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English Language Education

TEACHING FOREIGN CULTURE THROUGH SONGS

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MASTER THESIS

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(İmza ve Mühür)



To MY FAMILY who is always with me...

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ÖZ

Bu çalışmanın amacı, İngilizce şarkıları yabancı kültür öğretiminde bir yöntem olarak kullanmaktır. Bu çalışma, deneysel ve karşılaştırmalı bir çalışmadır. Bu çalışma şarkılar yoluyla ve klasik okuma metinleriyle yabancı kültür öğretiminin verimlilik düzeylerini saptamaya çalışmıştır. Bu çalışma için gelişigüzel 10 adet kültür konulu şarkı ve metin seçilmiştir. Çalışmada Türkiye’de bir Anadolu Lisesi’nden 50 adet 11. sınıf öğrencisi yer almıştır. Bu öğrencilerden 25 kişilik bir deney grubu ve 25 kişilik bir kontrol grubu oluşturulmuştur. Bundan sonraki süreçte, çalışma boyunca yapılan tüm çözümlenmelerde IBM SPSS Statistics 22 programı kullanılmıştır. İlk olarak deney grubunun şarkılarla yabancı kültür öğrenme eğilimlerini ölçmek için bir sormaca uygulanmıştır. Eğilim sormacası değerlendirildiğinde deney grubunun şarkılarla yabancı kültür öğrenmeye oldukça istekli oldukları saptanmıştır. Ayrıca, bu eğilimin deney grubundaki kız ve erkek öğrenciler arasında nasıl ortaya çıktığı da çözümlenmiştir. Yapılan analizlerde şarkılarla yabancı kültür öğrenimine kız öğrencilerin erkek öğrencilerden daha eğilimli görüldükleri saptanmıştır. Daha sonra kültür öğretimi süreci gerçekleştirilmiştir. Deney grubuna kültür öğretimi İngilizce şarkılar yoluyla, kontrol grubuna ise okuma metinleri yoluyla uygulanmıştır. Öğretim süreci sonunda her iki gruba ortak bir sınav uygulanmıştır. Öğrencilerin sınavdan almış oldukları puanlar çözümlenmiş, yapılan değerlendirmelerde şarkılar yoluyla kültür öğretimi yapılan deney grubunun okuma metinleriyle kültür öğretimi yapılan kontrol grubundan daha başarılı bir sonuç elde ettikleri gözlemlenmiştir. Son olarak, sınav başarısının deney grubundaki kız ve erkek öğrencilerde nasıl ortaya çıktığının değerlendirmesi yapılmış, bu değerlendirme sonucunda kız öğrencilerin erkek öğrencilerden daha

başarılı bir sonuç elde ettikleri görülmüştür. Bu sonucun kontrol grubunda da aynı yönde olduğu saptanmıştır.

Anahtar Kelimeler : Kültür, Kültür öğretimi, Şarkılar, Yabancı dil öğretimi

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MA Thesis

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ABSTRACT

The purpose of this study is to use English songs as a method in teaching foreign culture. This study is an experimental and a comparative study. This study has tried to determine the efficiency levels of teaching foreign culture through songs and through classical reading texts. 10 songs and texts have been randomly selected for this study. 50 students of 11th grade from an Anatolian High School in Turkey have taken part in the study. An experimental group of 25 students and a control group of 25 students have been formed. In the following processes, IBM SPSS Statistics 22 program has been used in all the analyses during the study. First, a questionnaire has been applied to measure the disposition of the experimental group in learning foreign culture. When the disposition questionnaire has been evaluated, it has been detected that the experimental group is highly eager to learn foreign culture through songs. In addition, it has been analyzed how this disposition has emerged between female and male students in the experimental group. In the analysis, it has been identified that the female students seem more inclined to learn foreign culture through songs than the male students. Then, the culture teaching process has been carried out. The teaching of culture has been applied to the experimental group by using English songs and to the control group through reading texts. At the end of the teaching process, a joint exam has been applied to both groups. Students' scores from the exam have been analyzed, and it has been observed that the experimental group who were taught culture through the songs has achieved a more successful result than the control group who were taught culture through the reading texts. Finally, the evaluation of the success of the exam in female and male students in the experimental group has been done; as a result of this evaluation, it has been seen that

the female students have had a more successful result than the male students. This result has been found to be in the same direction in the control group as well.

Key Words : Culture, Teaching culture, Songs, Teaching foreign languages

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
EU	European Union
SPSS	Statistical Package for Social Sciences



CHAPTER ONE

I. INTRODUCTION

It is a known fact that culture has a significant role in teaching a language. In fact, language and culture has a two-sided relation between each other. On one hand, language is one of the tools for teaching culture; on the other hand, culture is one of the elements which need to be used while teaching a language. Brown (1994) states this idea as “a language as a part of a culture and a part of a language”, and he adds that “the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p. 164). This reality puts a responsibility on language teachers while teaching both the language and culture. Therefore, a language teacher should find the useful methods and techniques of teaching culture. Since songs are materials which include the elements reflecting the culture of the societies that they belong to, and since they account for an enjoyable way to use in the classroom, this study examines the use of songs in culture teaching.

1.1 Background of the Study

As is commonly accepted in the world, a foreign language, mainly English, is somehow one of the inevitable parts of a person’s life. People need it to pass the exams at school, to be able to get a good job, to proceed in their career, to use it when they are abroad, to understand the meanings of daily technological devices, and so forth. Thus, the importance of learning English is a reality accepted by everyone in the world.

However, one aspect of learning a language is often neglected. What is meant here is “culture”. The term “culture” has different meanings to people. But it is often defined as “the ways of people” (Lado, 1976, p. 110). It includes a wide range of events and situations such as beliefs, traditions, personalities, achievements, and so forth. Actually, it can be defined as everything that differentiates a community from others in terms of life styles, customs, religions, natural characteristics, and so forth. A

language itself is already a part of the culture of a community. It is stated by many linguists and anthropologists that language is the most central component of culture among many others (Hickerson, 1980). In addition, Bennet (1993) states that learning a language without learning its culture is a way of becoming a “fluent fool” (p. 9). Even if a person learns a language, she / he cannot get the sense from it as long as she / he is not conscious of its cultural background. Different languages express the views about the world in a different way. Studying a foreign language will let people exceed the cultural borders of their own and will provide them with the views and ideas of another culture. Learning about other cultures will also help the students expand their horizons. Therefore, we can say that the language is not just a kind of exchanging information but it is a very significant cultural element.

There is another problem related with teaching English and teaching culture: How is the attention of students / learners can be attracted so that they can be eager to learn a foreign / second language and its culture? Here the idea of using songs appears as one of the useful methods.

There are some reasons behind the popularity of using songs in the classroom. They can be used in teaching a foreign language to improve all language skills, and they address to students from every level. They have a relaxing effect on students, and they reduce the amount of stress and anxiety. This aspect of using songs in language classrooms is already proved by the Bulgarian psychotherapist Georgi Lozanov, who is the developer of the Suggestopedia teaching method. This basic characteristic of this method is using music in order to create a relaxing environment to learn a language.

Therefore, songs can be used to teach culture, which is a significant part of a language. In most schools, teachers generally use books and reading texts to teach the subject. However, on the other hand, it is an undisputed fact that foreign language teachers need materials from real life. Thus, teachers can and should utilize songs to motivate their students and to draw the attention of their students while teaching culture, as well. Here, songs will not only be a type of material as a motivation tool, but also be the main type of material to use in teaching the foreign culture.

Monotonous lessons come as one of the primary matters of complaint among students. According to Lo and Li (1998), songs break the routine and monotony of the classroom that bores the students. Students generally need to feel calm and relaxed with the activities. When they are given a course book activity, they may feel bored, uncomfortable and even anxious; which is also highlighted by Young (1991). He states that students need to be relaxed and feel happy in order to have a low anxiety atmosphere classroom. According to Arnold and Fonseca (2004), songs help teachers to create a productive classroom. Thus, teachers should use effective and real-life materials such as songs to have an enjoyable, peaceful and efficient teaching.

1.2 Statement of the Problem

As the problem statement of this study, first it will be good to deal with the relation between language and culture. One of the basic elements of teaching a foreign language is teaching its culture. Teaching culture is definitely a significant part of teaching a language. On the other hand, experts such as anthropologists, linguists, educators, and so forth have the opinion that language is a key component or the most representative element or the central work of a culture. Therefore, in either way, language and culture are said to be directly correlated with each other.

One cannot claim that language exists apart from culture. It includes traditions, beliefs and practices that are socially inherited from generation to generation, which have created the basic patterns of situations and emotions in the language they belong to. In short, if an EFL teacher wants to teach her / his students English, she / he should necessarily teach its culture as well in order to give the complete sense of the language. However, teaching culture is definitely a difficult process. Therefore, and EFL teacher should be aware of how they can teach a foreign culture to the students.

With the aim of creating an enjoyable learning environment for students, teachers can and should use songs as a motivating and real-life material so that they can teach culture to their students efficiently.

1.3 The Aim of the Study

The purpose of this study is to teach students the various cultural elements that belong to countries where English is the native language by using English songs, which is an enjoyable method.

This study hypothesizes that students who are taught culture through songs are more successful when compared with those who are taught culture through reading texts. Thus, the study will also deal with the efficiency of using songs in teaching culture in a comparative way.

Additionally, students' attitude towards songs while learning culture is one of the focuses of this study as well as the role of songs to teach culture to students.

1.4 Research Questions

This study addresses the following research questions:

1. To what extent are the high school students able to learn culture through English songs?
2. What is the disposition of high school students in learning culture through English songs?
3. Are there any significant differences between male and female students in terms of learning culture through English songs?

1.5 The Significance of the Study

This study mainly aims to demonstrate the efficiency of using songs in order to teach foreign culture. In Turkey, there are a number of scientific studies including the use of songs while teaching subjects related with languages. However, the overwhelming majority of these studies are related with measuring the effectiveness of using songs to teach grammatical structures, vocabulary, or any kind of language skill.

There are so many researches and studies available about teaching culture, but most of them do not include songs as a method of teaching culture.

This study combines the two significant points: teaching culture and using English songs during the teaching process as a real-life material. Thus, this study can be a

useful guide for EFL teachers to teach foreign culture by using songs as an enjoyable method. In this way, this study is supposed to expand EFL teachers' visions of culture teaching in their classes.

1.6 The Limitations of the Study

This study is restricted in terms of participants and the data. The data of this experimental study are collected from two 11th grade classes, of 25 students in each, in a public Anatolian High School in the county of Erbaa of the province Tokat in Turkey. As English language is one of the compulsory courses in the curriculum of Anatolian High Schools in Turkey, during all four years of education, the groups have been chosen from that type of school.

Since the study involves participants and sessions in an Anatolian High School, the findings of the study cannot be generalised or taken as universal facts. It can only give ideas about the tendencies, motivation, interests and accomplishments of the students in the high school about learning foreign culture. However, the findings of the study can give different ideas to further researchers on the issue.

The duration of the research process consists of one semester, which takes four months as allowed for this study. 10 sessions were applied for each group.

The data attained from the research are based on a preliminary questionnaire which measures the dispositions of the participating students in learning culture through songs; 10 English songs for the experimental group and 10 reading texts for the control group as teaching materials; and exams that are applied at the end of the teaching process.

CHAPTER TWO

II. REVIEW OF LITERATURE

2.1 Background of the Study

Foreign language teaching has been very significant in Turkish education system for a long time, which is even before the foundation of the Turkish Republic. Since English language is adopted as the “lingua franca” in the world, teaching and learning of English has gained significance not only in Turkey, but also all around the world (Solak & Bayar, 2015). In the nineteenth century, English language is introduced into Turkish education system which is developed with the 1997 Education Reform. Under the effect of Western standards and ideal models and English as a worldwide mechanism of communication in the globalizing world, English language teaching has turned into an essential part of national Turkish education (Demircan, 1988).

In the twenty-first century, thanks to the development of new innovative instruments together with the internet and a range of representation, communication and reenactment advances, students get an opportunity to pick up a more profound feeling of culture by observing and deciphering the world. Consequently, the need of intercultural correspondences emerges in the 21st century. Besides, it is known that English language and culture has been given importance three or four decades after the extraordinary leader Mustafa Kemal Atatürk founded the Republic of Turkey in 1923.

Since there is an expanding significance of knowing a language, researchers have been searching for a superior method for learning and teaching a language. In this context, culture is a fundamental element for promoting language teaching. Acquaintance with the cultural characteristics of the target language community is a beneficial way for the students to see the world with open eyes and change their attitude towards different cultures. In this sense, Bennett, Bennett and Allen (2003) emphasize the need for culture in teaching a language asserting that “the person who learns language without learning culture risks becoming a fluent fool” (p. 237).

Therefore, combining culture into language teaching is an essential part. Even, it can be considered as an obligation in foreign language teaching.

There are four basic fields for culture teaching in foreign language teaching. These fundamental fields are depicted by Byram (1991) as follows:

“1. The value of cultural studies within language teaching and the contribution it makes to learners’ whole education. It is suggested that culture teaching develops learners’ tolerance and understanding of other people and cultures.

2. The development of an adequate didactic for the teaching of culture; the need to identify an appropriate approach to cultural analysis for pedagogical purposes, the development of a theory of cultural learning in the circumstances of foreign language teaching, and the relationship of a curriculum of language and culture learning to general curriculum theory and development..

3. The relationship of a language and cultural studies curriculum to the whole curriculum. A methodology should ideally take into account learning theory and the decisions as to what is to be taught and how it is related to the other areas of the curriculum” (p. 51).

In foreign language teaching, course books naturally have an important place for enabling the teaching environment and they are supposed to contain cultural elements. However, Çakır (2010) emphasizes that certain course books that are utilized in Turkey do not include enough cultural components, and he adds that these course books ought to include diverse views of the target culture.

Songs are a very influential tool which can play a great role in the EFL classrooms because they offer a great variety of things appealing to the students. Most students enjoy songs, and thus they increase students’ interest in learning a new language in an entertaining way. For this reason, language teachers should be eager to include songs in their lessons in order to better improve their students’ learning.

In order to provide students to be good learners, their interests and intelligences should also be taken into consideration. In this context, *The Theory of Multiple Intelligences* by Howard Gardner presents us an important view when teaching to children and young adults is the issue. In his theory, Gardner states, “It’s not how smart you are that matters, what really counts is *how* you are smart.” (Wise, 2001). Gardner hypothesizes that there are nine different intelligences including musical intelligence. Therefore, teachers should be aware of utilizing different approaches, among which songs are suggested in this research, in the classroom.

While teaching foreign languages -and foreign culture- to students, using songs is one of the methods that can be used to improve students’ learning in an efficient and enjoyable way. Songs are a teaching tool which can be appreciated by most students because they have at least a certain level of musical intelligence. People generally can identify themselves with songs through the lyrics because most songs are about the things that people live in their lives such as love, grief, cheerfulness, depression and happiness. Most teenagers see song lyrics as sources which convey messages to reassure them that they are not solitary in the world and that other people have experienced similar things that they may have encountered.

Most people can learn song lyrics quicker than words. In addition, melodies are easier to store in the memory although the meaning of the lyrics may not be clear. Ortis (2008) states, “Through the use of songs, rhymes and music, children are able to retain much larger amounts of information’s.” (p. 207). This suggests an important point about the reason why using songs can be a beneficial method for teaching foreign language and culture.

Through songs, culture can be taught to students very well. Metaphorical and figurative language is a significant component of a song, and it can be adjusted to the routines in our lives. Even slangs can be ideal material which language teachers can make use of while teaching culture.

In brief, the materials for teaching culture to students should include real-life and appealing ones, such as songs, rhymes, poems, and so forth. At this point, the basic purpose of using songs for teaching culture is to raise a cultural awareness among students by offering a wide range of cultural elements.

2.2 Culture

In Turkish education system, in teaching English, the curriculum is mainly focused on teaching grammatical points or real life topics. However, it is seen that the cultural elements are mostly excluded in the curriculum. It should not be forgotten that language teaching without culture is not for communicative purposes, and it cannot be claimed that a person is competent in a language without communicating with it.

There are a number of definitions of culture. One of the most established and most cited definitions is characterized by the English anthropologist Edward Burnett Tylor (1924) as “culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as member of society” (p. 1). In this sense, culture consists of a number of characteristics such as habits, life styles, conventions, beliefs, celebrations, music, religion, customs, laws, celebrations, style of dress, cuisine, language, arts, social foundations, religious convictions, fantasies and legends, values, idea of self, morals, ideals and acknowledged methods for acting which reflect everything distinctive to a particular society. In addition, culture is the whole of what individuals think, feel, say, do and make.

Brown (2007) mentions culture as the way of life. Culture unites all the individuals in the society, and it facilitates them to communicate with each other. It assembles them all together and gives them the chance to share the same emotions and interests. Thus, people in a society can have a healthy relationship with one another thanks to their background culture.

Damen (1987) offers six remarkable features of culture as follows:

“Culture is learned.

Cultures and cultural patterns change.

Culture is a world-wide fact of human life.

Cultures give sets of unprecedented and interrelated, selected blueprints for living and accompanying sets of values and beliefs to support these blueprints.

Language and culture are closely related and they are interactive.

Culture functions, which work as a filtering device between its bearers and the great range of stimuli are presented by the environment.” (p. 367)

Culture is usually divided into two categories as capital “C” culture and small “c” culture. Lee (2009) defines the capital “C” culture as “the culture which represents a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society” (p. 78). In addition, Peterson (2004) defines “C”ulture as the concrete part of culture items such as geography, politics, history and so forth. In sum, the components of capital “C” culture are educational knowledge. As for the small “c” culture, Lee (2009) defines it as “the intangible and deeper sense of a target culture” (p. 78), which includes manners, thoughts and beliefs. On the other hand, the “c”ulture is defined by Peterson (2004) as secondary topics like gestures, music, food, pastimes, life styles, preferences or pleasures.

All of the owners of the definitions stated above intend to indicate how culture is given a shape by language and how it affects thoughts, manners, values and actions. It influences society’s hopes and how the individuals of that society ought to act in specific conditions such as wedding, funeral, even in some essential conditions such as eating, drinking and chatting and respecting the others. Tomalin and Hurn (2013) promote this thought by demonstrating that culture contains the commonly adopted conventions, values and ways of acting in a particular society. Thus, it rules our lives and identifies what is admissible or inadmissible in a society.

2.2.1 The History of Culture Teaching

The word of culture originates from Latin word *cultura*, which has the meaning “to cultivate”. From the 16th century until the 19th century, this term began to be commonly used in the development of the human mind and personal attitudes through learning.

In the past, people were studying foreign languages in order to learn about its literature; however, in recent times, the priority is being given to culture while studying a foreign language. Actually, the majority of the people consider culture as “high culture”, as is frequently called, such as art, literature and music. This culture is set in the framework of history and of social, political, and economic structures but the most significant part of culture is that which is inside and covered up.

Today, the significance of culture in teaching a language is focused on more. When we think of a child, as he learns his native language by being exposed to his parents, he learns the culture of the society that he belongs to as well. Therefore, we can say that learning a language is parallel with learning a culture.

In the course of time, culture has been involved in teaching a foreign language:

2.2.1.1 Culture teaching between 1960s & 1970s

Together with the development of sociolinguistics and audio-lingual method in the 1960, the cultural extent of language teaching came forward. Oral (2003) underlines that grammatical items have taken attention in foreign language teaching for a long time, and language has been considered as a formal system without a socio-cultural content. However, as a consequence of the necessity to relate the grammatical items to their interrelated context where the language in question was spoken, mainly the socio-cultural extent, Hymes (1972) introduced a more exact “communicative competence” to the field, which was a further step in teaching culture. Additionally, Richards and Rodgers (1986) expand on Hymes’ theory and point out that communicative competence is about “what a speaker needs to know in order to be communicatively competent in a speech community” (p. 70).

Together with the influences of the changes in the developments about culture teaching, Allen and Vallette (1977) classify the cultural purposes of a language class as follows:

- “1. Increasing student awareness of the target language;
2. Stimulating student interest in foreign language study;
3. Developing the ability to function in the target culture;

4. Establishing an understanding of linguistic cultural referents, cultural values, and attitudes.” (p. 326).

2.2.1.2 Culture teaching in 1980s

Gülden (2003) states that as a consequence of the transfiguration in political, economic and socio-cultural life affecting the society in 1980s, training individuals who are able to adapt to new conditions, bear cultural diversities and learn to live in a multicultural world became the basic purposes of education of this age.

Since 1980s, scholars have been making a presumption regarding the availability of close relation between language and culture in culture teaching. Risager (2006) states that this has supplied a base for the idea of “language teaching must inevitably be accompanied by teaching about cultural phenomena...” (p. 9). According to Risager (2007), the visibility in teaching culture came into view in 1980s. Thanks to the improvements in technology such as videos, language teachers found the opportunity to demonstrate cultural elements such as clothing, songs, life styles, and so forth in their classes.

In sum, culture teaching was accepted in general as a scientific discipline either by itself or as a part of language teaching. As the connections among countries increase, teaching culture has gained an equal significance as well.

2.2.1.3 Culture teaching in 1990s

In 1990s, the importance of cultural factors hit its mark in the language teaching process. It can be related with the increasing number of international contacts such as exchange programmes for students and lecturers, even cross-border trips. It provided a great opportunity for people to discover new cultures more easily.

Gülden (2003) promotes the acceptance of intercultural approach in general education system stating that this approach ought to be the final objective in the process of preparing the curriculum and the syllabus, writing textbooks, training teachers, selecting methods and techniques for classrooms, and so forth. It is quite probable that this approach also helps a language learner develop a positive manner towards other cultures.

Thus, for the period of 1990s, it can be claimed that the matter of intercultural communication was the core phenomenon in language teaching and approaches for it.

2.2.1.4 Culture teaching in 2000s and Today

In 2000s, Risager (2007) gives the ideas of Roberts et al about the connection between teaching language and teaching culture as “a question of coming into contact with other ways of living, other ways of thinking” (p. 149). Additionally, Risager (2007) states the support of Crozet and Liddicoat (2000) as an indispensable place of culture in language teaching. They both claim that:

“It is the ability to communicate using language with other people and to be able to do so in a culture-sensitive way, taking as much account as possible of the cultural differences that can be predicted in the situation. So intercultural communicative competence is the ability to use language in “culturally appropriate ways” (p. 157).

Risager (2007) makes a classification of teaching language with culture. She states that studying a language is already a cultural activity by itself. Additionally, she states that it is important to have a comprehension of cultural and social cases, cultural consciousness, understanding the other. It shows that teaching language needs to be in collaboration with other subjects in an interdependent way.

Gülden (2003) sums up the situation stating an interrelationship between language teaching and culture teaching. That is, both the linguistic and cultural extents should be handled together.

2.2.2 The Relationship between Language and Culture

The study of language and culture is actually more than a theoretical one. It is based on much more practice. In order to catch significant and precious points on this issue, we need to find out the answers to the question: In what way are there relations between them?

As is emphasized throughout this study, teaching language and teaching culture are two inseparable and interdependent phenomena. Teaching a language does not

merely include teaching its grammar, syntax, and so forth; it is also necessary to teaching the behaviour, thinking styles, traditions, characteristics of the society to which they belong at the same time. It is a very significant aspect in recent years due to the intense communication and collaborations among nations. Learning culture has also another function that it is likely to break the prejudices among the individuals from different cultures.

According to Edward Sapir and Benjamin Lee Whorf (1921), there is a close connection between language and culture, since they are indivisibly connected, a person cannot grasp the one without knowing the other (Sapir, 1921). The Sapir-Whorf hypothesis contains two disciplines: “Linguistic determinism”, which is briefly about the opinion that “language determines thought”, and “Linguistic relativity”, which means there is no limit to the structural variation of languages. However, the dominant form of the hypothesis is the linguistic determinism. According to this form, people from various cultures think diversely stemming from the differences in their languages. It indicates that people are a kind of captives of their languages and language determines the way they think. Thus, we can say that there is no thought without a language according to this hypothesis.

In addition, Ardila-Rey (2008) describes the connection of these two concepts stating “language and culture are inextricably linked with each other” (p. 335). Brown (2007) also states that language is a part of culture and vice versa. As we can see, all the scientists come to the conclusion that knowing a culture is no different from knowing a language. Thus, it is impossible to separate language and culture from each other because knowing one cannot exactly happen without knowing the other.

Kramersch (1998) puts forward that there are three ways for characterizing the relevance between language and culture. The first one is that language is used by people for explaining truths and opinions and mirroring their manners, which means reflection of cultural reality. The second one is that people give meanings to their experience due communication, which means inclusion of cultural reality. The third one is that language is a symbol of people’s social identity, which means symbolisation of cultural reality. As we can see, language and culture are clearly connected with each other in many ways. Language must be comprehensible as a

cultural practice since we transfer our cultural elements through the assistance of the language. By the act of speaking, we state our social and cultural roles that are deeply found in our thoughts.

Gülden (2003) attracts attention to the fact that culture is formed and developed by language and language is the basic component for transmitting culture from one generation to another. In other words, culture is the birthplace of a language and language finds its meaning within culture. Gülden (2003) expresses her ideas and stating, “to acquire one’s native language is nothing but to acquire one’s native culture” (p. 14).

Risager (2006) handles the relation between language and culture in two main levels: generic and differential. At the generic level, it is underlined that language and culture are two elements which are shared by all humanity. However, at differential level, special forms such as “whole” languages, language varieties; meaningful forms about concepts like images, fashion, food, music and dance are handled.

As we can see, there are a number of views by a number of scholars on how the relations between language and culture are. Of course it is possible to give a lot more opinions about the issue. A person is exposed to language in a number of places such as restaurants, supermarkets, cinemas, coffee shops, streets, and so forth; and she / he feels the culture while hearing that language. Therefore, while a person who lives in a different culture learning a language, she / he is inevitably surrounded by the culture of that language. The simplest example for this can be given as the sayings coming after a sneezing. The expressions which are uttered after a person sneezes reflect the cultural approach of the society in question.

Language is related with culture in many ways. Words, idioms, proverbs, and so forth reflect the attitudes and beliefs of people. A language conveys cultural reality. When people communicate by speaking to each other, writing a letter or sending an e-mail, they show what kind of cultural background they have. The style in which people use the language is the most comprehensible to those who account for the same society and the same culture. Thus, it cannot be claimed that culture can be acquired without language. Language cannot also exist without culture.

2.3 The Importance of Culture in Language Teaching

When we look at the education systems in the world today, we can obviously see how much attention is given to the culture in language teaching. Nowadays, the purpose of the educational system is to teach students how they can gain mastery with the foreign language and how they can be conscious of the culture of that language. In fact, language is the symbol of cultural reality. There are a great number of languages in the world, and each one of these languages meets the ways how people express their thoughts, feelings, demands, and so forth. A language cannot behave by itself, but how a person uses that language in a particular way is determined by culture. Thus, we cannot separate language teaching and teaching its culture from each other.

Here, it will be good to remember Bennett's reference "fluent fool". The phrase refers to a person who can speak a language fluently without knowing anything about the values, beliefs, and so forth of the society that the language belongs to. This kind of language competence would create serious social difficulties and problems for us.

Culture is not merely a culture, but it also accounts for useful sources for a language teacher to use in the classroom. Students can create a meaningful world of the target language by learning its cultural values. Hence, the information of the target society should be represented by the target language through culture. Actually, culture itself is a colourful, meaningful and contextual while teaching and learning a foreign language. It is helpful for a language student to understand and learn the context easier and better. The cultural characteristics of the target society such as traditions, life styles, especially songs, and so forth arouse the interest of language learners and it encourages the students to learn the language. In addition, geography lesson can be a motive to learn a foreign language because it mentions the place where the language is spoken. On the other hand, mass media and magazines constitute a significant part of today's people's lives, and they present us a great deal of popular information such as life styles. These are also intriguing for language learners to learn the language of different societies. It is definitely possible to increase the number of such examples. Consequently, all these cultural factors can help language teachers to create a very useful and productive classroom environment. In this sense, Fantini (1991) states that for language teachers being aware of the relation between

language and culture is only a start. When language teachers understand the significance of this relation, their goal can be to move their students towards using the real language apart from memorizing the grammatical structures.

In brief, nobody can deny that foreign language teaching is something intercultural. Introducing a foreign language to a classroom means binding the students to a different world. In order to achieve this, a language teacher should have a number of intercultural competences, strategies, even experiences. They should know what expressions, gestures and mimics mean in different verbal and non-verbal languages in order to prevent any misunderstanding. Thus, it will not be wrong if we say that teaching language means teaching culture. In other words, language teaching cannot be obtained without the integrating the culture and cultural components of the language.

2.3.1 Approaches to Teach Culture in Foreign Language Teaching

Today, we know that teaching culture is a concept which has been accepted by language teachers around the world. We see some applications of culture teaching in language classes. As our era is a communicative one due to a number of international events, language teachers are becoming more and more focused on culture teaching. Besides, they do it regarding five principles: the communicative view, the classical curriculum view, the instrumental or culture-free language view, the deconstructionist view, and the competence view.

In the communicative view, culture is considered as a source of “carrier content for the language points from which it is hold to be separate”, as is stated by Holme (2003, p. 18). This view underlines the significance of providing learners with enough input that can quickly be made use of in certain conditions. For example, a language teacher can show her / his students a social event in a country, and the aim here is not the social event itself, but an opportunity to develop the speaking skills of the students.

In addition, Hymes (1972) brought “communicative competence” theory carrying culture teaching one step further. In this theory, Hymes (1972) states that language learning cannot simply be grammar learning because:

“... a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others.” (p. 277).

Holme (2003) explains the second view, which is the classical curriculum view, as follows:

“[It is the view] where the interest of languages is secondary to how they function as access routes to the alien and, in some sense, enlightening modes of thought which their host communities are held to have engendered. Accordingly, the culture to which the language gives access can also enhance the intellectual value of the language. This provided a rationale for the learning of Ancient Languages...” (p. 18).

As for the instrumental or culture-free language view, it is about the political and socioeconomic matters. That’s why English is the most dominant language, *the lingua franca*, in the world because it is the native language of the countries such as United Kingdom, the USA and Australia who hold the social and economic global power in their hands. Holme (2003) states that a language is a mechanism which transmits cultural information while building-up the values of its host-culture against those of the regions to which it is exported.

The deconstructionist view is supported by Fairclough. Fairclough (1989) states that the secret message in a text can control the language learner, and in this manner, that the cultural construction is achieved. Understanding these messages is the key to learning a language.

The final principle is the competence view. According to this view, culture is a necessary constituent in language teaching so as to thoroughly understand the meaning nuances to grasp it right.

Consequently, although these views have their own angles, they come to the same conclusion that language is somehow a cultural building. The importance of culture is accepted as an academic discipline.

2.3.2 The Classroom Implications in Culture Teaching

2.3.2.1 Using Techniques / Strategies and Materials

When we look at the course books in ELT classes, we see that the authors of those books have tended to include more “authentic” contents in them. As the culture teaching has gained much more importance in our era, language teachers have started to apply various strategies such as inviting native speakers to the class, doing international projects, even arranging cross-border exchanges and trips to places where the target language is spoken. Kuo and Lai (2006) support that if students are subject to certain amount of cultural knowledge through culturally basic material in a culturally rich environment; it gets easier to learn the second language since their background knowledge about the second-language culture will make comprehension less hard. Therefore, it is very significant for a language teacher to have a positive attitude towards culture while teaching language.

There is no doubt that language teachers around the world agree on using authentic materials since they provide a great deal of cultural input during the language teaching process. Magazines, CDs, DVDs, songs, dramatizations, culture quizzes / tests can be considered as good sources of cultural information. Lee (2009) gives the ideas of Brinton (2001) supporting the active use of authentic materials together with the Internet and thinks that in order to teach culture the combination of authentic materials and the Internet seem to be the most effective and efficient ways. Singhal (1997) also states that the Internet can also be helpful in collecting geographical, economic, political, and socio-cultural information about the countries where target language is spoken. In this way, students can be integrated into the culture learning together with the language.

After listing all kinds of authentic sources to teach culture, Cullen and Sato (2000) propose the activity of reformulation, quizzes and research as other supportive materials to facilitate culture teaching.

In addition, Türkan and Çelik (2007) talk about the use of movies, lectures from and interviews with native speakers of the target culture, video-taped observations of the target language society and authentic readings are suggested by most language teachers while teaching culture in foreign language classrooms. Songs can also be included in this context.

The main purpose here is to teach culture to students by taking real materials from the real life. There is no doubt that it is a useful and meaningful way in culture teaching.

2.3.2.2 Using Course Books

As is generally known, course books are the basic material which is used in language classes in today's world. At this point, Çakır (2010) states, "culture should be integrated into the activities in the textbooks" (p. 183). According to Türkan and Çelik (2007), it is necessary to add particular aspects of the target culture like "oral and written history, literature, music, drama, dance, visual arts, celebrations and the lifestyle of native speakers" (p. 20).

Related with the content which should be dealt with in a culture-based class, Tunçel (1988) mentions Nostrand's (1966) ideas indicating the following categories:

"Socio-political structure and separate systems of relations among people, the development of the society in human level, changes in the culture in terms of beliefs, objectives of life, social relations etc., present status of past ways of life, the status of minority groups in the society and finally, some of the goals in life that are shared and social means open to all population" (p.15).

Tunçel (1988) also presents the terms of culture of Finacchiaro (1967) as greetings, self-identification, family, relationships, occupations, meals, clothing, holidays, marriage, education system, hobbies, human rights, and so forth.

On the other hand, there are some opposite views about the use of course books in culture teaching. For example, Tomlinson (2008; cited in Çakır, 2010) states that Many ELT materials, especially global course books, cause the failure of English language learners to even achieve the basic competences in English by just focusing

on the teaching of linguistic items rather than on providing opportunities for acquisition and development.

In this regard, Çakır (2010) gives the ideas of Hutchinson and Torres (1994) stating the inconvenience of course books in that they reduce language teachers' need to decide on what and how to teach. Thus, we can also say about the course books that they work as a restrictor because they limit the creativity and interpretation skills of language teachers while teaching language and culture.

2.4 Songs

In today's world, there is a multilingual Europe and multilingual world. However, we need some efforts and to provide linguistic and cultural integration among the citizens living in different countries. In order to promote the study of foreign languages and cultures, The European Commission provides financial support for innovative and interesting projects to help the advancement of language and cultural diversity and encourages to learning foreign languages. In this sense, the significance of such concepts as motivation, pleasure and curiosity emerges. If there is no motivation, it is very difficult to have acquisition since motivation has sources such as pleasure, need and duty.

In foreign language teaching, songs are very useful because of the motivation it gives to the learners. The favourable impact of songs on language learning has been noted by a number of researches. Therefore, what is a song, and why does it work?

Middleton (2003) defines a song, saying, "It (song) carries a meaningful series of words, often in verse" (p. 642). The words which are called lyrics in a song are the essential part of songs and they convey a certain message to the listener. Thus, songs are a lot more than just words on paper.

As songs are musical pieces of works, they are directly related with the multiple intelligence theory of Howard Gardner. Among the updated 9 intelligences, one of them is the musical intelligence. Musical intelligence enables people to produce and make sense of various types of sound. Gardner states that that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. However, Gardner states that we should also give equivalent attention on people

having abilities in the other intelligences such as artists, architects, musicians, naturalists, designers, dancers, and so forth. Unfortunately, most children having these abilities don't receive much fortification at school. The theory of multiple intelligences offers a major transformation in the way which the schools are run. It suggests that teachers should be trained to give their lessons in a wide range of ways like using music.

Songs offer a very strong tool for teaching language. The use of music and songs in language teaching classrooms has always attracted the attention of researchers and language teachers. We can count some items as the general advantages of songs:

- Songs are liked by almost everybody,
- Using songs in the classroom is a useful way to activate listening activities and to calm things down,
- Songs enable teachers to teach in an entertaining and relaxing way,
- The lyrics of songs stick into memory very easily,
- They are useful to practice pronunciation and intonation,
- The melody of a song can make linguistic patterns remembered easily,
- Students can learn about the culture and people through songs.

Language and music are intertwined in songs to transmit culture in a unique way. English songs give the English native speakers an opportunity to carry their own culture. Black American's call for equality and respect, the celebration of festivals, people's love issues, friendship, marriage, and so forth all find expression in the lyrics and rhythmic melodies of the songs.

There are a number of scholars who report positive views about the use of songs in language teaching; and they especially do it underlining the culture issue. According to Sariçoban and Metin (2000) songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs about traditions or cultural elements help students develop their cultural awareness and

understanding. Thus, they provide a rich source in terms of teaching and learning culture. Songs also break the routines in the classroom. They are valuable resources to develop students' basic skills and sub-skills in the target language.

2.4.1 Songs as an Authentic Material

A song is a great language pack which combines language skills and cultural elements in a few rhymes. It also provides a relaxing and motivating environment in a language classroom.

According to Murphey (1993), songs are significant tools in maintaining cultures, religions, patriotism, even revolutions. Hence, the utilization of songs has the advantage of exposing students to an audio-video and written resource which presents them a wider view on the use of the target language in diverse real-life conditions. It can be disputed that course books provide students just guided learning, whereas songs offer them many more opportunities to make interpretations, develop their critical thinking abilities, exchange their opinions, and so forth.

In today's world, as the English language is lingua franca, its impact has also spread in the music sector in the world. It means that students tend to listen to English songs everywhere in daily life, and they learn English outside the classroom. In this way, their interest in songs stimulates the process of learning English language and culture.

Ross (2006) states that the example of authentic listening materials is listening to song in order to learn more about famous bands singing in English. Songs always follow us wherever we are. Thus, we can listen to the songs at any time and pay attention to learn the value of language in them. While teachers are designing lessons and teaching materials to develop listening comprehension skills, they need to keep their students motivated. In this sense, songs are one of the most suitable materials, since they are authentic materials reflecting the real world. The use of songs encourages and motivates students to understand the content in them.

Orlova (2003) states that it is possible to indicate that among the methodological purposes with which songs are used in class; it can be aligned as practicing the rhythm, stress and the intonation patterns of the English language; teaching

vocabulary and grammar; developing listening comprehension; developing writing and speaking skills. Especially for the last goal, songs and their lyrics are utilized due to being a stimulus for class discussion.

Songs could replace, to a certain degree, the traditional teaching resources like literature texts, course books, grammar books, and so forth. A song can definitely be used to learn grammar structures, vocabulary items and to improve the four skills. However, when one considers the cultural characteristics of the target language, songs are one of the best sources to make use of the cultural elements within them. They bring cultures closer to each other. Martin and Nakayama (2010) suggest that "... people often are introduced to other cultures through the lens of popular culture" (p. 349), such as through television, songs, magazines, even cuisines. Songs have a social function as they can strengthen the ties among people and convey universal values. Pulverness (2003) states that there is an complicated link between language and culture and thus language ought not to be treated as a value-free code because "... it is likely to deprive learners of key dimensions of meaning and [to] fail to equip them with necessary resources to recognize and respond appropriately to the cultural subtext of language in use" (p. 426). Through this principle, students will be equipped with the required tools so as to decipher the meaning of a song, both from a cultural and a linguistic point of view. They will be able to comprehend and distinguish between cultural stereotypes and real cultural values.

2.5 The Relationship between Songs and Culture

After analysing the relation between songs and language teaching, now it is necessary to touch on the relation between songs and culture. How are the two notions related to each other? According to Lopez-Rocha (2005), cultural differences, which are a system which students intrinsically bring from their own culture, can create obstacles to learning a new language. Schoepp (2001) says, "Some songs are excellent examples of colloquial English, that is, the language of informal conversation". In addition, as indicated by Li and Brand (2009):

"Song lyrics are embedded within a culture, its values, symbols and beliefs. Thus, exposure to song lyrics...not only teaches vocabulary, grammar, the rhythmic speech, phrases, and means, but a song, as a sort of ambassador of a

culture, offers ESL students lessons in grasping the nature and style of a particular culture” (p. 74).

Engl (2012) also states that “music, while universal, is culturally specific in that the musical content and style mirror a particular culture, acting as a cultural artefact that may both reflect and influence that culture” (p. 115).

In the light of the statements of the scholars above, we can say that a person spontaneously learns a language while listening to the songs belonging to a certain culture. Songs are not artificial elements; on the contrary, they are authentic sources depicting how people of a certain culture use the language.

A song-based approach in language and culture teaching depends on authentic texts since it is the underlying linguistic keystone to associate language acquisition to cultural literacy and as a result of that, it addresses concerns raised lately about how to develop a practical classroom pedagogy which conducts students to more knowledge about the target language while following a cultural studies agenda. Thus, teachers should elaborate on songs with a specific socio-political context or literary history that lies in a specific musical style that is closely associated with the medium of instruction.

2.6 The Reasons and Benefits of Using Songs in Language Teaching

As they are a combination of music and language together, songs have countless virtues that should attract much attention. Their being rich in culture and themes, the idioms and artistic expressions in them, and so forth make them a flawless tool for language and culture teaching.

From the beginning of the parts of this study related to songs, it is stated that songs have a motivating impact in classrooms. They help teachers to put their students in a better mood, and in this way, students feel themselves more open to learn the subject of the session. But unfortunately, there is a big lack in making use of this useful tool by language teachers around the world. Perhaps they think that using songs in the classroom is time-consuming, and they think that it may cause not to get through the curriculum in time. Another reason can be their thought that songs are not taken seriously by their students as they consider them as a relaxation and leisure time

activity. However, there are a number of dominating reasons and advantages about why songs should be included in foreign language teaching process.

Eken (1996) identifies eight reasons to use songs in a language classroom. First, a song can be used to introduce a subject, vocabulary or a language rule. It can also be used in order to practise lexis. Songs can be used as a tool for broad and intensive listening. Some teachers can use them to concentrate on frequent student mistakes indirectly. Songs also account for a perfect source for encouraging discussions about emotions and attitudes. Students can discuss on what happened in the song and then share their opinions with each other. In addition, songs can provide a relaxed classroom atmosphere, fun and diversity in language teaching. Finally, songs can encourage the use of imagination and creativity during the language teaching sessions.

2.6.1 Motivation

Basically, popular songs contact the lives of students, and they are related with their interests and experiences. Nearly all the popular songs have similar topics of love, dreams, sorrows; that is, the common emotions of people. As most youngsters of today are interested in a wide range of cultural forms outside classroom, songs can be a really motivating and unquestionable teaching tool.

Songs have certain psychological effects on our motivation and on our nervous system. People generally accept that songs can help people relax. However, it should also be dealt with how they are related to motivation. Relieving stress and relaxing our body and mind are important needs for our exhausted brains. Songs distract us from all the thoughts that bother our minds, and bring us to the peace that we need. This situation helps us concentrate on the tasks that we need to carry out; and as we reach success in our works and studies, we will naturally become more motivated to continue doing our tasks. Therefore, songs and motivation are closely and psychologically connected to each other.

Songs can provide a change from the routine activities of an EFL class to a more creative and active atmosphere. If the context of the song especially addresses to the interests of the students, they will feel much more motivated to participate in the activities in the lessons. In order to support this idea, Domoney (1993) states that

“While meaningful context and background are provided for communicative activities by various English songs, students are encouraged to engage in using their knowledge to express their own opinions” (p. 234). In this way, the motivation of the teacher will also increase, since she / he will be able to build a more interactive communication with her / his students.

Another motivating impact of using songs in the lessons can be that the students can be really interested in everything about the song that they used in class. Further, after the lesson, they may search about the song in detail, its performer, its origin, and so forth; and in this way, they will be able to discover and discover a lot more detail about the culture of the society that the song belongs to.

2.6.2 Positive Atmosphere

Songs are precious because they can create positive environment for the learning and teaching process. Murphey (1993) states that the use of music and songs can stimulate very positive associations to a language study, which otherwise may only be seen as a laborious task, entailing exams, frustration, and corrections. Songs generally arouse the feeling of fun and enjoyment among people, that’s why using songs in classroom is regarded as an enjoyable method. Georgi Lozanov’s Suggestopedia method emphasizes this claim. According to this method, students’ negative mood, barriers, anxiety in the learning process can be overcome through songs played at background. Additionally, the learning of the students happens subconsciously and in an enjoyable way.

2.6.3 Cultural Information

Kramersch (2000) says “Language expresses, embodies and symbolizes cultural reality” (p. 3). In addition, Griffiee (1995) states, “Bringing a song into the classroom entails bringing the culture of the song in with it” (p. 5). Songs are a very beneficial way of learning about the culture of a society, apart from the language spoken in that society. It has been already discussed in this study that language and culture are two interrelated disciplines. In addition, songs reflect the time and conditions which produce them. That’s why they are important sources of the culture and history of the period that they belong to. If language teachers use that kind of songs in the classroom, they will also have brought the culture and history which lie in them.

Moreover, there are plenty of songs about famous cities, and they tell about the important views, emotions or sounds of the cities.

2.6.4 Linguistic Information

One of the most advantageous uses of songs in the classroom is the fact that they offer students linguistic knowledge such as grammar, vocabulary, pronunciation, and so forth. Besides, as they do it in a melodic and rhythmic content, the subjects can be much more memorable in the mind of the students. In this sense, Sheila Aristotelous Ward (1980) expresses her opinions as follows:

“The rhythm of the verse helps the learner to put the stress in the right places, creating a natural flow of language and building up fluency. At the same time the presence of rhyming words and such poetic device as alliteration and onomatopoeia help to focus on certain sounds, thus giving valuable ear-training and help in pronunciation. In the syntactical area a song gives us the opportunity to repeat the same structural item many times, thereby aiding correctness and fluency of expression” (p. 7).

Therefore, foreign language teachers can be advised to use songs in the classroom as students will learn the linguistic points unintentionally. Students can take advantage of a lot from songs if they learn to appreciate them because good songs, for example English songs, can really teach them the language.

2.6.5 Other Advantages

First, songs give students the opportunity to express their opinions and feelings as they wish. In addition, using songs helps the teacher to set the scene and tone in the classroom according to the topic of the song. Apart from these, as songs include a wide range of topics such as love, dreams, ideals, history, life styles, and so forth; they offer an abundant source of contents and help to teach and learn the language in various perspectives. All these can be considered as the benefits of using songs in a language classroom.

2.7 The Importance and Role of Songs in Language Teaching

Music plays a significant role in the lives of people, and singing contributes a lot to building students' confidence. Even if a student cannot exhibit a good performance

in speaking a foreign language, she / he can show a better fluency while singing in a foreign language. Songs help students develop their basic language skills, grammar, vocabulary, pronunciation, and so forth. They provide it with motivation. In addition, even if students do not understand the meaning of all the words in a song, they can make sense of them when they see those words in lyrics.

There are certain studies on the effects of songs in language learning. Lowe (1998) demonstrates the effect of songs on second grade French students in New Brunswick. The only difference between the control and the experimental group was 15-minute guidance each session through the integration of songs. The researcher concluded that the experimental group did better than the control group on vocabulary, grammar, and rhythmic patterns and the students were motivated by the inclusion of the songs. Kanel (1997) stated that some research has shown that the use of songs develops listening comprehension and pronunciation. According to Razmjoo (2012), there is a connection between linguistics and musicology as songs have both the communicative characteristics of language and the enjoyable characteristics of music. Songs have rhythmic and melodic content which stand for a particular form of communication in terms of linguistics.

2.7.1 The Use of Songs in Foreign Language Teaching

If we ask ourselves how we can use songs in foreign language teaching environment, the most classical answer that first comes into our mind will be “gap-filling”. On the other hand, the reality is that there are a lot more to do than the one in this answer. Murphey (1992) makes a list about how songs can be used in the classroom:

- “1) Listen
- 2) Sing, whistle, tap, and snap fingers while we listen
- 3) Sing without listening to any recording
- 4) Talk about the music
- 5) Talk about the lyrics
- 6) Talk about the singer / group

- 7) Use songs and music to set or change an atmosphere or mood, as 'background furnishing'
- 8) Use songs and music to make a social environment, form a feeling of community, dance, make friends
- 9) Write songs
- 10) Perform songs
- 11) Do interviews
- 12) Write articles
- 13) Do surveys, make hit lists
- 14) Study grammar
- 15) Practice selective listening comprehension
- 16) Read songs, articles, books for linguistic purposes
- 17) Compose songs, letters to singers, questionnaires
- 18) Translate songs
- 19) Write dialogues using the words of a song
- 20) Use video clips in many ways
- 21) Do role-plays (as people in the song)
- 22) Dictate a song
- 23) Use a song for gap-fill, cloze, or for correction
- 24) Use music for background to other activities
- 25) Integrate songs into project work
- 26) Energize or relax classes mentally

27) Practice pronunciation, intonation, and stress

28) Break the routine

29) Do choral repetition

30) Teach vocabulary

31) Teach culture

32) Learn about your students and from your students, letting them choose and explain their music

33) Have fun” (p. 9-10).

When we scrutinize the list above, we can see that they all may provide opportunities to practise the basic and sub-skills of language.

CHAPTER THREE

III. METHODOLOGY

3.1 The Overview of the Study

The objective of this study is to identify the effectiveness of using songs in order to teach culture to the young students in a public Anatolian High School in Turkey. The main hypothesis that was aimed to be tested through this study was as follows:

Students who are exposed to songs may be more successful in learning culture than those who are exposed to culture without songs.

The study was carried out using two groups at the same level, who are 11th graders, in a public Anatolian High School in Erbaa, Tokat / Turkey. The reason why the 11th graders were chosen for this study was that they had a better competence in English language when compared to 9th and 10th graders in the school so that they could understand the language of the songs and the reading texts. One of the groups was the “Experimental Group”, who were exposed to culture through songs. The other group was the “Control Group”, who consisted of the students who were exposed to culture without songs.

While mentioning the overview of the study, it will be good to remember the research questions that are highlighted by this study:

1. To what extent are the high school students able to learn culture through English songs?
2. What is the disposition of high school students in learning culture through English songs?
3. Are there any significant differences between male and female students in terms of learning culture through English songs?

The study is based on quantitative data gathering and analysis. It is quantitative since a questionnaire with 5 point-Likert Scale was applied to the experimental group in

order to identify their attitude and tendency of using songs to learn the cultural elements within them. In addition, it identifies the consistence of the relation between the attitudes of the students who learn culture through songs and their success which is tested at the end of the research using a post-test. The test was applied both to the experimental group and to the control group. In addition, the study discusses if there are any differences between male and female students in terms of the scores that tested their achievements in learning foreign culture.

3.2 Research Design

First of all, the design of the groups was made before beginning the culture teaching process. The groups were chosen in a public Anatolian High School in Erbaa, Tokat / Turkey among the 11th grade students in the educational year 2017-2018. Two groups were chosen, which consisted of the experimental group and the control group.

The study was built on quantitative method. It is quantitative because one of the major instruments that were used in the study was a questionnaire (see Appendix A). The questionnaire included 20 questions, and its objective was to identify the effects of using songs on the students while learning a foreign culture. It was applied to the experimental group in the research. 5 point-Likert Scale was used in the questionnaire and each question was intended to identify the tendencies and ideas of the students about using songs while they were learning culture. In order to evaluate the results of the questionnaire, IBM SPSS Statistics 22 programme was used.

After measuring the dispositions of the students in the experimental group about learning culture through the use of songs, the teaching sessions started. Throughout the culture teaching process, two methods were used for both groups. In the experimental group, the graders were exposed to foreign culture through songs, whereas in the control group, the graders were exposed to culture without any songs, but through reading texts.

For the experimental group, ten songs were selected to teach culture. The songs included cultural elements such as language, historical and social events, popular culture, geography, religious and national elements, and so forth. The lyrics of the songs have been presented in the Appendices part (see Appendix B).

For the control group, some reading texts were used to teach culture, having the similar subjects, and being equivalent to the number of the songs arranged for the experimental group.

When it comes to the subjects of the songs and the reading texts, they were mainly about the food items, greetings of different cultures; the social and political black and white conflict during the 1960s in the USA, and the primary characters involved in the issue; the life styles in New York City, and the famous places, streets, newspapers, companies, and so forth in the city; the national anthem of the UK and how the nationalistic feelings are expressed; the religious elements in Christianity in the events of the Christmas, Easter, the various naming of God, and so forth; the Halloween; some geographical things in Canada; the sense of the American Flag; and so forth.

Each group took one culture lesson per week in the frame of specifically designed lesson plans. Within each week, the experimental group was given the lesson by using the songs, and the control group took the lesson through reading texts. The lesson plans through songs for the experimental group are available in Appendix C.

The teaching process went on during 10 weeks. After the teaching process, an exam was applied to the groups. This is what makes the study a quantitative one because it aims to identify the coherence of the relation between the dispositions of the students who learn culture through songs and their success which is tested at the end of the research using a post-test. Both groups took the same exam, and the evaluations were done afterwards. The exam has been presented in the Appendices part (see Appendix D).

3.3 Setting and Participants

This experimental study was carried out in an Anatolian High School in Erbaa, Tokat / Turkey, which is a public school. Two 11th grade classes each of which consisted of 25 students (which means 50 in total) were selected as participants of the study in the second term of the 2017 – 2018 educational year. The research was conducted in March, April and May in the mentioned period. One of the groups was the experimental group and the other was the control group. The students of both groups were coming from similar social and educational backgrounds.

The reason why 11th grade students were chosen in the study was that they had a better level of English competence as they had been taking English lessons for three years in their high school lives. Anatolian High Schools in Turkey are already the ones that have the primary aim of teaching foreign languages to their students. These schools provide English courses to all their students during the whole 4 years regardless of the departments that the students attend in.

The ages of the students were 17 while the study was being carried out. There were more female students than male students (37 female and 13 male students). The demographic structures of the students who participated in this study are presented in Table 1 below:

Table 1: The Demographic Structure of the “Experimental Group” and the “Control Group”

	Measure and Item	Frequency (N)	Percentage in Its Group (%)	Percentage in Total Items (%)
Experimental Group (Age 17)	Female	18	72	36
	Male	7	28	14
Control Group (Age 17)	Female	19	76	38
	Male	6	24	12
TOTAL		50		100

3.4 Research Instruments and Procedures

The main instruments that were used in this quantitative study were a questionnaire as a preliminary tool, the culture teaching materials (songs and reading texts with the same contents) and an exam which was applied to the participants at the end of the culture teaching process.

3.4.1 The Questionnaire

One basic instrument of this study was a questionnaire which was designed as a 5 point-Likert Scale in order to measure the dispositions of a group of high school

students in learning culture through songs (see Appendix A). The questionnaire was developed by the researcher of this study. It consisted of 20 items each of which aimed to find out the attitudes of the students to learning culture through songs. The items checked the ideas of the participants related with their process of learning culture through songs; how well they were interested in foreign cultures; if they like learning a language; how they see religious values, historical events, geographical features, festivals, basic vocabulary, life styles, celebrities, social events, traditions, moral values, artistic works, dances, and so forth.

The questionnaire was in Turkish language, which is the native language of the participants. It was applied to the experimental group because the study is an experimental one and it tries to identify the consistence of the relation between the tendency of the students who learn culture through songs and their achievement which was given through a post-test at the end of the experiment.

The 20 items in the questionnaire of 5 point-Likert Scale were ranging “1- Strongly Disagree”, “2- Disagree”, “3- Undecided”, “4- Agree”, “5- Strongly Agree”. The students put a tick for the answers according to their interests, ideas and experiences, taking the mentioned scale into consideration (see Appendix A). Below is the English version of the 20 items in the questionnaire which was also translated from Turkish into English by the researcher of this study:

1. Songs increase my interest in foreign culture.
2. I think that learning a foreign language through songs is effective.
3. I comprehend well the religious values of foreign cultures which I see in songs.
4. I learn the historical events of foreign cultures through songs well.
5. Songs are effective in my learning the geographical characteristics of a foreign country.
6. I learn the festivals of foreign cultures having fun through songs.
7. I remember the foreign words in songs well.
8. I learn the lifestyles of foreign cultures through songs well.
9. Songs allow me to recognize foreign celebrities.
10. I notice the social events of foreign cultures with songs.
11. I learn the traditions and customs of foreign cultures through songs well.

12. I learn the ethics of foreign cultures through songs well.
13. I recognize the artistic products of foreign cultures through songs.
14. I learn the accents of foreign words within songs.
15. I learn the dances and folk dances of foreign cultures with their music.
16. I prefer learning the celebrations of foreign cultures with songs.
17. Every national anthem is the reflection of its own culture.
18. I would like to know countries with their songs.
19. Songs are the identity of the culture to which they belong.
20. I do not forget the cultural elements that I learned through songs.

As is seen in the Table 2 below, a reliability test was applied in the IBM SPSS Statistics 22 programme in order to measure the reliability value of the disposition questionnaire for learning culture through songs, through first applying it on another group. In the test, the Cronbach Alpha coefficient of the questionnaire was reported as .795 ($.8 > \alpha \geq .7$), and this value proves that the questionnaire seems reliable.

Table 2: The Reliability Analysis Result of the Disposition Questionnaire

Cronbach's Alpha	Cronbach's Alpha B.S.İ	N
.795	.781	20

3.4.2 Classroom Practices for Both Groups

As is mentioned in the Research Design part in this chapter, two methods were used to teach culture to the groups. The control group graders were exposed to culture through reading texts, while the experimental group students were exposed to the same cultural topics through English songs (see Appendix B) for ten weeks.

3.4.2.1 Use of Songs

The steps in using songs for the experimental group are as follows:

- First students listened to the song.
- Students expressed their feelings about the song in general.
- Students listened to the song again.

- Students were asked about the title of the song. Then they were asked to do some brainstorming on the special issue mentioned in the lyrics.
- The lyrics of the song were presented to the students. In this part, students were asked more specific questions about what were mentioned culturally in the song. The main idea of the song was discussed. Besides, students told their opinions about in what way the cultural elements in the song were similar to / different from our own culture. They also stated if there were similar experiences between our culture and the cultural events in the song.
- When there was the possibility, various activities were performed by the students such as performing role-plays and dramas, drawing pictures, bringing small items related with the cultural element in that lesson, and so forth. The aim here was to make the culture learning memorable and more permanent.
- Optionally, the students were asked to state the English language structures and characteristics that they noticed in the lyrics.
- At the end of the session, the karaoke version of the song was presented and the students sang the song by themselves all together. It made the session very enjoyable all the time.

3.4.2.2 Use of Reading Texts

In sessions of teaching foreign culture through reading cultural texts, the following steps have been used:

- Students were handed out the written reading texts.
- First, students were asked to scan the text to get a general idea about what the texts were about.
- Then, a volunteer was asked to read the text loudly to the whole class.
- The main idea and the topic of the text were discussed by the students.
- After that, students did the comprehension activities about the text such as answering to the questions, fill in the blanks, and so forth.

- The cultural elements that were mentioned in the text were detected by the students, and they commented on them stating the features; similarities, differences comparing to our own things.
- In order to make the cultural elements which were aimed to be learned by the students more permanent, vocabulary games were designed to play by the collaboration of the students and the teacher.
- The session finished with a summary of what had been learned. This was done by a voluntary student.

3.4.3 The Topics

The cultural elements that were taught to the students of both groups were as follows:

- the languages of the food, greetings of different cultures;
- the social and political black and white conflict during the 1960s in the USA, and the primary characters involved in the issue;
- the life styles in New York City, and the famous places, streets, newspapers, companies, and so forth in the city;
- the national anthem of the UK and how they express their nationalistic feelings;
- the religious elements in Christianity in the events of the Christmas, Easter, the various naming of God, and so forth;
- the Halloween;
- some geographical things in Canada;
- the sense of the American Flag; and so forth.

3.4.4 The Exam

After the 10 sessions of culture teaching process both to the experimental group and to the control group, a joint exam was applied to both groups including questions related with the topics above (see Appendix D).

The questions of the exam consisted of a few different types such as answering to the questions, True & False exercises and multiple choice questions, all of which come up to a 100-point score.

After students' taking the exam, the results were evaluated considering the points that they scored.

3.5 Data Collection and Analysis

The data collection of the study was carried out in a public Anatolian High School in Erbaa, Tokat / Turkey in the educational year 2017-2018 as mentioned at the beginning of this chapter. Two classes of 11th grade, who were 50 in total number, were chosen as participants, since they had similar English language competence because of the same English curriculum, and same age as well.

The study was launched by applying a questionnaire measuring the dispositions of students (the experimental group) in learning culture through songs after its reliability had been tested through IBM SPSS Statistics 22 programme. The questionnaire was prepared as a 5 point-Likert Scale with 20 items. It is a scale which was prepared and applied by the researcher. It was copied and handed out to the students, who were the experimental group of the study.

After the dispositions of the experimental group students were measured, the culture teaching phase of the study started. The culture lessons were done at the same time with the same subjects with the experimental group using songs and with the control group through reading texts.

After the ten-session culture teaching process, a test was applied to both groups. The aim of the test was to examine whether the hypothesis of the study, which was stated at the beginning of this chapter, was confirmed or not.

In addition, both in the evaluation phase of the questionnaire and in the evaluation of the final test, the results were related to the gender states of the participants. The data were analysed by the application of Independent Samples t-test analyses.

This study is a comparative study as it compares the final test results of the experimental group and the control group. Every phase and stage of the study was carefully followed and controlled by the researcher from the beginning to the end.

The results of the questionnaire and the test were shown in tables and they were statistically analysed.

3.6 The Songs Used in this Study

In order to do this study, ten songs were randomly chosen and used to teach culture to the experimental group (see Appendix B). Each song belongs to a different genre such as popular songs, folk songs, rap songs, national anthems, religious songs, and so forth. The songs reflect the culture of the parts of the world where English language is spoken natively.

3.6.1 “All Over This World”

This song gives the message of the importance and beauty of being together as the world people. In the chorus parts of the song, it is stressed that people are alike, but not the same all over the world. It can be inferred from this expression that everybody is (or should be) equal in this world, and that there are slight differences among the societies which make them specific in terms of culture. This song accidentally handles the issue of culture itself while including certain cultural elements which belong to different nations.

In the song, it is mentioned some food vocabulary items which sound in the native languages of a few nations such as “crepe” in France, “Moo-shoo” in China. Mexican “tortillas”, “latkes” in Israel, and “pandekager” in Denmark are stated to be different kinds of the same food, which is pancake.

When people plan a trip abroad, it is no doubt that they first try to learn some basic words of the native language of the country they visit. Additionally, expressions of greetings come first among them. This song also includes some greeting words from Arabic and Indian. In addition, it is stressed that the word “peace” in different languages, with examples from Spanish and Hebrew, all sound beautiful and make us share the hope for peace.

In the song, it is mentioned that we, as the people of the world, have different words, different songs, different religions and races; however, we have so many hopes and dreams in common although we come from different parts of the world.

As a result, the cultural elements in this song that can be taught to students are some food items in different countries, certain greeting words in different languages, and the universal value that humans are all equal and that all the identities in the world must be respected.

3.6.2 “Civil Rights Movement”

This song is a rap song. It highlights one of the most remarkable social and political issues in recent history of the USA, which is racism. It is about the experiences of the black people in the USA in 1950s and 1960s. It implies the word choice between saying “black people” or “Negroes”. It is mentioned that the black people were treated badly by the white people in the USA 60-70 years ago. The social troubles that they experienced are given place in the song. The riots and boycotts in which they are involved to protect their civil rights and the bad treatment to them by the police are mentioned in the song.

In the song, we learn some terms and functioning of the American judicial and security system such as National Guard, Federal Guard, the Supreme Court, the passing of the Civil Right Act of 1964 in the Congress and the Senate.

In addition, we learn about some famous legendary people of the period in the song. One of them is Martin Luther King, who was an Afro-American priest and a leader of the Civil Rights Movement in the USA. In the song, it is said that he had the dream that the barriers separating the American society would disappear. His peace marches and his assassination are also mentioned in the song. The other important figure that we learn about is the legendary president of the USA, John F. Kennedy. In the song, it is stated that he politically supported the rights of the black people at the expense of risking his own future. His being shot is also mentioned in the song.

The cultural elements that can be taught to students through this song are the history of racism in the USA in 1950s – 60s, the country-specific judicial system, the religious and popular pioneers in the Civil Rights Movement in the USA, and the

social relations and cultural interactions between and black and white people in the country.

3.6.3 “New York State of Mind”

This song exactly reflects the life style in New York City. It is mentioned the movie stars in their fancy cars and their limousines. The famous Chinatown in the city is also touched on in the song. In addition, we learn about some geographical names that are located in the country such as Miami Beach, Hollywood, Hudson River, Rocky Mountains. The song also mentions the leading newspapers in the country such as the New York Times and the Daily News. We also learn about the biggest coach and transportation company of the USA, named “Greyhound”. While studying this song in the class in terms of culture, we tried to reflect and supported the atmosphere of the city through visuals from the Internet.

In order to teach culture through this song, it can be started with the life style in New York with its tall buildings, luxurious lives, and so forth; the special and popular spots and places in the city and in the country, the famous printed press in the country and in the world, significant companies in the country.

3.6.4 “God Save the Queen”

This song is the national anthem of Great Britain. The anthem dates back to 18th century. The words and tune are anonymous. “God Save the King” was a patriotic song that was first publicly performed in London in 1745, which came to be known as the National Anthem at the beginning of the nineteenth century. There is no authorised version of the National Anthem as the words are a matter of tradition. Additional verses have been added down the years, but these are rarely used. The words used today are those sung in 1745, substituting “Queen” for “King” where appropriate. On official occasions, only the first verse is usually sung.

In the lyrics, it can be seen how the British feel about the Queen. In addition, we encounter some kind of blessing in favour of the Queen. Besides, there is clearly a sense of patriotic fervour throughout the lyrics. While studying this piece in terms of culture, we also discussed about the ruling system of Great Britain. Certain information was given to the students about the monarchy, the assemblies who have a word in ruling the country, the Queen who is in power now, the royal family, and

so forth. Additionally, we compared the patriotic emotions of the British and Turkish nation by giving examples from Turkish national anthem.

While teaching culture with this song, first of all, the royal family and the royal system in the UK can be taught to the students. In addition, we can make a comparison between the patriotic emotions and expressions of the British and Turkish nations. The history and traditions of the state can also be given to students.

3.6.5 “He Is Risen”

This song is an Easter song. Easter is one of the major Christian festivals within a year. As it is celebrated on Sunday, it is called Easter Sunday. It is celebrated for the commemoration of the resurrection of Jesus Christ three days after his crucifixion. There are various symbols and on Easter. The most common ones are Easter Bunny, Easter Eggs in various colours, Paschal Candle and Paschal Lamb. Easter Bunny is a rabbit and mostly seen on Easter because of symbolizing abundance of new life with spring. Painting Easter eggs is another tradition of Easter Sunday as they are considered the symbol of new life, fertility and immortality. People organize an Easter Parade every year. In this parade, people wear new clothes because they think that they start to live their new lives with Jesus Christ.

The title of this song results from this information which is available in the Bible. According to the Bible, Jesus Christ is *risen*, and it is given place in the song in the lyrics “Don’t be afraid, He is alive!” Besides, the students learn the exclamation “Hallelujah” which means being grateful to God.

While teaching culture to the students through this song, the special symbols can be used to create an Easter celebration image in their mind such as colourful eggs, Easter Bunny, and so forth. As this is a Christian festival, the activities which are performed in this festival and their importance can be taught to students. Who is Jesus Christ for the Christian world can be explained to students from religious and cultural points of view.

3.6.6 “This Is Halloween”

Halloween is a celebration in English and American culture. It is celebrated on 31st October every year. It symbolises the boundary between the world of the alive and

the world of the dead. Since Halloween is a traditional festival in England and in the USA, it contains diverse cultural elements of language and customs inside it. Hence, students need to know these cultural sides of Halloween such as historical and religious past, dressing, singing and eating. Scary costumes, witches, ghosts, carved pumpkins with candles inside are the most common symbols of this festival. “Trick or Treat” is another special game in Halloween. Children wear costumes and go to people’s door for asking cakes by singing a song, telling a joke or reciting a poem. If the household gives them the cakes or candies, which is a “treat”, they go away. If the household doesn’t give them a treat, they play “trick” on her / him like damaging the house.

In the song, it is already mentioned the basic cultural elements of Halloween such as pumpkins screaming at night, the trick or treat game, scary elements such as sharp teeth and red eyes, the fantastic town of Halloween town, and the skeleton Jack. Throughout the song, it is implied and visualized a sense of scare.

In teaching culture, teachers can show all these traditions to the class. They can bring the basic symbols of Halloween to the classroom, and tell about their background history and meaning. The lesson can be supported with Halloween decorations, watching videos, performing mini dramas, and so forth.

3.6.7 “Red White and Blue”

As can be guessed from the title of the song, it is implied the American Flag. Throughout the song, there is a proud sense of being an American. It is mentioned some events and characteristics in American culture in the lyrics of the song. For example, we hear GQ magazine (previously Gentlemen's Quarterly), which is a monthly men's magazine based in New York City founded in 1931. In the line *Ride our own bikes to Sturgis*, we hear the city of Sturgis in which an American motorcycle rally held annually. In addition, we hear the White House, the official building where American presidents reside. In the refrain parts of the song, there are metaphors implying the colours of the American Flag.

While teaching American culture through this song, certain explanatory information can be given to the students about the above mentioned cultural elements.

3.6.8 “Western Skies”

This song is a typical Canadian song. It gives us information about Canada. First of all, it visualizes the image of the Lake Louise in Alberta, Canada with the pine trees around. We hear another geographical place, Bow River, which is again located in Alberta, the western part of the country. We learn about one of the bus lines, 503 TTC in the region. In the song, we see a kind of hate against the Queen Street, which is a major east-west thoroughfare in Toronto, Ontario, Canada. Maybe it is the hate of the songwriter. In fact, there are unpleasant emotions throughout the song against the city life in the eastern part of the country, in which Toronto is located. Therefore, the line *Oh how I miss those western skies* is repeated in the song.

In terms of culture teaching, the elements that can be used in this song are the pure geographical places in the country starting from the ones mentioned above, and making comparisons between the eastern and western part of the country.

3.6.9 “Here Comes Santa Claus”

As can be understood from the name of the song, it is a Christmas song. Christmas is one of the most celebrated festivals all around the world, certainly including the English speaking world. There are lots of cultural characteristics of Christmas. There are traditions, customs, and so forth. One of the best known characteristics of Christmas is “Santa Claus”, who is available in the title of this song. Santa Claus originates from the Christian figure of Sinterklaas, inspired by Saint Nicholas. He was a Greek Christian who lived in 4th century in Myra, which is today a place in the boundary of Antalya province in Turkey. He is believed to be the patron saint of the children. The well-known image of Santa Claus is that he is an old man who has a white beard, wears a red coat with white collar and cuffs, white-cuffed red trousers and black leather belt and boots. On Christmas Eve, Santa Claus enters homes through the chimney and delivers presents. This belief has caused the formation of the custom that children hang stockings by the fireplace on Christmas Eve in England. On Christmas day, children hope to see presents from Santa Claus inside the stockings.

Decorating pine trees is another tradition of Christmas. Colourful ornaments, lights are used for the decoration. In addition, people sing Christmas carols for the birth of

Jesus Christ. Additionally, there are a number of kinds of food items specially cooked for Christmas festival.

In the song, the reindeers of Santa Claus, which are among the best known Christmas images, are mentioned with their names; Vixen, Blitzen. They take Santa Claus on their special *lane* by *sleigh*. It is also mentioned that bells ring *jingle jangle* and children sing. It is stated that children hang their stockings, cover up their head in bed and wait for the coming of Santa Claus having a bag which is filled with toys. In the song, we understand that Santa Claus is the patron saint of the children in the line *Santa knows that we're God's children*.

This song offers a lot in order to teach culture to students. Using this song, a teacher can teach students about the Christmas festival; the Christmas Eve; the Christmas night; the identity of Santa Claus and his importance for children; his jingling sleigh with the reindeers; children's hanging stockings; Christmas celebrations, decorations and food. Teacher and students can decorate the class with Christmas ornaments, they can watch videos about the festival and they can make discussions on the meaning and celebration of the festival.

3.6.10 “See What a Morning”

This song is another example of Easter song used in this study. What is Easter has already been explained in the part 3.6.5 of this chapter. In this song, it is underlined that *Christ is risen* as in the song “He Is Risen”. In the song, the belief that Jesus Christ is alive is stated. In addition, the song gives us the basic beliefs of the religion of Christianity. In Christianity, there is the belief of godhead as one God in three persons: Father, Son, and Holy Spirit. This information is mentioned in the song. God is addressed with several names in the song such as *the Master, the Lord, the Father*. Another religious implication which is available in the song is that Jesus Christ is a representative of love, as is believed and accepted by the Christian world. We understand it from the line *Death is dead, love has won, Christ has conquered*.

First of all, this song can be used to teach students about the Easter Sunday and its relation with Jesus Christ. In addition, from all the aspects mentioned above, this song can be used to teach students about the religion of Christianity, the perception

of God by the Christian people, Jesus Christ as a symbol of love, and the various addressing to God.

As a concluding remark, the ten songs above can be used to teach EFL and ESL students foreign culture ranging from language; the traditional, national, social, historical and political issues to the life styles, religion and daily life.

Table 3 below presents the cultural elements that were and can be used in this study to teach foreign culture to the students:

Table 3: The Songs Used in this Study and the Cultural Elements to Teach within them

SONGS	The Cultural Elements Included
All Over This World	food items in different countries, greeting words in different languages, the universal value of equality, tolerance and respect
Civil Rights Movement	the racism history in the USA, the specific judicial system of the country, the legendary characters in the social and political life of the country, and the cultural interaction between the black and white people in the country
New York State of Mind	the life styles in New York City, the special and popular spots and places, famous press and other companies in the country and in the world
God Save the Queen	the royal family and the ruling system in the UK, the national emotions and expressions of patriotism
He Is Risen	the Easter Sunday festival with its symbols, such as the colourful eggs and Easter Bunny, activities and importance; the identity of Jesus Christ and His perception by the Christian world
This Is Halloween	the Halloween festival; its symbols like scary costumes, witches, ghosts, carved pumpkins with candles inside; Trick or Treat game; Halloween town; skeleton Jack

Red White and Blue	the American Flag and its meaning, the GQ magazine, the city of Sturgis with its famous motorcycle rally, the official building of the White House in the USA
Western Skies	certain natural and geographical places in Canada such as Lake Louise, Bow River, the cities of Alberta and Toronto, the significance and perception of the Queen Street, the different life styles in the eastern and western part of the country
Here Comes Santa Claus	the Christmas festival; the Christmas Eve; the Christmas night; the identity of Santa Claus and his importance for children; his jingling sleigh with the reindeers; children's hanging stockings; Christmas celebrations, decorations and food
See What a Morning	all the cultural events about Easter Sunday, the religion of Christianity, the perception of God by the Christian people, Jesus Christ as a symbol of love, and the various addressing to God

CHAPTER FOUR

IV. FINDINGS AND DISCUSSIONS

4.1 Present Study

The purpose of this study is to identify the effectiveness of using songs in order to teach culture to young students in a public Anatolian High School in Erbaa, Tokat / Turkey. The study was carried out with two groups who are 11th graders. One of the groups was the “Experimental Group”, consisting of 18 female and 7 male students. They took the culture lessons with a methodology using songs. The other group was the “Control Group”, consisting of 19 female and 6 male students. They were given culture lessons with a more traditional methodology. There were 50 students in total in the study.

In the research, first a questionnaire with 5 point-Likert Scale including 20 items was applied to the experimental group to identify their disposition of using songs to learn foreign culture. Then the 10-week culture teaching process started with both groups. At the end of the teaching process, a joint exam was applied to the groups, and the evaluations were done afterwards.

The demographic information about the students in the study is already presented in the Table 1 in Chapter Three.

4.2 Analysis of the Data

The instruments used in this study have been analysed using the IBM SPSS Statistics 22 programme. First, the reliability of the scale measuring the disposition of the experimental group was tested. Then, each of the 20 items in the scale was analysed in terms of seeing their relation with the objectives of this study. At the end of the experiment, the exam was applied both to the experimental group and to the control group. And the results of the exam were analysed through the statistics programme.

4.3 The Results of the Instruments and Discussions

The results have been discussed in terms of the research questions below:

1. To what extent are the high school students able to learn culture through English songs?
2. What is the disposition of high school students in learning culture through English songs?
3. Are there any significant differences between male and female students in terms of learning culture through English songs?

And it is hypothesized in this study that students who are taught culture through songs will have more successful results when compared with those who are taught culture through reading texts.

At the beginning of the study, a 5 point-Likert Scale consisting of 20 items was applied to the experimental group in order to measure their disposition in learning foreign culture through songs (see Appendix A). The scale was aiming to measure the dispositions of the students related with their culture learning process through songs; such as learning the language, religious values, historical events, geographical features, festivals, basic vocabulary, life styles, celebrities, social events, traditions, moral values, artistic works, dances, a wide range of identities, and so forth.

The 20 items in the scale were answered by the students ranging “1- Strongly Disagree”, “2- Disagree”, “3- Undecided”, “4- Agree”, “5- Strongly Agree”. The students ticked the answers that best suited their ideas and interests. After the application of the scale, a reliability test was applied in the SPSS programme in order to measure its reliability value for learning culture through songs. As is seen in the Table 3 in Chapter Three, Part 3.4.1 of this study, the Cronbach Alpha coefficient of the scale was stated as .795 ($.8 > \alpha \geq .7$), which is a value proving that the scale is reliable:

Cronbach’s Alpha	Cronbach’s Alpha B.S.İ	N
.795	.781	20

In the Table 4 below, the arithmetic means and standard deviation figures of the disposition scale are given:

Table 4: Descriptive Statistics Showing the Ratings of the Experimental Group Students in the Scale Measuring Their Disposition in Learning Foreign Culture through Songs

Items	N	Mean	SD	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Songs increase my interest in foreign culture.	25	4,320	,7483	0 0%	0 0%	4 16%	9 36%	12 48%
2. I think that learning a foreign language through songs is effective.	25	4,360	,7572	0 0%	1 4%	1 4%	11 44%	12 48%
3. I comprehend well the religious values of foreign cultures which I see in songs.	25	3,560	1,0033	1 4%	3 12%	5 20%	13 52%	3 12%
4. I learn the historical events of foreign cultures through songs well.	25	3,600	1,0000	1 4%	2 8%	7 28%	11 44%	4 16%
5. Songs are effective in my learning the geographical characteristics of a foreign country.	25	3,240	,8307	0 0%	4 16%	13 52%	6 24%	2 8%
6. I learn the festivals of foreign cultures having fun through songs.	25	4,200	,8165	0 0%	1 4%	3 12%	11 44%	10 40%
7. I remember the foreign words in songs well.	25	4,560	,6506	0 0%	0 0%	2 8%	7 28%	16 64%
8. I learn the lifestyles of foreign cultures through songs well.	25	4,120	,6658	0 0%	0 0%	4 16%	14 56%	7 28%
9. Songs allow me to recognize foreign celebrities.	25	4,880	,3317	0 0%	0 0%	0 0%	3 12%	22 88%
10. I notice the social events of foreign cultures with songs.	25	3,520	,8718	0 0%	3 12%	9 36%	10 40%	3 12%

11. I learn the traditions and customs of foreign cultures through songs well.	25	3,640	1,1504	2 8%	1 4%	7 28%	9 36%	6 24%
12. I learn the ethics of foreign cultures through songs well.	25	3,640	,9074	0 0%	4 16%	4 16%	14 56%	3 12%
13. I recognize the artistic products of foreign cultures through songs.	25	4,120	,7257	0 0%	1 4%	2 8%	15 60%	7 28%
14. I learn the accents of foreign words within songs.	25	4,680	,4761	0 0%	0 0%	0 0%	8 32%	17 68%
15. I learn the dances and folk dances of foreign cultures with their music.	25	4,400	,8660	0 0%	1 4%	3 12%	6 24%	15 60%
16. I prefer learning the celebrations of foreign cultures with songs.	25	4,400	1,0408	1 4%	1 4%	1 4%	6 24%	16 64%
17. Every national anthem is the reflection of its own culture.	25	4,840	,3742	0 0%	0 0%	0 0%	4 16%	21 84%
18. I would like to know countries with their songs.	25	4,600	,6455	0 0%	0 0%	2 8%	6 24%	17 68%
19. Songs are the identity of the culture to which they belong.	25	4,640	,7000	0 0%	1 4%	0 0%	6 24%	18 72%
20. I do not forget the cultural elements that I learned through songs.	25	4,520	,7141	0 0%	0 0%	3 12%	6 24%	16 64%
Total Mean			4,192					

When we consider Tylor's (1924) definition of culture, we can conclude that culture includes a number of characteristics such as habits, life styles, traditions, beliefs, celebrations, music, religion, customs, laws, celebrations, cuisine, language, arts, social foundations, fantasies and legends, values, morals, ideals, and so forth reflecting everything distinctive to a particular society. In the table above; the experimental group students rated for each item in the scale, which included the cultural elements implied in Tylor's (1924) definition of culture, all their ratings were collected, the minimum and maximum values of them were determined, the

standard deviations were considered, and finally the average mean of all items were calculated. According to the collected data, it was identified that the total arithmetic mean of the ratings of the students was 4,192. When it is taken into consideration that the maximum mean can be 5, it can clearly be seen that the disposition of the students in the experimental group in learning foreign culture through songs is quite high.

After the general evaluation of the scale, the issue was dealt with according to the gender factor. Table 5 below indicates the Means of the ratings of the female and male students in the experimental group for each item in the scale separately.

Table 5: Descriptive Statistics Showing the Ratings of the Experimental Group Students with Gender Differences

Items	Gender	N	Mean (Max. 5)	SD	SD Error Mean
1. Songs increase my interest in foreign culture.	M	7	3,857	,8997	,3401
	F	18	4,500	,6183	,1457
2. I think that learning a foreign language through songs is effective.	M	7	4,143	1,0690	,4041
	F	18	4,444	,6157	,1451
3. I comprehend well the religious values of foreign cultures which I see in songs.	M	7	2,571	1,2724	,4809
	F	18	3,944	,5393	,1271
4. I learn the historical events of foreign cultures through songs well.	M	7	2,857	1,2150	,4592
	F	18	3,889	,7584	,1788
5. Songs are effective in my learning the geographical characteristics of a foreign country.	M	7	2,714	,7559	,2857
	F	18	3,444	,7838	,1847
6. I learn the festivals of foreign cultures having fun through songs.	M	7	3,857	,8997	,3401
	F	18	4,333	,7670	,1808
7. I remember the foreign words in songs well.	M	7	4,571	,5345	,2020
	F	18	4,556	,7048	,1661
8. I learn the lifestyles of foreign cultures through songs well.	M	7	3,714	,7559	,2857
	F	18	4,278	,5745	,1354
9. Songs allow me to recognize foreign celebrities.	M	7	4,571	,5345	,2020
	F	18	5,000	,0000	,0000
10. I notice the social events of foreign cultures with songs.	M	7	2,857	,8997	,3401
	F	18	3,778	,7321	,1726

11. I learn the traditions and customs of foreign cultures through songs well.	M	7	2,571	1,2724	,4809
	F	18	4,056	,8024	,1891
12. I learn the ethics of foreign cultures through songs well.	M	7	3,286	,9512	,3595
	F	18	3,778	,8782	,2070
13. I recognize the artistic products of foreign cultures through songs.	M	7	3,857	1,0690	,4041
	F	18	4,222	,5483	,1292
14. I learn the accents of foreign words within songs.	M	7	4,429	,5345	,2020
	F	18	4,778	,4278	,1008
15. I learn the dances and folk dances of foreign cultures with their music.	M	7	3,857	1,0690	,4041
	F	18	4,611	,6978	,1645
16. I prefer learning the celebrations of foreign cultures with songs.	M	7	3,429	1,5119	,5714
	F	18	4,778	,4278	,1008
17. Every national anthem is the reflection of its own culture.	M	7	5,000	,0000	,0000
	F	18	4,778	,4278	,1008
18. I would like to know countries with their songs.	M	7	4,286	,7559	,2857
	F	18	4,722	,5745	,1354
19. Songs are the identity of the culture to which they belong.	M	7	4,143	1,0690	,4041
	F	18	4,833	,3835	,0904
20. I do not forget the cultural elements that I learned through songs.	M	7	4,143	,8997	,3401
	F	18	4,667	,5941	,1400

In order to identify whether the dispositions of the students in learning foreign culture through songs would differentiate considering the gender factor, Independent Sample t-test Analysis was applied. The result of this analysis is shown in Table 6 below:

Table 6: t-test Analysis Results of the Scale Ratings of the Experimental Group Students with Gender Differences

Gender	N	X	SS	Sd	t	p
Male	7	74,713	5,64	5,6	-6,6	,00*
Female	18	87,389	3,66			

*p<a=0,05

As is seen in Table 6 above, the p value is “p<a=0,05”. It means that there is a meaningful difference between male and female students in terms of their

dispositions in learning foreign culture through songs. The reason for this difference stems from the rates of the positive answers of the male and female students. As is seen in Table 6 above, the total value of the female students ($X=87,389$; whose mean value is 4,369) is higher than that of the male students ($X=74,713$; whose mean value is 3,735). According to these results, it has been identified that the disposition of the female students in the experimental group in learning foreign culture through songs is higher in a meaningful way than that of the male students in the same group.

After the evaluation of the disposition scale, the ten-week sessions of teaching foreign culture through English songs were done. As stated in the previous parts of this study, the experimental group took the culture lessons by the use of English songs while the control group did it by just being exposed to reading culture texts.

In the second and final part of our study, a joint exam was made both to the experimental group and to the control group in order to identify whether it would be effective to use English songs to teach foreign culture; to compare the results of the experimental and control group; and to see if there would be any gender differences about the research subject. These were already the research questions of this experimental study.

In the exam, the students were asked 23 questions the types of which are short answers, true / false and multiple choices. After that, the exam papers of the experimental and control group students were checked, and the points that each group got in the exam were compared.

Below, Table 7 shows the points which the students from the experimental and the control group scored in the exam:

Table 7: Distribution of the Scores which the Students from the Experimental and the Control Group Achieved in the Exam

	Subjects	Experimental Group		Control Group	
		Female	Male	Female	Male
		(Max. 100)	(Max. 100)	(Max. 100)	(Max. 100)
SCORES	1	94	78	63	59
	2	97	85	62	55
	3	99	89	66	65
	4	99	89	74	63
	5	92	75	62	55
	6	91	84	58	47
	7	95	93	68	
	8	95		64	
	9	96		58	
	10	96		71	
	11	93		85	
	12	94		76	
	13	100		67	
	14	100		58	
	15	99		56	
	16	95		67	
	17	100		61	
	18	94		57	
	19			69	
	Total	1729	593	1242	344
	Mean	96,05	84,71	65,36	57,33
	Mean for each group	92,88		63,44	

According to these data, the average scores that the experimental group and the control group achieved in the exam are presented in Figure 1 below:

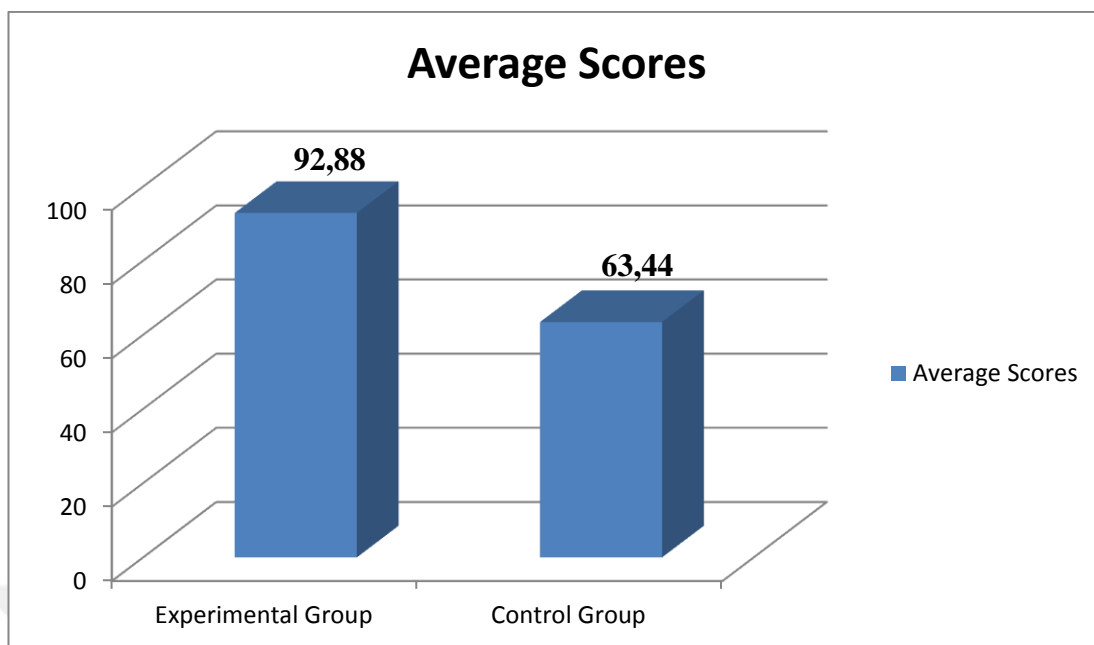


Figure 1: Average Scores of the Experimental Group and the Control Group

In order to identify whether the points which both the experimental group and the control group scored in the exam would change considering the group types, Independent Sample t-test Analysis was applied. The result of this analysis is shown in Table 8 below:

Table 8: t-test Analysis Results of the Exam Points Scored by the Experimental Group and the Control Group

	N	X	SS	Sd	t	p
Experimental Group	25	92,88	6,6	1,3	14	,00*
Control Group	25	63,44	7,92			

* $p < \alpha = 0,05$

As is seen in Table 8 above, the p value is " $p < \alpha = 0,05$ ". At the end of this analysis, it has been identified that there is a remarkably meaningful difference between the levels of foreign culture teaching and learning through the method of using English songs and through the classical method of using reading texts and plain explanation. As is seen in Figure 1, the average point which were scored by the experimental group is 92,88 and the one by the control group is 63,44. These scores already support the finding of the analysis as well. According to these results, teaching

foreign culture using English songs in the stated setting of this study has been proved to be more successful than teaching culture through the traditional method of using reading texts and plain explanation.

Apart from identifying that the experimental group has achieved a higher success than the control group, Independent Sample t-test Analysis was applied only to the data from the experimental group so that we can compare the success levels of the experimental group students considering the gender factor. The related t-test analysis is presented at Table 9 below:

Table 9: t-test Analysis Results of the Exam Points Scored by the Experimental Group Students Depending on the Gender Factor

	N	X	SS	Sd	t	p
Female	18	96,05	6,6	2,99	6,1	,00*
Male	7	84,71	7,92			

* $p < \alpha = 0,05$

As is seen in Table 9 above, the p value is " $p < \alpha = 0,05$ ". It means that there is a meaningful relation between the exam achievement levels and gender status of the students. It is also seen in Table 7 that the average point which the female students scored in the exam (96,05) is higher than that of the male students (84,71). As is supported by the finding from the disposition scale, which was applied at the beginning of this study on the experimental group students; the success of the female students in learning foreign culture through English songs is higher in a meaningful way than that of the male students. It proves that there is a meaningful coherence between the results of the disposition scale and the results of the culture exam.

Indeed, this gender difference in achievement levels is also available in a similar way within the control group. When we look at the exam points scored by both genders in the control group (see Table 7), we see that the female students scored an average point of 65,36 while the male students did 57,33. With these results, it can also be concluded that the female students in the control group in the setting of this study seem more inclined to learn foreign culture than male students within the group.

CHAPTER FIVE

V. CONCLUSION, DISCUSSION AND RECOMMENDATIONS

5.1 Concluding Remarks

The purpose of this study is to teach students at an Anatolian High School in Turkey the various cultural elements belonging to countries where English is the native language both by using English songs and by using classical reading texts; and to see the difference between the effectiveness of these two methods. As is seen, one of the elements which are mentioned in the purpose of the study is to teach foreign culture. There are a number of studies that have the purpose of teaching various elements about languages like grammatical subjects, vocabularies, and so forth. However, one thing seems to be forgotten, or not to be paid enough attention, which is teaching culture. Language and culture are two inseparable parts of each other and they are interrelated in both ways. Language is not accurate without culture and vice versa. Brown (1994) states this idea as “a language as a part of a culture and a part of a language”, and he adds that “the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p. 164). Moreover, Bennet (1993) states that learning a language without learning its culture is a way of becoming a “fluent fool” (p. 9). As a result, if a person wants to learn a language, she / he should know the culture of the society that the language belongs to.

In this comparative study, there is another item which is stressed: the use of songs in teaching culture. The reason for choosing songs as a teaching material is the fact that they have got a number of advantages such as being an authentic and real-life material, a tool for motivation and positive atmosphere, a source of linguistic information, and more significantly a treasure of cultural knowledge. As is stated by Razmjoo (2012), there is a connection between linguistics and musicology as songs have both the communicative characteristics of language and the enjoyable characteristics of music.

In this experimental study, two 11th grade classes in a public Anatolian High School each of which consisted of 25 students were selected as participants of the study. The classes were determined as the Experimental Group and the Control Group. The experimental group consisted of 18 female and 7 male students. The control group consisted of 19 female and 6 male students. Before beginning to do the lessons, a questionnaire which was designed as a 5 point-Likert Scale consisting of 20 items was applied to the experimental group to measure their disposition in learning foreign culture through songs. The items in the questionnaire were measuring the dispositions of the students about their process of learning culture through songs, the topics of which are interest in foreign cultures, learning the language, religious values, historical events, geographical features, festivals, basic vocabulary, life styles, celebrities, social events, traditions, moral values, artistic works, dances, a wide range of identities, and so forth. The results of the analyses have showed that the students in the experimental group were highly tended to learn foreign culture through the use of songs.

After this first evaluation, another evaluation was made in order to identify whether gender status was a determinative factor or not in determining the students' disposition in learning foreign culture through songs. After the necessary analyses, it has been revealed that the disposition of the female students in the experimental group in the subject matter is noticeably higher than that of the male students in the same group.

Then the culture teaching process which was planned to be done in ten week was carried out with both groups in the stated methods. After this process, a joint exam was applied to the groups, and their scores were analysed and evaluated. At the end of this evaluation; it has been noticed that the method of using English songs, which was tried on the experimental group has proved to have served the purpose of teaching foreign culture in a far more superior way than the method of using classical reading texts, which was tried on the control group. This situation shows that songs have motivated the learners of culture quite well. Additionally, this finding is completely in line with the hypothesis of this study.

As the last evaluation, an analysis was done in order to identify how gender status could have influence upon the exam performances of the experimental group students. At the end of the analysis, it has been detected that the female students in the experimental group showed a more successful performance than the male students in the group. The effect of the gender status in the subject matter within the control group was parallel with the one within the experimental group. In that, the female students in the control group scored higher points than the male students in the group. As a result, it can be concluded from this study that the female students in the setting of this study seem more inclined and successful in learning foreign culture than the male students.

After completing this comparative and experimental study, some interviews were held with the students from both groups. Related with learning foreign culture, the groups both stated that they were happy to become aware of the cultural characteristics of the societies whose native language, English, they were learning at school. When they were asked about the teaching styles that were used in culture teaching sessions, the students in the experimental group stated that they had very enjoyable sessions thanks to the use of English songs as the basic teaching material used in the sessions, and they added they were more motivated and curious for the coming of the next culture learning sessions. This sense of fun and motivation in the experimental group sounded more dominant than the one in the control group.

Consequently, it can be said that English songs can be used efficiently in teaching culture to the EFL and ESL students. The results that were obtained from the disposition questionnaire and from the final exam both give satisfying answers to the research questions and show a positive correlation with the hypothesis of this study.

To sum up, we can mention a triad of language, culture and song as a new approach to teach foreign culture.

5.2 Suggestions

As is underlined in this study, language and culture are two interwoven events and they cannot be separated from each other. Thus, more attention should be paid to teach culture while teaching language. In order to make culture teaching more

attractive, teachers should find enjoyable methods and techniques to apply in the classroom. This study highlights one of these methods, which is using English songs.

Culture should be accepted as the fifth skill, and it should be specifically placed in the language teaching curricula of the schools in Turkey. In the English language course books, there should be more pages aiming at teaching culture. Even, two separate course books should be published and used at schools, one for teaching all the linguistic points and one merely for teaching culture.

This study was conducted in a limited time and setting with limited number of participants. Therefore, further research should be done with large number of participants having different language levels and coming from different socioeconomic backgrounds.

Last but not least, teachers and education authorities should do their best in order to provide students with other opportunities so that the students can learn culture. For example, they should do multicultural projects online and through international exchange programmes. As practising a language in the place where that language is natively spoken is much more effective in learning the language, living a culture in its original place provides unforgettable experiences to learners and provides them to understand that culture much better. There are certain exchange and mobility programmes that are famous both in Turkey and in Europe for this kind of purposes such as E-Twinning and Erasmus+ that are funded by European Commission, the executive body of the EU. Thus, especially language teachers should improve themselves in doing this kind of international projects to be more beneficial to their students.

5.2.1 Suggestions for Further Studies

First of all, it is hoped that this study will stimulate its readers to ask further questions on how to teach foreign culture. This study has elaborated the use of English songs in teaching foreign culture to students. EFL teachers should also try to find out different methods which will be able to be used so that an efficient culture teaching can be achieved.

In pre-service training programmes, courses on culture should be included and pre-service teachers should be offered some elective courses from the departments of music.



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APPENDICES

APPENDIX A. The original questionnaire in Turkish language to measure the disposition of the experimental group in learning culture through songs, and its translation into English language

ANKET

Sevgili öğrenciler,

Bu anket, yabancı kültür öğreniminde şarkıların kullanılmasının etkilerini araştırmayı amaçlamaktadır. Lütfen aşağıdaki maddeleri dikkatlice okuyunuz ve aşağıdaki ölçeği dikkate alarak sizin ilgi, fikir ve deneyimlerinize en uygun olan yanıtları işaretleyiniz. Yanıtlarınız gizli tutulacaktır.

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

Yaş: ____ Cinsiyet: K E

1 2 3 4 5

	1	2	3	4	5
1. Şarkılar yabancı kültüre ilgimi artırır.					
2. Şarkılar yoluyla bir yabancı dili öğrenmenin etkili olduğunu düşünüyorum.					
3. Şarkıların içerisinde gördüğüm yabancı kültürlerle ait dini değerleri iyi kavrarım.					
4. Yabancı kültürlerle ilişkin tarihsel olayları, şarkılar yoluyla iyi öğrenirim.					
5. Şarkılar, yabancı bir ülkenin coğrafi özelliklerini öğrenmemde etkilidir.					

6. Şarkılar yoluyla yabancı kültürlere ait festivalleri eğlenerek öğrenirim.					
7. Şarkı içinde geçen yabancı sözcükleri iyi hatırlarım.					
8. Şarkılar yoluyla yabancı kültürlere ait yaşam biçimlerini iyi öğrenirim.					
9. Şarkılar, yabancı ünlüleri tanımamı sağlar.					
10. Yabancı kültürlerin toplumsal olayları şarkılarla dikkatimi çeker.					
11. Yabancı kültürlere ait gelenek ve görenekleri şarkılar yoluyla iyi öğrenirim.					
12. Yabancı kültürlere ait ahlak kurallarını şarkılar yoluyla iyi öğrenirim.					
13. Şarkılar yoluyla yabancı kültürlere ait sanatsal ürünleri tanırım.					
14. Yabancı sözcüklerin vurgularını şarkı içerisinde öğrenirim.					
15. Yabancı kültürlere ait dansları ve halk oyunlarını müziği ile öğrenirim.					
16. Yabancı kültürlere ait kutlamaları şarkılar ile öğrenmeyi yeğlerim.					
17. Her ulusal marş kendi kültürünün yansımasıdır.					
18. Ülkeleri şarkıları ile tanımak isterim.					
19. Şarkılar ait olduğu kültürün kimliğidir.					
20. Şarkılar yoluyla öğrendiğim kültürel öğeleri unutmam.					

QUESTIONNAIRE

Dear students,

This survey aims to investigate the effects of using songs in learning foreign culture. Please read the following items carefully and tick the answers that best suit your interests, ideas and experiences, taking the following scale into consideration. Your answers will be kept confidential.

- 6- Strongly Disagree**
- 7- Disagree**
- 8- Undecided**
- 9- Agree**
- 10- Strongly Agree**

Age: _____ Gender: F M

1 2 3 4 5

1. Songs increase my interest in foreign culture.					
2. I think that learning a foreign language through songs is effective.					
3. I comprehend well the religious values of foreign cultures which I see in songs.					
4. I learn the historical events of foreign cultures through songs well.					
5. Songs are effective in my learning the geographical characteristics of a foreign country.					
6. I learn the festivals of foreign cultures having fun through songs.					
7. I remember the foreign words in songs well.					
8. I learn the lifestyles of foreign cultures through songs well.					

9. Songs allow me to recognize foreign celebrities.					
10. I notice the social events of foreign cultures with songs.					
11. I learn the traditions and customs of foreign cultures through songs well.					
12. I learn the ethics of foreign cultures through songs well.					
13. I recognize the artistic products of foreign cultures through songs.					
14. I learn the accents of foreign words within songs.					
15. I learn the dances and folk dances of foreign cultures with their music.					
16. I prefer learning the celebrations of foreign cultures with songs.					
17. Every national anthem is the reflection of its own culture.					
18. I would like to know countries with their songs.					
19. Songs are the identity of the culture to which they belong.					
20. I do not forget the cultural elements that I learned through songs.					

APPENDIX B. The lyrics of the songs that were used in culture teaching lessons

Song No. 1

ALL OVER THIS WORLD

(Chorus:)

All over this world, all over this world;
People are alike, but not the same; All over this world.

In France, it's called a crepe; in China, they're called Moo-shoo;
In Ethiopia, it doubles as a plate, and they use it to eat with, too.
There's Mexican tortillas, latkes in Israel;
In Denmark, they're called pandekager;
[pronounced: "panakayer"]
And just about everywhere around the world,
you'll find some kind of pancake there.

(Chorus - as a 2-part round)

I have always been amazed, wherever I do roam
There's always a lot that's new to me,
and so much that makes me feel at home
We speak different words, we sing different songs,
we have different religions and races
But we share so many hopes and dreams,
'though we come from different places

(Chorus - 2-part round)

In Arabic, they say "salaam"; They say "shantee" in Hindu
"Paz" is the word in Spanish, and "shalom" is the word in Hebrew
These words of peace in every land, they make such a beautiful sound
And we all share the hope for peace, this whole wide world around

(Chorus - 4-part round)

(Chorus - 4-part round)

(Final Chorus - 4-part round:)

All over this world, all over this world
We all share the hope for peace; All over this world.
All over this world.

Song No. 2

CIVIL RIGHTS MOVEMENT

Intro

First blacks weren't equal to the whites
(Repeat 4 Times)

Verse 1

Let me tell you a story
Of our once oppressed people
Whose Supreme Court judge
Called separate but equal
Still they oppressed, by unnecessary evil
And Jim Crow laws
Made the whole thing legal
The 20th century was filled with the plight
Of blacks trying to gain
Equal grounds with the whites
It was something like a war
People died in the fight
So that you could take advantage
Of your God-given rights
Black people, or should I say Negroes
Were treated so bad
They started an upheaval
Better yet a riot
But they tried to make it peaceful
But they were harassed
By the Klan and police though
A lot of people died but nobody really cared
Instead they turned away
Like the problem wasn't there
So Negroes boycotted
They couldn't be scared
Cuz death was a possibility
They had to be prepared

Chorus

First blacks weren't equal to the whites
And it wasn't gonna change
There was no ending in sight
It was a long struggle
Just to earn civil rights
But there wasn't nothing
That was really civil 'bout the fight
(Repeat)

Verse 2

In 1954, the highest court in the nation
Made a rule against in-school segregation
Codenamed *Brown Vs. Board of Education*
It forced black and white students into integration
But Arkansas' governor wasn't gonna comply
He stopped nine blacks from going to Little Rock High
He called National Guard
Their entrance he'd denied
Eisenhower sent the Federal Guard
Just to get 'em by
One day Rosa Parks was sitting on the bus
A white man needed a seat
And she wouldn't get up

So she went to jail
Everybody knew it wasn't just
So they boycotted the buses
Because they had enough
But it didn't start with Rosa
There were many people like her
Like groups of blacks and whites
They were called the Freedom Riders
Taking buses through the south
Igniting racists like a fire
Nationwide attention
Was the goal that they desired

Repeat Chorus

Verse 3

So after 'bout a year
The segregation people used to know
Finally, was declared unconstitutional
This event was
The beginning of our movement though
It proved non-violence was effective but unusual
Martin Luther King had a dream that the barriers
That separated us would disappear from America
He led peace marches through divided southern areas
And his assassination caused worldwide hysteria
But that was '68, let's go back to '63
When he and thousand Negroes put all of their energy
Into marching down to Birmingham, where they willingly
Accepted beatings by police and dogs attacked them viciously
It horrified a nation, in particular a Kennedy
Who risked his own future to support us politically
In November, he was shot and injured critically
And Lyndon kept it going to the best of his ability

Thus the Civil Right Act of 1964
Was passed on the Congressional and the Senate floor
So you can't discriminate race or gender anymore
Any poll tax was finished by Amendment Twenty-Four

Repeat Chorus



Song No. 3

NEW YORK STATE OF MIND

Some folks like to get away,
Take a holiday from the neighborhood
Hop a flight to Miami Beach or to Hollywood
But I'm takin' a Greyhound on the Hudson River line
I'm in a New York state of mind

I've seen all the movie stars in their fancy cars and their limousines
Been high in the Rockies under the evergreens
I know what I'm needin', and I don't want to waste more time
I'm in a New York state of mind

It was so easy livin' day by day
Out of touch with the rhythm and blues
But now I need a little give and take
The New York Times, the Daily News

It comes down to reality, and it's fine with me cause I've let it slide
I don't care if it's Chinatown or on Riverside
I don't have any reasons
I left them all behind
I'm in a New York state of mind
Oh yeah

It was so easy living day by day
Out of touch with the rhythm and blues
But now I need a little give and take
The New York Times, the Daily News
Who, oh, oh whoa who

It comes down to reality, and it's fine with me cause I've let it slide
I don't care if it's Chinatown or on Riverside
I don't have any reasons
I left them all behind
I'm in a New York state of mind

I'm just taking a Greyhound on the Hudson River line
Cause I'm in a, I'm in a New York state of mind

Song No. 4

GOD SAVE THE QUEEN

God save our gracious Queen!
Long live our noble Queen!
God save the Queen!
Send her victorious,
Happy and glorious,
Long to reign over us,
God save the Queen.

O Lord our God arise,
Scatter her enemies
And make them fall;
Confound their politics,
Frustrate their knavish tricks,
On Thee our hopes we fix,
God save us all!

Thy choicest gifts in store
On her be pleased to pour
Long may she reign
May she defend our laws
And ever give us cause
To sing with heart and voice
God save the Queen

Song No. 5

HE IS RISEN

Early morning break of dawn
Stumbling to the tomb
Standing awestruck wondering who
Rolled away the stone
And as the sun came up
Amazed they looked inside
A voice, an angel clothed in light
Don't be afraid, He is alive!

He is risen

Hallelujah, hallelujah

Christ is risen

Let the whole world sing

Christ is risen

Christ is risen from the dead

Sing, with all creation sing
Of a world made new
In His life we too may live
Bursting from the tomb
And looking up we see
Our King enthroned on high
His wounds of love now glorified
Rejoice, for soon He'll burst the skies

Song No. 6

THIS IS HALLOWEEN

Boys and girls of every age
Wouldn't you like to see something strange?

Come with us and you will see
This, our town of Halloween

This is Halloween, this is Halloween
Pumpkins scream in the dead of night

This is Halloween, everybody make a scene
Trick or treat till the neighbors gonna die of fright
It's our town, everybody scream
In this town of Halloween

I am the one hiding under your bed
Teeth ground sharp and eyes glowing red

I am the one hiding under your stairs
Fingers like snakes and spiders in my hair

This is Halloween, this is Halloween

Halloween! Halloween! Halloween! Halloween!
In this town we call home
Everyone hail to the pumpkin song

In this town, don't we love it now?
Everybody's waiting for the next surprise

'Round that corner, man hiding in the trash can
Something's waiting no to pounce, and how you'll

Scream! This is Halloween
Red 'n' black, and slimy green

Aren't you scared?

Well, that's just fine
Say it once, say it twice
Take a chance and roll the dice
Ride with the moon in the dead of night

Everybody scream, everybody scream

In our town of Halloween!

I am the clown with the tear-away face
Here in a flash and gone without a trace

I am the "who" when you call, "Who's there?"
I am the wind blowing through your hair

I am the shadow on the moon at night
Filling your dreams to the brim with fright

This is Halloween, this is Halloween
Halloween! Halloween! Halloween! Halloween!
Halloween! Halloween!

Tender lumpings everywhere
Life's no fun without a good scare

That's our job, but we're not mean
In our town of Halloween

In this town

Don't we love it now?

Everybody's waiting for the next surprise
Skeleton Jack might catch you in the back
And scream like a banshee
Make you jump out of your skin
This is Halloween, everybody scream
Won't ya please make way for a very special guy

Our man Jack is King of the Pumpkin patch
Everyone hail to the Pumpkin King, now!

This is Halloween, this is Halloween
Halloween! Halloween! Halloween! Halloween!

In this town we call home
Everyone hail to the pumpkin song

La la la la la la la la la la (Halloween! Halloween!)
La la la la la la la la la la (Halloween! Halloween!)

Song No. 7

RED WHITE AND BLUE

We don't have no plastic L.A. Frynds,
Ain't on the edge of no popular trend.
Ain't never seen the inside of that magazine GQ.
We don't care if you 're a lawyer, or a Texas oil man,
Or some waitress busting ass in some liquor stand.
If you got Soul
We hang out with people just like you

My hair's turning white,
My neck's always been red,
My collar's still blue,
We've always been here
Just trying to sing the truth to you.
Yes you could say
We've always been,
Red, White, and Blue

Ride our own bikes to Sturgis
We pay our own dues,
Smoking camels, drinking domestic brews
You want to know where I have been
Just look at my hands
Yeah, I've driven by the White House,
Spent some time in jail.
Momma cried but she still wouldn't pay my bail.
I ain't been no angel,
But even God, he understands.

My hair's turning white,
My neck's always been red,
My collar's still blue,
We've always been here
Just trying to sing the truth to you.
Yes you could say
We've always been,
Red, White, and Blue

Yeah that's right!
My Daddy worked hard, and so have I,
Paid our taxes and gave our lives
To serve this great country
So what are they complaining about
Yeah we love our families, we love our kids
You know it is love that makes us all so rich
That's where were at,

If they don't like it they can just
Get the hell out!

My hair's turning white,
My neck's always been red,
My collar's still blue,
We've always been here
Just trying to sing the truth to you.
Yes you could say
We've always been,
Red, White, and Blue

Oh, oh, red, white, and blue
Red, white, and blue
Oh, oh, red, white, and blue



Song No. 8

WESTERN SKIES

Well I'd rather be
walking through the tall pine trees high
up above Lake Louise
And I'd rather be
chasing after shooting stars
than waiting for this dumb 503 TTC
I'd like to see
the sun set behind Saddle Mountain
and listen to the wind whisper my name
yea this world and me don't fit
one of us is going to have to quit
oh how I miss those western skies
And I'd rather be back in the Rocky Mountains
than sitting in some bar on Queen Street
And I'd rather be walking through the high meadow
than watching the latest war on my TV
So please don't you stand in my way
I just got to get out of this place
if I waste another day
I'm sure the sun will forget my name
Oh how I miss those western skies

oh to see the sunset in her eyes
oh to see the sunshine in her eyes
And I'd rather be
lying by the Bow River
just watching the clouds go by
Yea I'd rather be
anywhere else than here tonight
than stuck in the city
but through the pain
good things will come
after the rain the sun
but that don't mean much to me stuck in the city
oh how I miss those western skies

Song No. 9

HERE COMES SANTA CLAUS

Here comes Santa Claus, here comes Santa Claus
Right down Santa Claus lane

Vixen, Blitzen, all his reindeer
Pulling on the reins
Bells are ringing, children singing
All is merry and bright
Hang your stockings and say a prayer
'Cause Santa Claus comes tonight

Here comes Santa Claus, here comes Santa Claus
Riding down Santa Claus lane

He's got a bag that's filled with toys
For boys and girls again
Hear those sleigh bells jingle jangle
What a beautiful sight
Jump in bed and cover up your head
Because Santa Claus comes tonight

Here comes Santa Claus, here comes Santa Claus
Right down Santa Claus lane

He doesn't care if you're a rich or poor boy
He loves you just the same
Santa knows that we're God's children
That makes everything right
Fill your hearts with Christmas cheer
'Cause Santa Claus comes tonight

Well, here comes Santa Claus, here comes Santa Claus
Riding down Santa Claus lane

He'll come around when the chimes ring out
It's Christmas morn again
Peace on earth will come to all
If we just follow the light
Let's give thanks to the Lord above
'Cause Santa Claus comes tonight
'Cause Santa Claus comes tonight

Song No. 10

SEE WHAT A MORNING

See, what a morning, gloriously bright,
With the dawning of hope in Jerusalem;
Folded the grave-clothes, tomb filled with light,
As the angels announce, "Christ is risen!"
See God's salvation plan,
Wrought in love, borne in pain, paid in sacrifice,
Fulfilled in Christ, the Man,
For He lives: Christ is risen from the dead!

See Mary weeping, "Where is He laid?"
As in sorrow she turns from the empty tomb;
Hears a voice speaking, calling her name;
It's the Master, the Lord raised to life again!
The voice that spans the years,
Speaking life, stirring hope, bringing peace to us,
Will sound till He appears,
For He lives: Christ is risen from the dead!

One with the Father, Ancient of Days,
Through the Spirit who clothes faith with certainty.
Honor and blessing, glory and praise
To the King crowned with pow'r and authority!
And we are raised with Him,
Death is dead, love has won, Christ has conquered;
And we shall reign with Him,
For He lives: Christ is risen from the dead!

APPENDIX C. The LESSON PLANS that were used to teach foreign culture to the Experimental Group students through songs

PART I

Song No. 1	<i>All Over This World</i>
Grade	11 th
Time	60 min.

PART II

Achievements and Purpose of the Lesson	Learning about certain food items in different countries, greeting words in different languages, the universal value of equality, tolerance and respect
The Cultural Elements to Teach in the Lesson	- food items such as <i>crepe</i> , <i>moo-shoo</i> , <i>tortillas</i> , <i>latkes</i> , <i>pandekager</i> from different nations - translations of the word “peace” into different languages such as <i>salaam</i> (Arabic), <i>shantee</i> (Indian), <i>paz</i> (Spanish), <i>shalom</i> (Hebrew)
Teaching and Learning Methods / Techniques	Audio lingual method, Discussion, Drama
Materials	Song lyrics, smart board, visuals, marker
Activities	<ol style="list-style-type: none"> 1. The teacher make the students listen to the song. 2. The students express their feelings about the song. 3. Students discuss about the title of the song. 4. The teacher hands out the lyrics of the song to the students. 5. The students try to find out the cultural elements in the song. 6. The students perform a drama by playing individuals coming from different cultures. 7. The song is sung by the students and the teacher in karaoke style. 8. The session finishes.

PART III

Evaluation	The teacher applies a small quiz about the topic of the song.
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PART I

Song No. 2	<i>Civil Rights Movement</i>
Grade	11 th
Time	60 min.

PART II

Achievements and Purpose of the Lesson	Learning about the history of racism in the USA, the specific judicial system of the country, the legendary characters in the social and political life of the country, and the cultural interaction between the black and white people in the country
The Cultural Elements to Teach in the Lesson	- the notions of “racism”, “negroes” - American judicial and security system such as <i>National Guard, Federal Guard, the Supreme Court, the passing of the Civil Right Act of 1964, the Congress and the Senate</i> - personalities such as <i>Martin Luther King, John F. Kennedy, Eisenhower, Rosa Parks</i>
Teaching and Learning Methods / Techniques	Audio lingual method, Discussion, Drama
Materials	Song lyrics, smart board, visuals, marker
Activities	<ol style="list-style-type: none">1. The teacher make the students listen to the song.2. The students express their feelings about the song.3. Students are asked about their background information about the title of the song.4. The teacher hands out the lyrics of the song to the students.5. The students try to find out the cultural, historical and social elements in the song.6. The students perform a drama exhibiting the discrimination against the black people in the USA.7. The song is sung by the students and the teacher in karaoke style.8. The session finishes.

PART III

Evaluation	The teacher applies a small quiz about the topic of the song.
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PART I

Song No. 3	<i>New York State of Mind</i>
Grade	11 th
Time	60 min.

PART II

Achievements and Purpose of the Lesson	Learning about the luxurious life styles in New York City, the special and popular spots and places, famous press and other companies in the country and in the world
The Cultural Elements to Teach in the Lesson	- the famous <i>Chinatown</i> - geographical places such as <i>Miami Beach, Hollywood, Hudson River, Rocky Mountains</i> - the biggest coach and transportation company of the USA, named <i>Greyhound</i> - the famous printed press such as <i>The New York Times, the Daily News</i>
Teaching and Learning Methods / Techniques	Audio lingual method, Discussion, Explanation, Question & Answer
Materials	Song lyrics, smart board, visuals, marker
Activities	<ol style="list-style-type: none">1. The teacher make the students listen to the song.2. The students express their feelings about the song.3. The students are asked what they know about the New York city.4. The teacher hands out the lyrics of the song to the students.5. The students try to find out the cultural elements in the song.6. The teacher gives information about the cultural elements in the song using visuals.7. The song is sung by the students and the teacher in karaoke style.8. The session finishes.

PART III

Evaluation	The teacher applies a small quiz about the topic of the song.
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PART I

Song No. 4	<i>God Save the Queen</i>
Grade	11 th
Time	60 min.

PART II

Achievements and Purpose of the Lesson	Learning about the royal family and the ruling system in the UK, the national emotions and expressions of patriotism
The Cultural Elements to Teach in the Lesson	- the <i>Queen</i> of the UK, the countries in the UK, the <i>monarchy</i> regime, the <i>Buckingham Palace</i>
Teaching and Learning Methods / Techniques	Audio lingual method, Discussion, Explanation Question & Answer
Materials	Song lyrics, smart board, visuals, marker
Activities	<ol style="list-style-type: none">1. The teacher make the students listen to the song.2. The students express their feelings about the song.3. The teacher hands out the lyrics of the song to the students.4. Students are asked how the patriotic feelings are expressed in the anthem, and they are asked to compare the British national anthem with the Turkish one in terms of the national emotions.5. The teacher gives information about the cultural elements in the song using visuals.6. The song is sung by the students and the teacher in karaoke style.7. The session finishes.

PART III

Evaluation	The teacher applies a small quiz about the topic of the song.
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PART I

Song No. 5	<i>He Is Risen</i>
Grade	11 th
Time	60 min.

PART II

Achievements and Purpose of the Lesson	Learning about the Easter Sunday festival with its symbols, such as the colourful eggs and Easter Bunny, activities and importance; the identity of Jesus Christ and His perception by the Christian world
The Cultural Elements to Teach in the Lesson	- Easter festival; <i>Easter Bunny, Easter eggs, Paschal Candle, Paschal Lamb</i> - <i>Jesus Christ and His crucifixion, the Christianity, the Bible</i> - the exclamation of <i>Hallelujah</i>
Teaching and Learning Methods / Techniques	Audio lingual method, Discussion, Explanation, Question & Answer
Materials	Song lyrics, smart board, visuals, marker
Activities	<ol style="list-style-type: none">1. The teacher make the students listen to the song.2. The students express their feelings about the song.3. The students are asked to comment on the title of the song.4. The teacher hands out the lyrics of the song to the students.5. The teacher gives detailed information about the cultural elements related with Easter festival and the Christianity religion.6. The students are asked to prepare posters about the Easter festival.7. The song is sung by the students and the teacher in karaoke style.8. The session finishes.

PART III

Evaluation	The teacher applies a small quiz about the topic of the song.
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PART I

Song No. 6	<i>This Is Halloween</i>
Grade	11 th
Time	60 min.

PART II

Achievements and Purpose of the Lesson	Learning about the Halloween festival; its date, its symbols, the activities to celebrate it
The Cultural Elements to Teach in the Lesson	- things about Halloween festival such as <i>scary costumes, witches, ghosts, carved pumpkins with candles inside; Trick or Treat game; Halloween town; skeleton Jack</i>
Teaching and Learning Methods / Techniques	Audio lingual method, Discussion, Drama
Materials	Song lyrics, smart board, visuals, marker
Activities	<ol style="list-style-type: none"> 1. The teacher make the students listen to the song. 2. The students express their feelings about the song. 3. Students are asked about their background information about the Halloween festival. 4. The teacher hands out the lyrics of the song to the students. 5. The students try to find out the cultural elements belonging to Halloween in the song. 6. The students prepare a scary environment and perform a drama by doing Halloween activities and games. 7. The song is sung by the students and the teacher in karaoke style. 8. The session finishes.

PART III

Evaluation	The teacher applies a small quiz about the topic of the song.
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PART I

Song No. 7	<i>Red White and Blue</i>
Grade	11 th
Time	60 min.

PART II

Achievements and Purpose of the Lesson	Learning about the American culture in general with some specific elements
The Cultural Elements to Teach in the Lesson	- the <i>American Flag</i> and its meaning, <i>the GQ magazine</i> , the city of <i>Sturgis</i> with its famous <i>motorcycle rally</i> , the official building of <i>the White House</i> in the USA
Teaching and Learning Methods / Techniques	Audio lingual method, Discussion, Explanation, Question & Answer
Materials	Song lyrics, smart board, visuals, marker
Activities	<ol style="list-style-type: none">1. The teacher make the students listen to the song.2. The students express their feelings about the song.3. Students are asked to relate the title of the song with American culture through brainstorming technique.4. The teacher hands out the lyrics of the song to the students.5. The students try to find out the elements of American culture in the song.6. The teacher gives information to the students about the specific cultural elements in the song.7. The song is sung by the students and the teacher in karaoke style.8. The session finishes.

PART III

Evaluation	The teacher applies a small quiz about the topic of the song.
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PART I

Song No. 8	<i>Western Skies</i>
Grade	11 th
Time	60 min.

PART II

Achievements and Purpose of the Lesson	Learning about Canada, the conflict of life between the eastern and western part of the country
The Cultural Elements to Teach in the Lesson	<ul style="list-style-type: none">- certain natural and geographical places in Canada such as <i>Lake Louise</i>, <i>Bow River</i>, the cities of <i>Alberta</i> and <i>Toronto</i>- the significance and perception of the <i>Queen Street</i>- the different life styles in the eastern and western part of the country
Teaching and Learning Methods / Techniques	Audio lingual method, Discussion, Explanation
Materials	Song lyrics, smart board, visuals, marker
Activities	<ol style="list-style-type: none">1. The teacher make the students listen to the song.2. The students express their feelings about the song.3. Students are asked to brainstorm about the title of the song after they listen to the song.4. The teacher hands out the lyrics of the song to the students.5. The students try to find out the cultural elements in the song.6. The teacher gives information to the students about the specific cultural elements in the song by using visuals.7. The song is sung by the students and the teacher in karaoke style.8. The session finishes.

PART III

Evaluation	The teacher applies a small quiz about the topic of the song.
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PART I

Song No. 9	<i>Here Comes Santa Claus</i>
Grade	11 th
Time	60 min.

PART II

Achievements and Purpose of the Lesson	Learning about the Christmas festival; its date, its symbols, the activities to celebrate it
The Cultural Elements to Teach in the Lesson	- the Christmas festival; <i>the Christmas Eve, the Christmas night</i> - the identity of <i>Santa Claus</i> and his importance for children; his <i>jingling sleigh</i> with the <i>reindeers</i> named <i>Vixen, Blitzen</i> ; - children's <i>hanging stockings</i> ; Christmas celebrations, <i>pine trees</i> , decorations and Christmas food
Teaching and Learning Methods / Techniques	Audio lingual method, Discussion, Drama, Gamification
Materials	Song lyrics, smart board, visuals, marker
Activities	<ol style="list-style-type: none">1. The teacher make the students listen to the song.2. The students express their feelings about the song.3. Students are asked about their background information about Christmas.4. The teacher hands out the lyrics of the song to the students.5. The students try to find out the cultural elements about Christmas in the song.6. The students prepare an environment of Christmas festival and perform a drama by doing Christmas activities and playing games.7. The song is sung by the students and the teacher in karaoke style.8. The session finishes.

PART III

Evaluation	The teacher applies a small quiz about the topic of the song.
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PART I

Song No. 10	<i>See What a Morning</i>
Grade	11 th
Time	60 min.

PART II

Achievements and Purpose of the Lesson	Learning about all the cultural events about Easter Sunday, the religion of Christianity, the perception of God by the Christian people, and the various addressing to God
The Cultural Elements to Teach in the Lesson	<ul style="list-style-type: none"> - <i>Jesus Christ</i> as a symbol of <i>love</i> - the belief of <i>godhead</i> as one God in three persons: <i>Father, Son, and Holy Spirit</i> - addressing to God such as <i>the Master, the Lord, the Father</i>
Teaching and Learning Methods / Techniques	Audio lingual method, Discussion, Explanation
Materials	Song lyrics, smart board, visuals, marker
Activities	<ol style="list-style-type: none"> 1. The teacher make the students listen to the song. 2. The students express their feelings about the song. 3. Students are asked to brainstorm about the title of the song after they listen to the song. 4. The teacher hands out the lyrics of the song to the students. 5. The students try to find out the cultural and religious elements in the song. 6. The teacher gives information to the students about Christians' belief of God and Jesus Christ. 7. The song is sung by the students and the teacher in karaoke style. 8. The session finishes.

PART III

Evaluation	The teacher applies a small quiz about the topic of the song.
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APPENDIX D. The Exam that was applied to the experimental group and to the control group

CULTURE EXAM

Class: Gender: F M

A) Write suitable answers to the questions. (7 X 4 = 28 points)

1. Please write down the meanings of the word “peace” in the following languages:
- Arabic: _____ - Hindu: _____ - Spanish: _____ - Hebrew: _____
2. How are the black people called in the USA?

3. What was the problem in American society during the 1960s?

4. Write down 5 things special to New York City.

5. What are the names of the reindeers of Santa Claus?

6. What are the colours of the American Flag?

7. What are the English words which are used to call “God”?

B) Read the sentences and write TRUE and FALSE. (8 X 4 = 32 points)

1. The Civil Right Act was passed in American Congress and Senate in 1964. _____
2. “Rockys” is the name of a river in the USA. _____
3. The current ruler of UK is Queen Elizabeth IV. _____
4. “Latkes” is a kind of pancake in Israel. _____
5. Hanging up stockings is an activity done during Christmas. _____
6. In Christianity, Jesus Christ is believed to be dead. _____
7. Halloween is a festival of scare. _____
8. Bow River is located in Australia. _____

C) Choose the correct answers. (8 X 5 = 40 points)

1. Which is a typical Chinese food?

- a) crepe
- b) moo-shoo
- c) tortilla
- d) pandekager

2. What is the name of the person who stood against the violence and racism in the USA?

- a) Nelson Mandela
- b) Mahatma Gandhi
- c) Martin Luther King
- d) Benazir Butto

3. Who was the American president who was assassinated in the 1960s?

- a) John F. Kennedy
- b) Richard Nixon
- c) Jimmy Carter
- d) Franklin D. Roosevelt

4. Which of the following is a bus company in the USA?

- a) Daewoo Bus
- b) National Express
- c) Green Line
- d) Greyhound

5. What is the ruling system in UK?

- a) Oligarchy
- b) Republic
- c) Presidency
- d) Monarchy

6. What is the name of the presidential building in the USA?

- a) Buckingham Palace
- b) Bellevue Palace
- c) White House
- d) Casa Rosada

7. What is the word for saying “Thanks God!”?

- a) Hallelujah!
- b) Oh my God!
- c) God damn it!
- d) God heavens!

8. Which of the following is not a symbol of Halloween?

- a) pumpkins
- b) colourful eggs
- c) trick or treat
- d) ghosts



APPENDIX E. Ethics Committee Decision



T.C.
ONDOKUZ MAYIS ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
08.06.2018	5	2018 / 202

KARAR NO: 2018 - 202
Üniversitemiz Eğitim Bilimleri Enstitüsü yüksek lisans öğrencisi Özgür KARADENİZ'in Doç. Dr. Nalan KIZILTAN danışmanlığında "Teaching Foreign Culture Through Songs" isimli yüksek lisans tezine ilişkin anket ve gözlem çalışmaları okunarak görüşüldü.

Üniversitemiz Eğitim Bilimleri Enstitüsü yüksek lisans öğrencisi Özgür KARADENİZ'in Doç. Dr. Nalan KIZILTAN danışmanlığında "Teaching Foreign Culture Through Songs" isimli yüksek lisans tezine ilişkin anket ve gözlem çalışmalarının kabulüne oy birliği ile karar verildi.



APPENDIX F. Administrative Academic Permission of the Study in Public School



T.C.
ERBAA KAYMAKAMLIĞI
Fatih Anadolu Lisesi Müdürlüğü

Sayı : 23065611-100-E.13110656
Konu : Öğretmen Özgür KARADENİZ.
TC NO : 21683652812

08.07.2019

İLGİLİ MAKAMA

2017-2018 Eğitim - Öğretim yılından bu yana kurumumuzda İngilizce öğretmeni olarak görev yapmakta olan Özgür KARADENİZ, " Teaching Foreign Culture through Songs" adlı Yüksek Lisans tez çalışmalarını resmi iznim ve bilgim doğrultusunda etik kurallar çerçevesinde kendi ders saatlerinde müfredata uygun olarak öğrencilerine uygulamıştır.

Bilgilerinize arz ederim.

Aziz USLU
Okul Müdürü

BELGENİN ASLI
ELEKTRONİK İMZALIDIR

08.07.2019

Aziz USLU
Okul Müdürü

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