

Another Day in Paradise - Phil Collins

She ………………….. to the man on the street   ⇐⇐ *A phrasal verb*

"Sir, can you help me?"

"it's cold, and I've ………………….. to sleep.   ⇐⇐ *An adverb*

is there …………………. you can tell me?"   ⇐⇐ *A pronoun*

He walks on, doesn't look back,

He………………….. he can't hear her   ⇐⇐ *A verb*

starts to ………………….. as he crosses the street   ⇐⇐ *A verb*

seems ………………….. to be there.   ⇐⇐ *An adjective*

Oh think twice, it's another day for you and me in paradise

Oh think twice, it's just another day for you, you and me in paradise

She ………………….. to the man on the street   ⇐⇐ *A phrasal verb*

he can see she …………………..   ⇐⇐ *Present Perf. Con.*

she's got blisters on the soles of her feet

she can't walk, but she………………….   ⇐⇐ *Present Con.*

Oh think twice...

Oh Lord, is there ……………. more ………………. can do   ⇐⇐ *Two pronouns*

Oh Lord, there must be …………………. you can say   ⇐⇐ *An adverb*

You can tell from the …………………. on her face   ⇐⇐ *A noun*

you can see that she…………………. there   ⇐⇐ *Present Perfect*

probably been moved on from ………………….   ⇐⇐ *An adverb*

'cos she didn't ………………….. in there   ⇐⇐ *A verb*

3

D- Comprehension

1. What did the girl ask from the man?
2. How did the man reply ?
3. What can you tell about the girl from the song?
4. What do you think happened to the girl?

E- Discussion

✓ Are there any homeless people around you or the place you live?
✓ Do you think they deserve to live in misarable conditions?
✓ What do other people do for them?
✓ What can we do?

F- Speaking and Writing

TASK A: Work in Pairs

Student A: You are a journalist, you are interviewing with the singer, ask at least 5 different questions, about the song?

Student B: You are the singer, answer B's questions.

TASK B: Write the story of the girl in the song.

ABOUT THE SONG:

"Another Day in Paradise" is a song by Phil Collins released as the first single from his number-one album ...But Seriously (1989). As with his song from Genesis, "Man on the Corner" "Another Day in Paradise" was written to bring attention to the problem of homelessness, as such, the song was a significant departure from the dance-pop music of his previous album, No Jacket Required (1985). The song was a number-one hit around the world, and his most successful song. It eventually won Collins and producer Hugh Padgham the 1991 Grammy Award for Record of the Year. The song also won Best British Single at the 1990 Brit Awards.

Make sentences using these phrases: check the meanings from the song.

1. Call out

   ....

2. Seem (*adjective) to do (something)*

   ....

3. Fit in

   ....

4. Nowhere/ anywhere/ somewhere to *do (something)*

   ....

5. No one/anyone/someone to *do (something)*

   ....

The new words in this song for me are:

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

The Most Useful Phrases in this song for me are:

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

4

APPENDIX 2:

2.1 QUESTIONNAIRES IN FOUR LANGUAGES

The Questionnaire in English

The Questionnaire in Turkish

The Questionnaire in Kurdish

The Questionnaire in Arabic

Dear students,

This questionnaire is part of a project which investigates whether learners of English make use of and how they feel about song lessons. Data collected from this questionnaire will not be used for any other purposes.
Note: Answer the questions only for the song lessons.
Thank you very much in advance for your contribution.

Age:	
Gender:	
Ethnicity:	
Years of studying English:	
Number of languages you speak:	

Choose and circle one of the statements below which you think is the closest to your opinion.

		Strongly agree	Agree	partially agree	Disagree	Strongly disagree
Ex:	I like listening to music.	⑤	4	3	2	1
1	I like listening to songs.	5	4	3	2	1
2	I like listening to songs in English.	5	4	3	2	1
3	I learn new words from the song lessons .	5	4	3	2	1
4	I think song lessons are useful for my listening skills.	5	4	3	2	1
5	I think song lessons are useful for my writing skills.	5	4	3	2	1
6	I think song lessons are useful for my reading skills.	5	4	3	2	1
7	I think song lessons are useful for my pronunciation skills.	5	4	3	2	1
8	I think song lessons are useful for my speaking skills.	5	4	3	2	1
9	I feel more comfortable in the song lessons.	5	4	3	2	1
10	I feel more motivated for the song lessons.	5	4	3	2	1
11	I am more willing to participate in the song lessons.	5	4	3	2	1
12	I find Self-Progress part useful for my learning.	5	4	3	2	1
13	I feel successful when I understand a song in English.	5	4	3	2	1
14	I feel confident about English, when I understand a song in English.	5	4	3	2	1
15	I began to like English (as a lesson) after the song lessons.	5	4	3	2	1
16	I began to listen to English songs more after the song lessons.	5	4	3	2	1
17	I would like to study more with songs.	5	4	3	2	1
18	I feel relaxed in the song lessons.	5	4	3	2	1
19	Self-progress part showed me I could learn myself.	5	4	3	2	1
20	I learned how to make use of songs for my learning via song lessons.	5	4	3	2	1

Please, write if you have something to add:

....
....
....
....
....
....
....
....

Sevgili Öğrenciler,

Bu anket otantik şarkı materyalinin İngilizce öğretiminde kullanılmasının, öğrenciler üzerindeki etkilerini ve öğrencilerin materyelle ilgili düşünceleri incelemek üzere hazırlanmıştır. Kesinlikle başka herhangi bir amaç için kullanılmayacaktır.

Not: Soruları sadece şarkı dersleri için cevaplayınız.
Katkınızdan dolayı şimdiden teşekkür ederiz.

Yaşınız:	
Cinsiyetiniz:	
Kökeniniz:	
Ne kadardır İngilizce öğreniyorsunuz:	
Konuşabildiğiniz diller:	

	Düşüncenize en yakın seçeneği yuvarlak içine alınız	Kesinlikle katılıyorum	Katılıyorum	Kısmen katılıyorum	Katılmıyorum	Kesinlikle katılmıyorum
Ex:	Müzik dinlemeyi severim.	(5)	4	3	2	1
1	Şarkı dinlemeyi severim.	5	4	3	2	1
2	İngilizce şarkıları dinlemeyi severim	5	4	3	2	1
3	Şarkı derslerinde yeni kelimeler öğreniyorum.	5	4	3	2	1
4	Şarkı dersleri dinleme becerilerim için faydalı.	5	4	3	2	1
5	Şarkı dersleri yazma becerilerim için faydalı.	5	4	3	2	1
6	Şarkı dersleri okuma becerilerim için faydalı.	5	4	3	2	1
7	Şarkı dersleri telaffuz becerilerim için faydalı.	5	4	3	2	1
8	Şarkı dersleri konuşma becerilerim için faydalı.	5	4	3	2	1
9	Şarkı derslerinde kendini daha rahat hissediyorum.	5	4	3	2	1
10	Şarkı derslerine daha çok konsantre olabiliyorum.	5	4	3	2	1
11	Şarkı derslerindeki aktivitelere daha çok katılmak istiyorum.	5	4	3	2	1
12	Kişisel gelişim bölümünün faydalı olduğunu düşünüyorum.	5	4	3	2	1
13	İngilizce bir şarkıyı anlayabildiğimde mutlu oluyorum.	5	4	3	2	1
14	İngilizce bir şarkıyı anlayabildiğimde Türkçe konusunda kendime güvenim artıyor.	5	4	3	2	1
15	Şarkı dersi İngilizce dersine ilgimi arttırdı.	5	4	3	2	1
16	Şarkı dersinden sonra daha çok İngilizce Şarkı dinlemeye başladım.	5	4	3	2	1
17	Şarkı derslerinin devam etmesini istiyorum.	5	4	3	2	1
18	Şarkı derslerinde daha rahat bir sınıf ortamı oluyor.	5	4	3	2	1
19	Kişisel gelişim bölümü kendi kendime öğrenmeme yardım etti.	5	4	3	2	1
20	Şarkı dersleri sayesinde şarkılardan da İngilizce öğrenebileceğimi anladım.	5	4	3	2	1

Eklemek istediğiniz birşey varsa Lütfen yazınız:

تەمەن :	
رەگەز :	
ئەتەوە (کورد- عەرەب- تورک):	
سالانکانی خوێندنی زمانی ئنگلیزی :	
ئەو زمانانەی کە قسەیان پی' دەکەیت :	

		زۆر لایەم	لایەم	نە زۆر لایەم	لایەم نیم	زۆر لایەم نیم
Ex:	حەز یە کۆر گرتنی موسیقا دەکەم.	⑤	4	3	2	1
1	حەز بە کۆر گرتنی گۆرانی دەکەم.	5	4	3	2	1
2	حەز لە کۆر گرتنی گۆرانی بەزمانی ئینگلیزی دەکەم	5	4	3	2	1
3	ووشەنوی 'فێ' دەدایم لە وانەکانی گۆرانی.	5	4	3	2	1
4	ئ' ام وایە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە کۆرگرتن.	5	4	3	2	1
5	ئ' ام وایە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە نوسینەوە .	5	4	3	2	1
6	ر' ام وایە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە خویندنەوە .	5	4	3	2	1
7	ر' ام وایە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە ووتنەوە .	5	4	3	2	1
8	ر' ام وایە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە قسەکردن.	5	4	3	2	1
9	زیاتر هەست بە تاسوودەی دەکەم لە وانەکانی گۆرانی .	5	4	3	2	1
10	زیاتر هەست بە هاندان دەکەم لە وانەکانی گۆرانی .	5	4	3	2	1
11	زۆر حەز لە بەشداری بوون لە وانەکانی گۆرانی دەکەم .	5	4	3	2	1
12	وا دەیتم پێشکەوتنی خویەاش بەسوودە بۆ فێربوونم.	5	4	3	2	1
13	هەست بە سەرکەوتووی دەکەم کاتیک گۆرانییەک بە زمانی ئینگلیزی فێ 'دەکەم.	5	4	3	2	1
14	هەست بور رەو دەکەم کاتیک گۆرانییەک بە زمانی ئینگلیزی فێ 'دەکەم .	5	4	3	2	1
15	بە وەوگرتنی وانەکانی گۆرانی زمانی ئینگلیزیم خوشویست وەک و وانە .	5	4	3	2	1
16	دەستم بو کرد بە کوی و اکرتنی زۆر لە گۆرانی زمانی ئینگلیزی لە دوای وەوگرتنی وانەکانی گۆرانی .	5	4	3	2	1
17	لۆزۆخەز دەکەم بە خویندنی وانەکانی گۆرانی.	5	4	3	2	1
18	هەست بە تاوامی دەکەم لە وانەکانی گۆرانی .	5	4	3	2	1
19	بە تیکشتنی خۆیەاش بوم دەیکەوت کە گۆرانی فێ 'دەبوونم هەیە .	5	4	3	2	1
20	بەهۆی لە دیکەی وانەکانی گۆرانی، بەوە فێربوم جۆز سوود لە گۆرانی وەریگردم بۆ فێ 'دەبوونی ئینگلیزی.	5	4	3	2	1

تكايه ئه‌گار شتوكى زياده‌ت هه‌يه‌ بيتووسه :

....

....

....

....

....

....

....

....

قوتابیانی خۆشەویست ؛

کۆمە'لەی پرسیارەکان بەشیکە لە پرۆژەی دەلیمانوون دەفیرەوانی زمانی ئینگلیزی کە چۆن سوردیان وەرگرتووە "وە چۆن هەست بەوانەکانی گۆرانی کردووە.
ئەو ریفەرمایانەی کە کۆ دەکریتەوە لەم کۆمە'لە پرسیارانە بەکارنایەت بۆ هیچ شتیکی تر ,
تیبینی :تەنھاوەلا'می پرسیاری وانەی گۆرانی بدەوە.

رەگەز ؛	
تەمەن ؛	
نەتەوە (کورد- عەرەب- تورک)؛	
ساڵانی خوێندنی زمانی ئینگلیزی ؛	
ئەو زمانانەی کە قسەیان پێ دەکەیت ؛	

سوپاس بۆ بەشداری بوونتان.

لەم دەستەواژانەی خوارەوە نزیکترین وە'لا'م هەلبیژێرە بەکو نشانی چەماویەت لە بەدوریمدا لەتیر واڵیش خوتەوە:

		زۆر لایەم	لایەم	هەندێبەلایەم	دژایەتیم	زۆر دژایەتیم
Ex:	حەز بە گوێگرتنی موسیقا دەکەم.	⑤	4	3	2	1
1	حەز بە گوێگرتنی گۆرانی دەکەم.	5	4	3	2	1
2	حەز لە گوێگرتنی گۆرانی بەزمانی ئینگلیزی دەکەم	5	4	3	2	1
3	ووشەیوی فێردەبیم لە وانەکانی گۆرانی.	5	4	3	2	1
4	لە ام واڵە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە گوێگرتن.	5	4	3	2	1
5	لە ام واڵە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە نوسینەوە.	5	4	3	2	1
6	و ام واڵە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە خوێندنەوە	5	4	3	2	1
7	و ام واڵە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە ووتنەوە	5	4	3	2	1
8	و ام واڵە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە قسەکردن.	5	4	3	2	1
9	زیاتر هەست بە تاسوودەیی دەکەم لە وانەکانی گۆرانی.	5	4	3	2	1
10	زیاتر هەست بە هاڵدان دەکەم لە وانەکانی گۆرانی.	5	4	3	2	1
11	زۆر حەز لە بەشداری بوون لە وانەکانی گۆرانی دەکەم.	5	4	3	2	1
12	وا دەلینم بیشکەوتنی خوێدنی بەسوودە بۆ فێربوونم.	5	4	3	2	1
13	هەست بە سەرکەوتووی دەکەم لەوی کۆرانییەک بە زمانی ئینگلیزی لێ دەکەم.	5	4	3	2	1
14	هەست بور وای دەکەم کاتیک گۆرانییەک بە زمانی ئینگلیزی لێ دەکەم.	5	4	3	2	1
15	بە وەوگرتنی وانەکانی گۆرانی زمانی ئینگلیزیم خۆشویست وەک و وانە	5	4	3	2	1
16	دەستم بو کرد بە کوو و گرتنی زۆر لە گۆرانی زمانی ئینگلیزی لە دوای وەوگرتنی وانەکانی گۆرانی.	5	4	3	2	1
17	زۆرخە'ز دەکەم بە خوێندنی وانەکانی گۆرانی.	5	4	3	2	1
18	هەست بە ئارامی دەکەم لە وانەکانی گۆرانی.	5	4	3	2	1
19	بە بۆشخستنی خۆیەش بوم دەوکەردت کە ئتوانای فێربوونم هەیە.	5	4	3	2	1
20	بەهۆی لەدیکەی وانەکانی گۆرانی، پەوە فێربوم جۆر سوود لە گۆرانی وەوگردم بو فێربوونی ئینگلیزی.	5	4	3	2	1

تکایە ئەگەر شتوکی زیادەت هەبە بینوسە :

....

....

....

....

....

....

....

....

14

APPENDIX 3:

2.2 SOME SAMPLES FROM QUESTIONNAIRE AND OPEN-ENDED QUESTIONS

Student 13

Student 34

Student 35

Student 77

Student 80

Student 87

Student 94

Sevgili Öğrenciler,

Bu anket otantik şarkı materyalinin İngilizce öğretiminde kullanılmasının, öğrenciler üzerindeki etkilerini ve öğrencilerin materyelle ilgili düşünceleri incelemek üzere hazırlanmıştır. Kesinlikle başka herhangi bir amaç için kullanılmayacaktır.

Not: Soruları sadece şarkı dersleri için cevaplayınız.
Katkınızdan dolayı şimdiden teşekkür ederiz.

2	Yaşınız:	21
1	Cinsiyetiniz:	Erkek
3	Kökeniniz:	Türkmen
1	Ne kadardır İngilizce öğreniyorsunuz:	1 yıl
2	Konuşabildiğiniz diller:	Türkçe / Kürtçe /

	Düşüncenize en yakın seçeneği yuvarlak içine alınız	Kesinlikle katılıyorum	Katılıyorum	Kısmen katılıyorum	Katılmıyorum	Kesinlikle katılmıyorum
Ex:	Müzik dinlemeyi severim.	(5)	4	3	2	1
1	Şarkı dinlemeyi severim.	5	(4)	3	2	1
2	İngilizce şarkıları dinlemeyi severim	5	(4)	3	2	1
3	Şarkı derslerinde yeni kelimeler öğreniyorum.	5	(4)	3	2	1
4	Şarkı dersleri dinleme becerilerim için faydalı.	(5)	4	3	2	1
5	Şarkı dersleri yazma becerilerim için faydalı.	(5)	4	3	2	1
6	Şarkı dersleri okuma becerilerim için faydalı.	(5)	4	3	2	1
7	Şarkı dersleri telaffuz becerilerim için faydalı.	(5)	4	3	2	1
8	Şarkı dersleri konuşma becerilerim için faydalı.	(5)	4	3	2	1
9	Şarkı derslerinde kendimi daha rahat hissediyorum.	5	(4)	3	2	1
10	Şarkı derslerine daha çok konsantre olabiliyorum.	5	4	(3)	2	1
11	Şarkı derslerindeki aktivitelere daha çok katılmak istiyorum.	5	4	(3)	2	1
12	Kişisel gelişim bölümünün faydalı olduğunu düşünüyorum.	5	(4)	3	2	1
13	İngilizce bir şarkıyı anlayabildiğimde mutlu oluyorum.	(5)	4	3	2	1
14	İngilizce bir şarkıyı anlayabildiğimde Türkçe konusunda kendime güvenim artıyor.	(5)	4	3	2	1
15	Şarkı dersi İngilizce dersine ilgimi arttırdı.	5	(4)	3	2	1
16	Şarkı dersinden sonra daha çok İngilizce Şarkı dinlemeye başladım.	5	(4)	3	2	1
17	Şarkı derslerinin devam etmesini istiyorum.	5	(4)	3	2	1
18	Şarkı derslerinde daha rahat bir sınıf ortamı oluyor.	5	(4)	3	2	1
19	Kişisel gelişim bölümü kendi kendime öğrenmeme yardım etti.	5	(4)	3	2	1
20	Şarkı dersleri sayesinde şarkılardan da İngilizce öğrenebileceğimi anladım.	5	(4)	3	2	1

Eklemek istediğiniz birşey varsa Lütfen yazınız:

How do you feel when you understand a song in English?
→ when I listen to English songs is I understand it
well be very good for me.

Şarkıyı anladığım zaman kendime, İngilizce konuşmanda daha
~~fazla~~ güveniyorum. İngilizce şarkı dinlediğimde bazen yeni kelimeler
öğreniyorum. Yeni kelimelerinde yararını görüyorum. Şarkı sözleri
bazen günlük hayatta kullanılabiliniyor.

Dear students,

This questionnaire is part of a project which investigates whether learners of English make use of and how they feel about song lessons. Data collected from this questionnaire will not be used for any other purposes.
Note: Answer the questions only for the song lessons.
Thank you very much in advance for your contribution.

Age:	19
Gender:	femail
Ethnicity:	Kurdish
Years of studying English:	10
Number of languages you speak:	3 (english, Arabic, kurdish)

Choose and circle one of the statements below which you think is the closest to your opinion.

		Strongly agree	Agree	partially agree	Disagree	Strongly disagree
Ex:	I like listening to music.	5	4	3	2	1
1	I like listening to songs.	5	4	3	2	1
2	I like listening to songs in English.	5	4	3	2	1
3	I learn new words from the song lessons.	5	4	3	2	1
4	I think song lessons are useful for my listening skills.	5	4	3	2	1
5	I think song lessons are useful for my writing skills.	5	4	3	2	1
6	I think song lessons are useful for my reading skills.	5	4	3	2	1
7	I think song lessons are useful for my pronunciation skills.	5	4	3	2	1
8	I think song lessons are useful for my speaking skills.	5	4	3	2	1
9	I feel more comfortable in the song lessons.	5	4	3	2	1
10	I feel more motivated for the song lessons.	5	4	3	2	1
11	I am more willing to participate in the song lessons.	5	4	3	2	1
12	I find Self-Progress part useful for my learning.	5	4	3	2	1
13	I feel successful when I understand a song in English.	5	4	3	2	1
14	I feel confident about English, when I understand a song in English.	5	4	3	2	1
15	I began to like English (as a lesson) after the song lessons.	5	4	3	2	1
16	I began to listen to English songs more after the song lessons.	5	4	3	2	1
17	I would like to study more with songs.	5	4	3	2	1
18	I feel relaxed in the song lessons.	5	4	3	2	1
19	Self-progress part showed me I could learn myself.	5	4	3	2	1
20	I learned how to make use of songs for my learning via song lessons.	5	4	3	2	1

34

18

Please, write if you have something to add:

I learned ~~more words~~ becouse of the Songs and my ~~pronouncion~~ is better from the Songs i ~~didnt~~ listen to Songs in english befor ~~veido class~~ but now I listen to it more und i love ~~them~~ and I feel more ~~related~~ and i ~~progressed~~ more in ~~my speaking~~ and i speak in english more after Jeida class

✓

قوتابیانی خۆشەویست ،

كۆمەڵەی پرسیارەكان پەشیكە لە بروزای دڵنیابوون لەفێربوونی زمانی ئەنگلیزی كە چۆن سوودیان ومرگرتوو "وه چون هەست پەوواندكانی گۆزانی كردووه.
ئەو رینماییانەی كە كۆ دەكریتەوه لەم كۆمەلە پرسیارانە بەكارنایەت بۆ هیچ ئنتیكی تر .
تیبینی :تەنها ولامی پرسیاری وانەی گۆزانی بدەروه

تەمەن :	18	١٨ ساڵ
ڕیگەز :	Female	مۆ
نەتەوه(گرد) عارەب - تورك :	Kurdish	كورد
ساڵەكانی خوێندنی زمانی ئینگلیزی :	4 Years	٤ ساڵ
ئەو زمانانەی كە قسەیان پێ دەكەیت :	Kurdish, Turkish, English	كوردی سۆرانی ئینگلیزی

سوپاس بۆ بەشداری بوونتان.

لەم دستەوراژانەی خواروه نزیكارین وەلام هەلبژێره بەكیشانی چەماوبیەك بەدەوریدا لەتەروانینی خۆشەوه.

		زۆر گاڵم	گاڵم	نە زانم گاڵم	ناگاڵم	زۆر ناگاڵم
Ex:	حەز یە گویگرتنی موسیقا دەكەم .	(5)	4	3	2	1
1	حەز یە گویكرتنی گۆزانی دەكەم .	(5)	4	3	2	1
2	حەز لە گویگرتنی گۆزانی بەزمانی ئینگلیزی دەكەم	(5)	4	3	2	1
3	ووشەی نوێ فێردەبیم لە وانەكانی گۆزانی.	5	(4)	3	2	1
4	پام وایە وانەكانی گۆزانی بەسووده بۆ كارامەییم لە گویگرتن.	5	(4)	3	2	1
5	پام وایە وانەكانی گۆزانی بەسووده بۆ كارامەییم لە نوسینەوه .	5	(4)	3	2	1
6	پام وایە وانەكانی گۆزانی بەسووده بۆ كارامەییم لە خویندنەوه	5	(4)	3	2	1
7	پام وایە وانەكانی گۆزانی بەسووده بۆ كارامەییم لە ووتنەوه	(5)	4	3	2	1
8	پام وایە وانەكانی گۆزانی بەسووده بۆ كارامەییم لە قسەكردن .	(5)	4	3	2	1
9	زیاتر هەست بە ئاسووده یی دەكەم لە وانەكانی گۆزانی .	(5)	4	3	2	1
10	زیاتر هەست بە هاندان دەكەم لە وانەكانی گۆزانی .	(5)	4	3	2	1
11	زۆر حەز لە بەشداری بوون لە وانەكانی گۆزانی دەكەم .	(5)	4	3	2	1
12	وا دەبینم پیشكەوتنی خۆیەتی بەسووده بۆ فێربوونم .	(5)	4	3	2	1
13	هەست بە سەركەوتووی دەكەم كاتیك گۆزانییەك بە زمانی ئینگلیزی تێدەكەم .	(5)	4	3	2	1
14	هەست بە بروی دەكەم كاتیك گۆزانییەك بە زمانی ئینگلیزی تێدەكەم .	5	(4)	3	2	1
15	بە وەرگرتنی وانەكانی گۆزانی زمانی ئینگلیزیم خۆشویست وەك و وانە .	5	(4)	3	2	1
16	دەستم پیكرد بە كوو راگرتنی زۆر لە گۆزانی زمانی ئینگلیزی لە دوای وەرگرتنی وانەكانی گۆزانی	5	(4)	3	2	1
17	زۆرخەز دەكەم بە خوێندنی وانەكانی گۆزانی .	5	(4)	3	2	1
18	هەست بە ئارامی دەكەم لە وانەكانی گۆزانی .	(5)	4	3	2	1
19	بە پێخستنی خۆیەتی بوم دەركەوت كە توانای فێربوونم هەیە	(5)	4	3	2	1
20	بەهۆی لەرێگەی وانەكانی گۆزانی یەوه فێربوم جۆن سوود لە گۆزانی وەرگرم بۆ فێربوونی ئینگلیزی .	(5)	4	3	2	1

35

20

[Persian/Kurdish handwritten text in red ink — not clearly legible]

In my opinion, listening to the songs and feelings about it is very ~~useful~~ to ~~improve our~~ english language. So we have to take care about music specially listening to songs that's why we will be efficient in english in every ways in reading, ~~writting~~, ~~listening~~ to the songs. In short, music and song increase english levels for students.

قوتابیانی خۆشەویست ؛

کۆمەڵەی پرسیارەکان بەشێکە لە بروزی دلنیابوون لەفێربوونی زمانی ئینگلیزی کە چۆن سوودیان ومرگرتوو "وە جۆن هەست بەوانەکانی گۆرانی کردووە
ئەو رێنماییانەی کە کۆ دەکریتەوە لەم کۆمەلە پرسیارانە بەکارنایەت بۆ هیچ شتیکی تر .
تیبینی ،تەنها وەلامی پرسیاری وانەی گۆرانی بدەرەوە

Female - Kurdish

مانەکانی خوێندنی زمانی ئینگلیزی ؛

سوپاس بۆ بەشداری بوونتان.

Kurdish and a little English.

لەم دەستەواژانەی خوارەوە نزیکترین وەلام هەلبژێرە پەکێشانی چەماوەیەك بەدەوریدا لەتەروالینی خۆتەوە:

#		زۆر ڕازیم	ڕازیم	بێلایەنم	ناڕازیم	زۆر ناڕازیم
Ex:	حەز بە گوێگرتنی موسیقا دەکەم.	(5)	4	3	2	1
1	حەز بە گوێگرتنی گۆرانی دەکەم.	5	(4)	3	2	1
2	حەز لە گوێگرتنی گۆرانی بەزمانی ئینگلیزی دەکەم	5	(4)	3	2	1
3	ووشەی نوێ فێردەبیم لە وانەکانی گۆرانی.	5	(4)	3	2	1
4	رام وایە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە گوێگرتن.	(3)	4	3	2	1
5	رام وایە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە نوسینەوە .	5	(4)	3	2	1
6	رام وایە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە خوێندنەوە	5	4	(3)	2	1
7	رام وایە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە ووتنەوە	5	4	3	2	1
8	رام وایە وانەکانی گۆرانی بەسوودە بۆ کارامەییم لە قسەکردن.	5	4	(3)	2	1
9	زیاتر هەست بە ئاسوودەیی دەکەم لە وانەکانی گۆرانی .	5	(4)	3	2	1
10	زیاتر هەست بە هاندان دەکەم لە وانەکانی گۆرانی .	5	4	(3)	2	1
11	زۆر حەز لە بەشداری بوون لە وانەکانی گۆرانی دەکەم .	5	4	(3)	2	1
12	وا دەبینم پێشکەوتنی خوێدنی بەسوودە بۆ فێربوونم.	5	(4)	3	2	1
13	هەست بە سەرکەوتووی دەکەم کاتێک گۆرانییەك بە زمانی ئینگلیزی تێدەکەم و.	(5)	4	3	2	1
14	هەست بە بروای دەکەم کاتێک گۆرانییەك بە زمانی ئینگلیزی تێدەکەم .	(3)	4	3	2	1
15	بە وەرگرتنی وانەکانی گۆرانی زمانی ئینگلیزیم خۆشویست وەك و وانە .	5	(4)	3	2	1
16	دەستم پێکرد بە کۆی راگرتنی زۆر لە گۆرانی زمانی ئینگلیزی لە دوای وەرگرتنی وانەکانی گۆرانی	5	(4)	3	2	1
17	زۆرخەز دەکەم بە خوێندنی وانەکانی گۆرانی .	5	4	(3)	2	1
18	هەست بە ئارامی دەکەم لە وانەکانی گۆرانی .	5	4	(3)	2	1
19	بە پێخستنی خۆیەتی بوو دەرکەوت کە توانای فێربوونم هەیە .	5	(4)	3	2	1
20	بەهۆی تەریکەی وانەکانی گۆرانی یەوە فێربوو جۆن سوود جۆن فێرگرم بۆ فێربوونی ئینگلیزی.	5	(4)	3	2	1

٧٧

22

I feel ~~happy~~ and feel ~~successful~~ when I
listen to English music and I undersanb it
it ~~take me~~ to listen to ~~another~~ song I
think it is a good way listening music to
improve your language because if you memorize
vocabulary maby you forget it after a few day
but in song you can remember it for ~~along~~
time , and it is a good to your pronoun cation.

✓

قوتابیانی خۆشەویست ،

کۆمەڵەی پرسیارەکان بەشێکە لە بروزەی دڵنیابوون لەفێربوونی زمانی ئینگلیزی کە چۆن سوودیان وەرگرتوو "وە چۆن هەست بەوانەکانی گۆزانی کردووە.

ئەو ڕێنماییانەی کە کۆ دەکرێتەوە لەم کۆمەڵە پرسیارانە بەکارناهێت بۆ هیچ شتێکی تر ،

تێبینی: ئەڵمها وەڵامی پرسیاری وانەی گۆزانی پەدەروە

١		٢٦
٢	ڕەگەز :	Female
١		
٤	ساڵەکانی خوێندنی زمانی ئینگلیزی :	nine years
٢		

سوپاس بۆ بەشداری بوونتان.

لەم دەستەواژانەی خوارەوە نزیکترین وەڵام هەلبژێرە بەکێشانی چەماوەیەک بەدەوریدا لەتوانینی خۆتەوە:

		٥	٤	٣	٢	١
Ex:	حەز بە گوێگرتنی موسیقا دەکەم	(5)	4	3	2	1
1	حەز بە گوێگرتنی گۆزانی دەکەم	(5)	4	3	2	1
2	حەز لە گوێگرتنی گۆزانی بەزمانی ئینگلیزی دەکەم	5.	(4)	3	2	1
3	وشەی نوێ فێردەبم لە وانەکانی گۆزانی	(5)	4	3	2	1
4	ڕام وایە وانەکانی گۆزانی بەسوودە بۆ کارامەییم لە گوێگرتن	5	(4)	3	2	1
5	ڕام وایە وانەکانی گۆزانی بەسوودە بۆ کارامەییم لە نوسینەوە	5	4	3	2	1
6	ڕام وایە وانەکانی گۆزانی بەسوودە بۆ کارامەییم لە خوێندنەوە	5	(4)	3	2	1
7	ڕام وایە وانەکانی گۆزانی بەسوودە بۆ کارامەییم لە وتنەوە	(5)	4	3	2	1
8	ڕام وایە وانەکانی گۆزانی بەسوودە بۆ کارامەییم لە قسەکردن	5	(4)	3	2	1
9	زیاتر هەست بە ئاسوودەیی دەکەم لە وانەکانی گۆزانی	5	(4)	3	2	1
10	زیاتر هەست بە هاڵدان دەکەم لە وانەکانی گۆزانی	(5)	4	3	2	1
11	زۆر حەز لە بەشداری بوون لە وانەکانی گۆزانی دەکەم	(5)	4	3	2	1
12	وا دەبینە پێشکەوتنی خوێبەتی بەسوودە بۆ فێربوونم	(5)	4	3	2	1
13	هەست بە سەرکەوتووی دەکەم کاتێک گۆزانییەک بە زمانی ئینگلیزی تێدەکەم	(5)	4	3	2	1
14	هەست بە بڕوای دەکەم کاتێک گۆزانییەک بە زمانی ئینگلیزی تێدەکەم	(5)	4	3	2	1
15	بە وەرگرتنی وانەکانی زمانی گۆزانی ئینگلیزیم خۆشویست وەك و وانە	5	4	(3)	2	1
16	دەستم پێکرد بە کوی ڕاگرتنی زۆر لە گۆزانی زمانی ئینگلیزی لە دوای وەرگرتنی وانەکانی گۆزانی	5	4	(3)	2	1
17	زۆرغەز دەکەم بە خوێندنی وانەکانی گۆزانی	5	4	(3)	2	1
18	هەست بە ئارامی دەکەم لە وانەکانی گۆزانی	5	4	3	(2)	1
19	بە پێشخستنی خۆیەتی بوو دەرکەوت کە توانای فێربوونم هەیە	5	4	(3)	2	1
20	بەهۆی لەرێگای وانەکانی گۆزانی وەدوو جزن سوود فێربوم لە گۆزانی وەریگرم بۆ فێربوونی ئینگلیزی	5	(4)	3	2	1

24

Sevgili Öğrenciler,

Bu anket otantik şarkı materyalinin İngilizce öğretiminde kullanılmasının, öğrenciler üzerindeki etkilerini ve öğrencilerin materyelle ilgili düşünceleri incelemek üzere hazırlanmıştır. Kesinlikle başka herhangi bir amaç için kullanılmayacaktır.

Not: Soruları sadece şarkı dersleri için cevaplayınız.
Katkınızdan dolayı şimdiden teşekkür ederiz.

2 Yaşınız: 23
1 Cinsiyetiniz: Bayan
2 Kökeniniz: Türk
1 Ne kadardır İngilizce öğreniyorsunuz: 1 yıl
1 Konuşabildiğiniz diller: Türkçe, İngilizce

	Düşüncenize en yakın seçeneği yuvarlak içine alınız	Kesinlikle katılıyorum	Katılıyorum	Kısmen katılıyorum	Katılmıyorum	Kesinlikle katılmıyorum
Ex:	Müzik dinlemeyi severim.	(5)	4	3	2	1
1	Şarkı dinlemeyi severim.	(5)	4	3	2	1
2	İngilizce şarkıları dinlemeyi severim	(5)	4	3	2	1
3	Şarkı derslerinde yeni kelimeler öğreniyorum.	5	4	(3)	2	1
4	Şarkı dersleri dinleme becerilerim için faydalı.	5	4	(3)	2	1
5	Şarkı dersleri yazma becerilerim için faydalı.	5	4	(3)	2	1
6	Şarkı dersleri okuma becerilerim için faydalı.	5	4	3	2	1
7	Şarkı dersleri telaffuz becerilerim için faydalı.	5	(4)	3	2	1
8	Şarkı dersleri konuşma becerilerim için faydalı.	5	(4)	3	2	1
9	Şarkı derslerinde kendimi daha rahat hissediyorum.	5	(4)	3	2	1
10	Şarkı derslerine daha çok konsantre olabiliyorum.	5	4	(3)	2	1
11	Şarkı derslerindeki aktivitelere daha çok katılmak istiyorum.	(5)	4	3	2	1
12	Kişisel gelişim bölümünün faydalı olduğunu düşünüyorum.	5	(4)	3	2	1
13	İngilizce bir şarkıyı anlayabildiğimde mutlu oluyorum.	(5)	4	3	2	1
14	İngilizce bir şarkıyı anlayabildiğimde İngilizce konusunda kendime güvenim artıyor.	(5)	4	3	2	1
15	Şarkı dersi İngilizce dersine ilgimi arttırdı.	5	(4)	3	2	1
16	Şarkı dersinden sonra daha çok İngilizce Şarkı dinlemeye başladım.	5	(4)	3	2	1
17	Şarkı derslerinin devam etmesini istiyorum.	5	(4)	3	2	1
18	Şarkı derslerinde daha rahat bir sınıf ortamı oluyor.	(5)	4	3	2	1
19	Kişisel gelişim bölümü kendi kendime öğrenmeme yardım etti.	5	(4)	3	2	1
20	Şarkı dersleri sayesinde şarkılardan da İngilizce öğrenebileceğimi anladım.	5	(4)	3	2	1

87

Eklemek istediğiniz birşey varsa Lütfen yazınız:

İngilizceyi bilere ateşim ... hep spilizce şarkı
dinlerdim ... Tekrar bir ders konusu olarak ele alınıp
işlenmesiyle dinlediğim şeylerin ne ... anlamı geldiğine
daha dikkat eder oldum. Şarkıları dinlerken kelimelerin
anlamı olsun söylenişi olsun daha çok dikkatimi çekiyor
Algıda seçicilliğimin arttığını düşünüyorum. Derler dışında
kendim araştırıp bakıyorum artık gerek söylenişlerine
gerekse anlamlarına

قوتابیانی خۆشەویست ،

كۆمەڵەی پرسیارەكان بەشێكە لە بروزەی دلنیابوون لەفێربوانی زمانی ئنگلیزی كە چۆن سوودیان وەرگرتووە "وە چۆن هەست بەوانەكانی گۆرانی كردووە.

ئەو ریتماییانەی كە كۆ دەكریتەوە لەم كۆمەڵە پرسیارانە یەكارنایەت بۆ هیچ شتیكی تر .

تێبینی ،تەنها وەلامی پرسیاری وانەی گۆرانی بدەرەوە

سوپاس بۆ بەشداری بوونتان.

ئەم دەستەوازانەی خوارەوە نزیكترین وەلام هەلبژێرە یەكێشانی چەساویەك بەدەوریدا لەتەروانینی خۆتەوە:

		زۆر تەبام	تەبام	مە تەلىك تەبام	تەبام نیم	زۆر تەبام نیم
Ex	حەز بە گویگرتنی موسیقا دەكەم.	(5)	4	3	2	1
1	حەز بە گویگرتنی گۆرانی دەكەم.	(5)	4	3	2	1
2	حەز لە گویگرتنی گۆرانی بەزمانی ئینگلیزی دەكەم	5	(4)	3	2	1
3	ووشەی نوێ فیردەبم لە وانەكانی گۆرانی.	5	4	(3)	2	1
4	بام وایە وانەكانی گۆرانی بەسوودە بۆ كارامەییم لە گویگرتن.	5	(4)	3	2	1
5	بام وایە وانەكانی گۆرانی بەسوودە بو كارامەییم لە نوسیلەوە .	5	4	3	(2)	1
6	بام وایە وانەكانی گۆرانی بەسوودە بو كارامەییم لە خویندنەوە	5	4	3	(2)	1
7	بام وایە وانەكانی گۆرانی بەسوودە بو كارامەییم لە ووتنەوە	5	4	3	2	(1)
8	بام وایە وانەكانی گۆرانی بەسوودە بو كارامەییم لە قسەكردن.	5	4	3	(2)	1
9	زیاتر هەست بە ئاسوودەیی دەكەم لە وانەكانی گۆرانی .	5	4	3	(2)	1
10	زیاتر هەست بە هاتنان دەكەم لە وانەكانی گۆرانی .	5	4	(3)	2	1
11	زۆر حەز لە بەشداری بوون لە وانەكانی گۆرانی دەكەم .	5	4	3	2	(1)
12	وا دەبینم بیشكەوتنی خویەتی بەسوودە بو فێربوونم .	5	4	(3)	2	1
13	هەست بە سەركەوتووی دەكەم كاتیك گۆرانییەك بە زمانی ئینگلیزی تیدەكەم.	(5)	4	3	2	1
14	هەست بە برواى دەكەم كاتیك گۆرانییەی بە زمانی ئینگلیزی تیدەكەم .	5	(4)	3	2	1
15	بە وەرگرتنی وانەكانی گۆرانی زمانی ئینكلیزیم خوشویست وەك و وانە .	5	(4)	3	2	1
16	دەستم پیكرد بە كۆی راگرتنی زۆر لە گۆرانی زمانی ئینكلیزی لە دوای وەرگرتنی وانەكانی گۆرانی .	5	4	3	2	(1)
17	زۆرغەز دەكەم بە خویندنی وانەكانی گۆرانی .	5	4	(3)	2	1
18	هەست بە ئارامی دەكەم لە وانەكانی گۆرانی .	5	4	(3)	2	1
19	بە پێخستنی خویەتی بوم دەركەوت كە توانای فێربوونم هەیە .	5	4	(3)	2	1
20	بەحزور لەریگەی وانەكانی گۆرانی بەوا فێریوم چۆن سوود لە گۆرانی وەرگرم بو فێربوونی ئینكلیزی.	(5)	4	3	2	1

27

لكايه ئەگەر شتێكن زیادەت ھەیە بینوسه:

When I understand a song, I feel successful.
Always I want to learn new vocabulary from
listening to the songs and understand very well.
I usually try to download songs by lyrics
because it is better than the video song.

✔

APPENDIX 4

SAMPLES FROM CREATIVE WRITING TASKS

Wrıtıng Task for AotherDay in Paradise

TASK: Suppose that you were the songwriter How did you write this song? Write the story of the the song.

Another day in Paradise

The song is very affective to me. And I feel sorry about whom didn't have any home and dwelling to lodge in it. And I feel sorry about the orphans, the homeless and the refugees. Often times they calls us out and we pretend and we are ignoring them. We must help the orphans, the teen-agers. Because if we don't help them probably well find them in the wrong way and get injuried, hurt and damage to the society. The responsible is thereon our society. IF the tears problem of the homeless and the orphans resolve, we get the society in good situation.

Rojan Wrya
D1

Well, when I first started to write the song I had the feeling that this song gonna be so successful because I wrote it from all of my heart. I had the idea of the song when I was watching a documentary about poor and struggling people all over the world. I wanted to encourage and push these people to go on in this life and n't give up but instead struggle and fight to change their destiny. Because every thing is in God's hands and it is going to change one day. So I started to write this song for all these hopeless people. Maybe the words are easy but the meaning is so deep and full of hope. Maybe we can't do big things to help these people but by a small word or a song like this we can help them and make them happy and have hope and faith in their life. They are really the champions of this world because they are the ones who are facing this tough and hard life not us. we all have a duty toward them and we can do our duties by very simple and nice ways like this song. This song is so special for me because I didn't write just for singing it or any thing like this but I wrote it for a reason and I had a goal while writing it and singing it. I hope that it will touch people's heart like it did with me. And I believe that when something come from your heart and you really mean it, it will also reach people's heart by the same strength and love.

Sekar + Warti + Banu

APPENDIX 5

2.3 OBSERVATION NOTES

Observation Note 1

Observation Note 2

Observation Note 3

Observation Note 4

Observation Note 5

Observation Tool no: 1

Date: 1 April 2012   **Class: Prep A**
Song: (Lady D'arbanville by Cat Stevens)
Time: 80 minutes 2 Period   **Observer:İbrahim Nişancı**

Classroom Behaviour	Observer's comment
Enthusiasm/ Motivation	At the beginning, they were surprised and glad to study a song. During the lesson they seemed to like it.
Risk Taking/Participation	At the beginning they were worried for fear that they may not cope with the exercises. However, at the end of the lesson most of them could answer the exercises. They were more willing to participate than before.
Enjoyment	Students expressed that they enjoyed listening to and studying a new song.
Attitudes	They seemed relaxed and more motivated to study something in English. They stated that the atmosphere in the classroom was really supportive.
Autonomy	Most of the students asked for the Mp3 file of the song, they said that that they liked it and they wanted to listen to it again.

Additional Entries:

This is the first lesson I have announced about the song lessons. At the beginning thay thought that it was free lesson because they listen to a song. In other classes teachers use songs as ice-breakers or relaxation for the last part of the class or they use them when they replace a teacher in order to keep students busy. They were surprised with the activities they have to do. Then they took it more seriously. Most of them filled the gaps without a mistake. All the students in the class tried to complete the gaps. That's to say, There was not any student who did not do anything at all.They did not understand the Self-Progress part at once. Teacher had to explain this part all again.They seemed to enjoy most at the listening task and less

in writing part. For discussion they made simple sentences with 5 to 10 words maximum. Because they are shy to take risk in front of their friends.

Observation Tool no: 2

Date: 9 April 2012   (2nd Song)   **Class: Prep D1**

Another Day in Paradise by Phil Collins

Time: 80 minutes 2 Period   **Observer: İbrahim Nişancı**

Classroom Behaviour	Observer's comment
Enthusiasm/ Motivation	Students looked happy to learn that they would study song. During the activities they seemed to be interested.
Risk Taking/Participation	There was more participation than previous in that more various students took part in answering. For every type of activity most of them were eager to give an answer.
Enjoyment	They stated that they really liked the song. They asked for the mp3 file of the song and wanted to listen to it more. Some students asked questions about the song and singer.
Attitudes	They asked to study with songs before Teacher introduced. They looked relaxed and more open to study.
Autonomy	They wanted to learn more about the song and singer. Teacher told them to check Wikipedia and YouTube. They asked for the Mp3 file of the song.

Additional Entries:

Students had learned from other classes that we would study songs and started to ask when they would listen to a song which shows that they were more open to learning than traditional classes. It also may imply that they came to the class with the belief that song lessons are like free classes. Questionnaire will make it clear. During the class, students were happy to listen to a song in English. They showed their

enjoyment in different ways. They stated that they liked, they kept rhythm with the song, they wanted to listen to it more, some of them were even singing when they were leaving the class.

Observation Tool no: 3

Date: 24 April 2012 (3rd song)   **Class: Prep D1**

First cut is the deepest by Cat Stevens

Time: 80 minutes 2 Period   **Observer: İbrahim Nişancı**

Classroom Behaviour	Observer's comment
Enthusiasm/ Motivation	They are still interested in studying with songs. They seem to prefer song lessons to traditional classes.
Risk Taking/Participation	They all tried to answer the activities. Their interest for activities was still high. Even the most indifferent students took turns to answer.
Enjoyment	They state after every song whether they like it or not. Most of them seem to content with the songs provided.
Attitudes	Students started to believe that they can learn from the songs.
Autonomy	They brought some music videos and songs and wanted to study them in the song classes.

Additional Entries:

Students found the song very interesting when they figured out the story in the song. They seemed to learn the procedure of the lesson. They seem less eager to do writing requiring tasks. They want to listen to music more. Observer believes that some homework should be

given. Although they are more motivated and put less effort to learn, they still need an external push such as: homework or exams especially with lower levels.

Observation Tool no: 4

Date: 29 April 2012 (4th song)   **Class: Prep A**

Father and Son

Time: 80 minutes 2 Period   **Observer: İbrahim Nişancı**

Classroom Behaviour	Observer's comment
Enthusiasm/ Motivation	After three more song lessons, they were still eager to study through songs. During the break times they were asking whether we would study songs or not.
Risk Taking/Participation	Now it is a lot easier for students to contribute to class. They freely join the lesson. They learned the procedures of the lesson and less worried about taking turns.
Enjoyment	Some of the students stomp according to rhythm of the song. Normally they are supposed to listen to the song twice, but they keep asking to listen to it one more time.
Attitudes	Some students stated that they would like to have more song lessons.
Autonomy	Again most of the students asked for the Mp3 file of the song. Some students brought some videos of a song with lyrics and suggested listening to them.

Additional Entries:

This is the 4th lesson. Students seem to be familiar with the procedure. They are more confident about their answers. They take more chances for discussion points.

Observation Tool no: 5

Date: 13 May 2012   (5th song)   **Class: Prep A**

 We are the Champions by Queen

Time: 80 minutes 2 Period   **Observer: İbrahim Nişancı**

Classroom Behaviour	Observer's comment
Enthusiasm/ Motivation	They start the lesson asking whether they listen to a song or not.
Risk Taking/Participation	Students seem to be familiarized with the procedure of the classroom. It takes less time to switch the tasks. Some students, who used to stay silent, participate more.
Enjoyment	Students enjoy very much. Some of them try to latch onto the song. They usually state whether they liked the song or not.
Attitudes	They are relaxed during the class, because the classroom atmosphere is not threatening for them. At the end of the class, one of the student said that they don't understand how these lesson pass so quickly. Most of them agreed with her.
Autonomy	They keep bringing Teacher videos of English songs with lyrics and ask to study them.

Additional Entries:

In Warm up part, they state that they want to do this part faster. Students find vocabulary and listening parts more interesting. Discussion parts participation decreases since they are worried that they would make mistakes in front of their friends, especially opposite sex. Hence, they usually like group discussion more than all class activities. However they take more risks than before. As for writing, some of them still do not want to write. Some started to find this task interesting. Some state that they would not imagine studying English with songs in that way. Even some students thank teacher for letting them listen to a song.