



Faculty of Graduate Studies & Academic Research

Programme of Applied Linguistics

**The Impact of Using Children English Songs on Improving the
Pronunciation and Vocabulary of the Third and Fourth Graders at Al-
Nasser Primary School in Hebron.**

By

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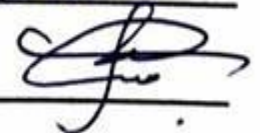
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Dedication

I dedicate this work to....

My Mother

A strong and gentle soul who taught me to trust in Allah, believe in hard work and that so much could be done with little

My Father

For being my first teacher and for supporting and encouraging me believe in myself

My Husband

Whose affection, love, encouragement and pray of day and night make me able to get such success and honor

My Daughter

The gift of Allah thatBorn of love....Raised with love.....Always loved.

My Brothers and Sisters

Whom I couldn't imagine my life without

My mother in law and my Father in law

Jehan

The piece of sugar in my life

My Supervisor Dr. Mohammed Farrah

Whose feedback, patience and continuous assistance are great and marvelous

I can't forget my respected **colleagues** and my dear **students**

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CONTENTS

Dedication	I
Acknowledgments	II
Contents	III
List of Tables	V
Abstract in Arabic	VII
Abstract	VIII

CHAPTER ONE: BACKGROUND OF THE STUDY	1
1.0 Introduction	1
1.1 Rational of the Study	2
1.2 Statement of the Problem	3
1.3 Purpose of the Study	3
1.4 Significance of study	4
1.5 Research Questions	4
1.6 Hypotheses of the Study	4
1.7 Definitions of Terms	5
1.8 Limitations of Study	6
1.9 Organization of the Study	6

CHAPTER TWO: LITERATURE REVIEW	8
2.0 Introduction	8
2.1 The Advantages of Using Communicative Approach	8
2.2 The Earlier the Better	10
2.3 The Importance of Using Songs in Teaching Pronunciation	11
2.4 The Importance of Using Songs in Teaching Vocabulary	12
2.5 Considerations and Principles in Choosing Educational Songs	13
2.6 How to Present Educational Songs in Classroom	14
2.7 Studies Related to Using Songs in Teaching English	15
2.7.1 Definition of songs and music	15
2.7.2 The Studies	15
2.8 Studies Related to Using Songs in Teaching Vocabulary	17
2.8.1 Definition of Vocabulary	17
2.8.2 The Studies	18
2.9 Studies Related to Using Songs in Teaching Pronunciation	19
2.9.1 Definition of Pronunciation	19
2.9.2 The Studies	20
2.10 Studies Related to Using Songs in Teaching Young Learners	21
2.10.1 Definition of Young learners	21
2.10.2 The Studies	21
2.11 Summary	22

CHAPTER THREE : METHODOLOGY	23
3.0 Introduction	23
3.1 Research Design	23
3.2 The participants	23
3.3 The Instruments	24
3.3.1 Pre Tests	25
3.3.2 The Songs	26
3.3.3 Post Tests	27
3.3.3.1 The Pronunciation Test	27
3.3.3.2 The Vocabulary Test	29
3.3.4 The Questionnaires	32
3.3.4.1 The Questionnaire of the Students	32
3.3.4.2 The questionnaire of the Teachers	35
3.4 Data Collection and Procedure	40
3.5 Summary	41
CHAPTER FOUR: RESULTS AND DISCUSSION	42
4.0 Introduction	42
4.1 Section One of Chapter Four	42
4.1.1 Results Related to Teacher's Questionnaire	42
4.1.1.1 Section One of Teacher's Questionnaire	43
4.1.1.2 Section Two of Teacher's Questionnaire	44
4.1.1.3 Section Three of Teacher's Questionnaire	45
4.1.2 Results Related to Student's Questionnaire	49
4.1.2.1 Section One of Student's Questionnaire	49
4.1.2.2 Section Two of Student's Questionnaire	50
4.1.3 Results Related to Pronunciation Test	52
4.1.4 Results Related to Vocabulary Test	54
4.2 Section Two of Chapter Four	55
4.2.1 Discussion	55
4.3 Summary	59
CHAPTER FIVE :CONCLUSIONS AND RECOMMENDATIONS	60
5.0 Introduction	60
5.1 Conclusions	60
5.2 Recommendations	61
References	63
Appendices	71

LIST OF TABLES

Table (1)	The Distribution of the Sample According to the Groups	24
Table (2)	T-Test Results of Pre Pronunciation Test between the Experimental and Control Group.	25
Table (3)	T-Test Results of Pre Vocabulary Test between the Experimental and Control Group	26
Table (4)	Table of Specification for the Vocabulary Test	30
Table (5)	Students Questionnaire: Personal and school information	33
Table (6.1)	Teachers Questionnaire: Personal Information Data	36
Table (6.2)	Teachers Questionnaire: School Information Data	36
Table (6.3)	Teachers Questionnaire: Teacher's beliefs about the pedagogical value of using songs in teaching English to young learners	37
Table (6.4)	Teachers Questionnaire: Teachers' attitudes toward using songs in teaching English to young learners	38
Table (6.5)	Teachers Questionnaire: Teachers' thoughts about the effectiveness of using songs in teaching English to young learners	38
Table (6.6)	Teachers Questionnaire: Frequency of using songs and accessibility to songs	39
Table (7)	The Results of Section One in Teacher's Questionnaire	43
Table (8)	The Results of Section Two in the Teacher's Questionnaire	44
Table (9.1)	Mean, Standard Deviation of Teachers' Questionnaire: Teacher's beliefs about the pedagogical value of using songs in teaching English to young learners Items	45
Table (9.2)	Mean, Standard Deviation of Teachers' Questionnaire: Teacher's attitudes towards using songs in teaching English to young learners Items	46
Table (9.3)	Mean, Standard Deviation of Teachers' Questionnaire: Teacher's thoughts about the effectiveness of using songs in teaching English to young learners Items	47

Table (9.4)	Mean, Standard Deviation of Teachers' Questionnaire: Frequency of using songs and accessibility to songs Items	47
Table (9.5)	Mean, Standard Deviation of Teachers' Questionnaire: Total Mean, Standard Deviation of Teachers' Questionnaire Items	48
Table (10)	Mean Standard Deviation and One Sample T test results of Teachers attitudes parts	48
Table (11)	Mean Standard Deviation and One Sample T test results of Teachers attitudes towards using songs in teaching English pronunciation and vocabulary	49
Table (12)	The Results of Section One in the Student's Questionnaire	50
Table (13)	Mean, Standard Deviation of Students' Questionnaire Items	51
Table (14)	Mean Standard Deviation and One Sample T test results of learner's attitudes towards using songs in Learning English pronunciation and vocabulary	52
Table (15)	Means, Standard Deviations and Independent Samples T test results of differences in the mean scores of pronunciation test between the experimental group and the control group in the post test	53
Table (16)	Means, Standard Deviations and Independent Samples T test results of differences in the mean scores of vocabulary test between the experimental group and the control group in the post test	54

Abstract in Arabic

هدفت الدراسة إلى بحث تأثير استخدام أناشيد الأطفال " على تطوير اكتساب المفردات وتحسين لفظ مفردات اللغة الانجليزية على طلبة المرحلة الابتدائية في مدرسة النصر الأساسية للبنين. كما وهدفت إلى دراسة اتجاهات المعلمين نحو استخدام الأناشيد في تدريس اللغة الانجليزية على طلبة المراحل الابتدائية. تتكون عينة الدراسة من (97) طالب من الصفين الثالث والرابع حيث تعتبر اللغة العربية لغتهم الأم. تم اختيار (49) طالب ليكونوا العينة التجريبية و(48) طالب آخر ليكونوا العينة الضابطة. تم جمع البيانات بتطبيق الامتحانات القبلية والبعدية على الطلبة واستخدام استبيان للمعلمين واستبيان آخر للطلبة. وبعد تحليل ودراسة النتائج، أظهرت نتائج الامتحانات تحسناً في أداء المجموعة التجريبية من ناحية اكتساب وفهم المفردات و تحسين مستوى اللفظ لديهم. كما وأظهرت نتائج استبيان المعلمين اتجاهات المعلمين الايجابية نحو استخدام الأناشيد في تعليم اللغة الانجليزية وتأثيرها الايجابي على تحصيل الطلبة وزيادة الدافعية لديهم لتعلم اللغة الانجليزية بشكل خاص. كما وأظهر استبيان الطلبة اتجاهات الطلبة الايجابية نحو استخدام الأناشيد في تعلم اللغة الانجليزية.

Abstract

This study aimed at investigating the effect of using children's songs in developing the third and fourth graders' vocabulary and pronunciation. It aimed also to investigate teachers' attitudes towards the use of songs in their English classes. The participants of the study were (97) students from the fourth and third grades whose mother tongue is Arabic. (49) students were chosen to form the experimental group. The other 48 students represented the control group. The study data were collected via students' pre and post tests, a teachers' questionnaire and a students' questionnaire. Exams results showed that students had an improvement in the performance of the experimental group in terms of acquiring and understanding vocabulary and improving the level of pronunciation. The teachers' questionnaire results showed that teachers have positive attitudes towards the use of songs in their classes as songs have positive effects in increasing students' achievement, interest and motivation. Students' questionnaire results showed that students have positive attitudes towards the use of songs in learning English.

Chapter One

1.0 Introduction

There are a number of approaches, methods, and techniques that have been used in teaching and learning the English language especially for children. Music and songs can be a way to connect the teacher with his students. The importance of the songs came from being a lovable and beautiful piece of art. Melodies have the power to enthuse children. We all hear children croon them during their fun times or activities. According to Schiller (2007), music can play a significant function in setting the tone of the classroom, developing skills and concepts, helping children make evolutions, and building a sense of community.

Teaching grammar and vocabulary is akin to teaching pronunciation. Pronunciation can be taught in all levels, but with children it can offer to train specific sounds or intonation patterns. That is supported by Edden (1998) when he suggested that “Music and language sit comfortably together...Historically, we can think of storytelling and song being used as an exchange, as entertainment, even as a work aid... With younger people there are some largely unexplored and underestimated opportunities for teachers to develop language through musical activities” (p., 139)

Eken (1996) listed the following reasons for using songs in the English language classroom:

- to focus on common learner errors in a more indirect way
- to encourage extensive and intensive listening
- to motivate discussions of attitudes and feelings

- to promote creativity and use of imagination
- to provide a relaxed classroom environment
- to present a topic, a language point, lexis, etc.
- to practice a language point, lexis, etc.
- to bring variety and fun to teaching and learning. (pp., 46/47)

Helping young learners to become intelligible speakers of English and improving their own comprehension of spoken English are primary pillars in English Language Teaching. This can be fetched through using children English songs. In this respect, this thesis aims to investigate the impact of using children English songs towards fourth and third graders' vocabulary and pronunciation ability at Al-Nasser School.

1.1 Rational of the Study

The researcher has spent more than (8) years in teaching English, so she chose this topic because of the following reasons:

1. The researcher as an English language teacher for many years observed that students face difficulties in learning and improving vocabulary and pronunciation.
2. Many teachers (who teach the third and fourth grades) said that that the third and fourth graders need more practice to improve and develop their vocabulary.

1.2 Statement of the Problem

Teaching and learning pronunciation and vocabulary are challenging. Having the correct pronunciation, especially for EFL learners, requires a big amount of effort because they hear English just at schools. Learning English far away from its normal environment (in a non English speaking society) creates pronunciation learning difficulties. That is not the only reason which creates these difficulties. The differences in pronunciation between young learners mother tongue and English can also create learning pronunciation difficulties.

Dajani and Mclaughlin (2009) indicated that the current English curriculum in Palestine contains a limited number of songs, games, and projects. Maess and Koelsch (2001) stated that neuroscientists have found that musical and language processing occur in the same part of the brain and there appear to be parallels in how musical and linguistic syntax is processed.

So this study aims to investigate the impact of using children English songs in improving primary graders' pronunciation and vocabulary.

1.3 Purpose of the Study

The purpose of this study is to investigate the following:

- 1- The attitude of the teachers towards using songs in teaching English.
- 2- The attitude of the learners towards using songs in learning English.
- 3- The effectiveness of using children English songs on the development of vocabulary of third and fourth graders
- 4- The effectiveness of using children English songs on the development of pronunciation of third and fourth graders.

1.4 Significance of Study

- This study will draw the teachers' attention to the importance of thinking beyond the box and trying novel teaching ideas and methods.
- This study will demonstrate how bringing appropriate songs into student learning English life will help in improving the students' pronunciation and vocabulary.
- This study will demonstrate how teaching pronunciation and vocabulary through songs can have an overwhelming response from students.
- The findings of the study will motivate the teachers to approach and experience trendy techniques in their own teaching in the light of using songs.

1.5 Research Questions:

This study aims to answer the following main research questions:

- 1- What are the attitudes of the teachers towards using English Children songs in their teaching pronunciation and vocabulary process?
- 2- What are the attitudes of the learners towards using English Children songs in their learning pronunciation and vocabulary process?
- 3- What are the effects of using English Children songs in developing learners' pronunciation?
- 4- What are the effects of using English Children songs in developing learners' vocabulary?

1.6 Hypotheses of the Study:

- 1- Teachers have negative attitudes towards using English Children songs in teaching English pronunciation and vocabulary.

- 2- Learners have positive attitudes towards using English Children songs in learning English pronunciation and vocabulary.
- 3- There are statistically significant differences in the mean scores of students performance in the post pronunciation test between the experimental group and the control group.
- 4- There are statistically significant differences in the mean scores of students performance in the post vocabulary test between the experimental group and the control group.

1.7 Definitions of Terms

Based on the related literature, the researcher states the following operational definitions:

1. **Effectiveness** can be defined as the degree of improving students' English vocabulary as a result of using children's songs. It's statistically measured by Etta square equation.
2. **Children songs** refer to rhythmic chants and they are a group of words arranged, put together and presented to children to convey a message in an easy way and used as a method of teaching and learning.
3. **Fourth Graders** are 4th leveled primary stage students at the basic schools. They are between nine and ten years old.
4. **Third Graders** are 3rd leveled primary stage students at the basic schools. They are between eight and nine years old.
5. **English vocabulary** can be defined in this study as the vocabulary in the fourth grade textbook as determined in the teacher's book which is prepared by the Ministry of Education and Higher Education (MOEHE).

1.8 Limitations of the Study:

- The study is restricted to pronunciation and vocabulary learning.
- The population of this study is the third and fourth grades at AL-Nasser Primary School in Hebron at the second semester of the academic year 2016-2017. For this, the generalization of the results will be limited to this population and to the instruments used in this study.

1.9 Organization of the Study

This research offers an overview of the effectiveness of using Children songs in English classroom. It is divided into five chapters.

- The first chapter introduced the background of the study. This problem is represented by the fact that English teachers for many years observed that students face difficulties in learning and improving vocabulary and pronunciation while they are still use traditional teaching techniques in their classes. Music and songs are current techniques that teachers can use. This technique can help students in learning language easily and motivate them. Teachers have to choose suitable songs in their lessons which help them in teaching depending on student's age, level and culture.
- The second chapter of the study discussed the theoretical framework of songs as an effective tool in teaching and learning English. Also, it discussed why young learners benefit more in using songs. Then, it talked about the importance of using songs in teaching pronunciation and vocabulary. The

principles of choosing educational songs and how to present these songs in classrooms were conferred. Finally, some empirical studies were reviewed.

- The third chapter described the research methodology. The first section of the methodology gave a description of the participants and the second described the instruments and materials the researcher used. Finally, this chapter described how the data collected were analyzed. These data included results relating to students' scores in the pre-post tests, teachers' questionnaire and students questionnaire. These data were analyzed by using SPSS Program and discussed in the light of literature review.
- The fourth chapter presented the results of the study. The results were analyzed and discussed according to students' scores in the pre and post tests. The results of teachers' questionnaire were discussed in light of the teachers' perceptions about the use of songs and their effectiveness in teaching English. The results of students' questionnaire discussed in light of the students' perceptions about the use of songs and were effectiveness in learning English.
- The fifth chapter presents the conclusion and the recommendations. The conclusion and the recommendations were written in light of the findings of the study. The recommendations are addressed to English teachers, supervisors, curriculum designers and further studies.

Chapter Two

Literature Review

2.0 Introduction

This chapter aims to review what has been written about relevant topics to this study like the studies that discussed the importance of using songs in teaching vocabulary and pronunciation especially for young learners. Then, it discussed the appropriate ways in using songs with students. In the final section of this chapter the researcher presents previous studies which are divided into four parts. First studies related to songs, second studies related to vocabulary, third studies related to pronunciation, and fourth studies related to teaching English for young learners. It also includes the commentary on each of these parts and general commentary on the previous studies. This chapter reviews the current research in the area of using songs to enhance learning.

Theoretical Framework:

2.1 The Advantages of Using Communicative Approach:

The idea of humanistic teaching approach is to think about making English language instruction more learner-oriented. Using songs in teaching and learning English is considered as one of the techniques practiced in class that makes the teaching and learning process is more learner-oriented. There are a number of humanistic teaching approaches that emphasized the importance of using songs in teaching such as Total physical Response, Silent way, Suggestopedia (Lozanov method).

Nowadays, communicative competence has its distinctive position in teaching a second language. Richards (2006) deemed that

“the ever growing need for good communication skills in English has created a huge demand for English teaching around the world, as millions of people today want to improve their command of English or ensure that their children achieve a good command of English... The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources”

According Afrizal (2012) during the CLT learning process, students are expected to communicate orally and master all components of communicative competence as a teacher and motivator, assessor, facilitator and corrector for student. Teachers should be able to design more interesting learning activities, so students will not desire to fall asleep. While the Audio Lingual Method believes that the properties of living beings in this case, humans can be trained through a particular system. According to Widiati, et al (2014) the teacher (who uses the Audio Lingual Method) gives examples of correct sentences and students mimicked. The teacher then gives a new word to the pattern of the same structure. In the Audio Lingual Method there is no explicit teaching of grammar; everything is just done by rote sentences until they are able to master and use spontaneously.

2.2 The Earlier the Better:

Scott and Ytreberg (1990) mentioned many characteristics of young learners. They divided the learners in their study into two groups according to their age. The first group was the five to seven year olds and the second group was the eight to ten year olds. The following are the characteristics they mentioned for the second group:

- 1- They formed their basic concepts.
- 2- They can differentiate between real and imaginary.
- 3- They ask a lot of questions.
- 4- They prefer spoken and physical words.
- 5- They can make their own decisions about their learning.
- 6- They can tell what they like and what they don't.
- 7- They can work in groups.

Other characteristics of young learners were discussed in Hidayat's study (2012).

- 1- They are developing as thinkers.
- 2- They can take responsibilities for classroom activities.

According to Brumfit, Moon and Tongue (1991), children need to be exposed to the language and its culture from an early age in order to grow up with tolerance and understanding for others.

Richard (1995) stated that advanced students have the problem of improving their pronunciation proficiency because it would be difficult to correct their wrong pronunciation that they have used for several years. In course planning the attention that is given to teaching pronunciation at beginner level is considered as nothing compared to later levels. That should be reversed. More time of teaching pronunciation for beginner learners should be given.

Teaching elementary learners differs from teaching secondary learners; it's even more difficult (Cakir, 2004 as quoted in Harb, 2007, pp.2-3). The teachers should use more techniques which suit beginner learners, to attract their attention to what teachers are teaching and to motivate them.

The four things the teacher has to consider in order to achieve the needed outcomes according to Cameron (2001) are:

- 1- Teachers need to be aware of how students learn and think.
- 2- Teachers also need to find out what interest their children in order to use them in the language teaching.
- 3- Teachers should be equipped to teach their young student literacy in English and deliver the whole lesson orally.
- 4- Teacher should identify problems and difficulties while teaching the language.

2.3 The importance of using songs in teaching pronunciation:

When students are entertained in an activity, they are learning and letting their guard down. The shyness and panic of the English language sometimes block learning. For instance, more new concept learning will take place when students are involved in an active entertaining activity, (Belliveau & Beare 2007). As a result, using songs, mainly with beginner learners, is an effective tool that reduces anxiety and increases interest and motivation. According to Schoepp (2001) the routine of the class may change by using songs, and even create a relaxed entertaining environment.

Saricoban and Metin (2000) stated that songs can be one of the most charming and culturally rich resources that can be used in language classrooms. They added that the songs can offer a change from routine classroom activities towards valuable

resources to teach a variety of language items such as sentence patterns, vocabulary, rhythm as well as the four language skills.

According to Krashen (1985) when learners are stressed, frustrated, embarrassed, and anxious or bored, they raise the imaginary protective filter. Music can develop human senses with retrieving knowledge and reducing stress. Hence, motivation and interest in language can be increased. Wolf (1992) stated that in ELT music can be an essential step for listening and learning.

Millington (2011) discussed the used of songs as a valuable educational tool that helps learners improving their listening and pronunciation skills, and vocabulary and sentence structure.

Wrenshall (2002) stated that “there is also plenty of evidence that songs help memorization, and the rhythm and rhyme of the lyrics can certainly help vocabulary as well”. Burhayani (2013) attested that including songs in English Language teaching is a very useful tool.

Morales (2008) stated that using songs can help getting speaking and pronunciation skills better. The teacher should give great attention while choosing the songs for the students. For example, the characteristics and particularities of students should be considered when choosing the appropriate song for them.

2.4 The importance of using songs in teaching vocabulary:

McCarthy (1990) stated that “no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in L2 just cannot happen in any meaningful way”. This citation can tell why to teach vocabulary.

Stansell (2005) insists that

“music positively affects language accent, memory, and grammar as well as mood, enjoyment, and motivation” and that “pairing words and rhythm properly helps to hold songs together, and to improve the ability of the mind to recall it.”

He also believes that there are seventeen human expressions which can be learned through the assist between music and language. That assistant is produced through the interconnections between the musical areas and linguistic ones, which enables music to assist in learning vocabulary and phrases, which tasks are governed by the linguistic intelligence. He stated that expert singers and multilingual have high musical ability. That's why researchers and teachers should find more effective ways in using music in language teaching and learning.

Thornbury (2002) mentioned that new words can be easily remembered when they are related to music of songs.

2.5 Considerations and Principles in Choosing Educational Songs:

Choosing a song to use in the classroom is not an easy job for the teacher. That choice is mostly based on Students' needs (Abdellah, 2002).

Curtain and Pesola (1988) put seven standards to choose the suitable songs for the learners. These standards can be summed up as the following:

- 1- The song should contain limited vocabulary.
- 2- The language should be compatible with that being used in the classroom.
- 3- The song should present a limited musical challenge.
- 4- The rhythm should be straightforward and repetitive.

- 5- The topics of the song should be within the children' experiences.
- 6- It is useful if songs are accompanied by actions for primary level.
- 7- It is also helpful if the words of the songs are highly repetitive and if they have a refrain: a repeated stanza, between verses of the songs.

2.6 How to Present Educational Songs in Classrooms:

There are many aspects that should be considered when presenting a song. These aspects according to Arévalo (2010) are: the level of the student, their interest, age, grammar point, and the song itself.

Whitaker (1981) developed a four-step technique for presenting songs in classroom. These steps are:

1. The teacher plays the song while the students look at the words silently.
2. The students repeat the words without singing them.
3. The teacher points out vocabulary, idioms, grammar items, and gives needed pronunciation cues.
4. The teacher plays the song again, letting the students join in when they feel confident enough about singing along.

Forster (2006) suggested guidelines that teachers may follow in teaching songs. Teachers should start the lesson orally and try to select short songs to be more concentrated spans of time. During the teaching stage, teachers should expand for further grammar or vocabulary and teach speech rhythm and stress. Forster emphasized that teachers should allow repetition, add variations so vocabulary and grammar structures are extended and finally create opportunities to use the structures learned through the chants so that they become incorporated into the analytical “left brain”.

The researcher observed that students need more active techniques to learn English easily and effectively such as using games and songs. The use of songs in English classroom is an important pedagogical tool because of the following:

- 1- They motivate children in the class
- 2- They help them to speak English
- 3- They encourage students to participate and like English

2.7 Studies Related to Using Songs in Teaching English

2.7.1 Definition of Songs and Music:

Murphey (1992) names songs as "adolescent motherese". He meant by 'motherese' is the musical language that is used by adults to communicate with children. It is important to take a broad view of songs because their importance doesn't come only from their tune and lyrics, but also from the contexts in which is created, produced and consumed. The audience and the performers also have their crucial importance.

One of the several entries in dictionaries at the head of music is "music is an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and color"

<http://www.dictionary.com/browse/music>.

2.7.2 The Studies:

There are a number of studies that have been conducted to examine the effects of songs on students' motivation and performance such as (Chen and Chen, 2009; El-Nashar, 2003).

Chen's and Chen's (2009) study was about the using of English popular songs in enhance elementary school students' motivation for learning English and investigating the relationships between learning motivation and learning performance. This study was based on the descriptive and experimental approach. The sample of the study consisted of sixth grade students from five classes (two boys and three girls) in an elementary school in the northern district of Tainan City. The instruments were a questionnaire and a pre post- test. The results showed that the majority of students were interested in learning English popular songs and their learning motivation also increased after engaging in this creative teaching activity. As for 26 learning performance, students felt that their English abilities, especially listening ability, have improved after learning the songs. There was a high correlation between learning motivation and learning performance.

El-Nashar's (2003) study investigated the effectiveness of using interactive songs and games on the development of listening and speaking skills. The study adopted the experimental approach. The sample of the study consisted of (303) students from Menia, Bani Sueif and Fayom schools. The instruments of study were a pre - post tests to measure the students' listening comprehension and speaking skills proficiency level in English foreign language. The results showed that EFL interactive songs and games have a great effect on developing students' listening and speaking skills.

2.8 Studies Related to Using Songs in Teaching Vocabulary

2.8.1 Definition of Vocabulary

Wikipedia (2010) defines vocabulary as "a set of words within a language that are familiar to the person."

According to Open University (1995) there are types of vocabulary:

1- ESP vocabulary

- a- English for Specific Purpose is related to specific interests whether professional or technical.
- b- Its vocabulary helps the learners to enlarge their use of the content words
- c- It is the best learned in connection with the job or profession itself.

2- Active and Passive vocabulary

- a- **Passive vocabulary:** vocabulary you can understand but can't use when writing or speaking.
- b- **Active vocabulary:** vocabulary you can use when speaking and/or writing.

3- Content words

- a- They are related to the experience of the person.
- b- They are open-ended in the sense that new nouns, verbs, adjective and adverbs.

4- Structure and Function words

- a- They help connecting important information. They are also important for understanding, but they add little meaning beyond defining the relationship between two words.
- b- Function words include auxiliary verbs, prepositions, articles, conjunctions, and pronouns.

2.8.2 The Studies:

There are number of studies that have been conducted to examine the effects of songs on improving students' vocabulary and performance like (El-Nahhal, 2011; Burhayan, 2013).

El-Nahhal's (2011) study investigated the effectiveness of using children songs on developing the fourth graders' English vocabulary in Rafah governmental schools. The researcher used the experimental method. The population of the study was taken from two schools. Sixty male students are students in Oqba Ben Nafee primary Boys school and sixty female students are students in Raba El – Adweh Primary school for Girls in Rafah. The researcher used a pre post –test. The study indicated that there are statistically significant differences in mean scores of vocabulary test in favor of the experimental group in the post application. It also showed that there were statistically significant differences in mean scores of the vocabulary test due to the gender in favor of the female experimental group in the post application.

Burhayani's (2013) study investigated the effectiveness of teaching vocabulary through songs to the second year students of Ikatan Keluarga Kesejahteraan Tentara (IKKT) elementary school West Jakarta. The researcher used an experimental

method. The population of this research was the students of Ikatan Keluarga Kesejahteraan Tentara (IKKT) Elementary School West Jakarta. The samples were taken from two classes of the second year. (25) Students were the control group and another (25) students were the experimental group. This study indicates that the use of songs in improving students' vocabulary is effective.

2.9 Studies Related to Using Songs in Teaching Pronunciation

2.9.1 Definition of Pronunciation:

According to (Dictionary.com) pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability. The definition contains a set of concepts that need some clarification. The following are the definitions of these concepts:

- 1 - **Articulation** is the act or the process of articulating. In other words, the adjustments and movements of speech organs involved in pronouncing a particular sound, taken as a whole.
- 2 - **Intonation** refers to the pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures.
- 3 - **Stress** refers to the emphasis in the form of prominent relative loudness of a syllable or a word as a result of special effort in utterance.

2.9.2 The Studies:

There are number of studies that have been conducted to examine the effects of songs on improving students pronunciation such as Ulate, (2008); Pimwan, (2012); Sukket, (2007).

Ulate's (2008) study investigates the effectiveness of using songs in improving EFL student's pronunciation. This study was based on the author's experience as a foreign language learner and teacher. The researcher used a survey. The sample of the study was sixty EFL university students (Universidad National, Costa R ice). The results show that with songs, teachers can help their students distinguish difficult sounds and improve their production, which enables learners to be more aware of the importance of having clear pronunciation in English and practice it while having fun. Also, it proved that music is a useful source that all language teachers can have access to and which will definitely make a difference in the classroom.

Pimwan (2012) investigated the effect of teaching pronunciation of the English language at secondary schools. The population of the study was 22 students. The instruments the researcher used were a pronunciation test and ten lesson plans. The findings of this study showed that the pronunciation ability of the participants were at different levels. The study showed that the participants were able to pronounce the final sounds more accurately after learning English through songs.

Sukket's (2007) study investigated means of promoting English speaking ability and the vocabulary knowledge of first grade students by using songs activities. The instruments the researcher used for data collection were lessons, English speaking tests and vocabulary tests. The findings of this study indicated that there was a significant statistical difference on the achievement of the study sample. The

speaking ability level of the students was at a high level (97%), at a moderate level (3%) and passed the criterion after being taught through songs. The vocabulary level of the students was at a very good level (59.38 %) and passed criterion.

2.10 Studies Related to Using Songs in Teaching to Young Learners

2.10.1 Definition of Young Learners:

There are many definitions of young learners. One of these definitions according to Purwaningsih (2008) is “Young Learners are learners in Elementary School aging 9-10 years old who are learning English as foreign language”.

2.10.2 The Studies:

There are number of studies that that have been conducted to examine the impact of using songs on young learners' performance and motivation like (Almutairi and Shukri, 2016; El-Nahhal 2011).

Almutairi and Shukri (2016) studied the using songs in teaching oral skills to young learners: teachers' views and attitudes. This study adopted a descriptive study design, which is comprised of a quantitative survey that was conducted among elementary EFL teachers in Saudi Arabia. In doing this study, the researcher obtained data by using one tool, which is a questionnaire. The results of the study showed that Saudi EFL teachers in elementary schools are aware of the pedagogical value of using songs when teaching oral skills. The majority of the participants believe that songs should be an essential part of the English language curriculum for young learners.

One of the few Palestinian studies that discussed the effectiveness of using song in teaching English to young children is El-Nahhal's (2011) study. This study was conducted at Al-Azhar University in Gaza. The title is The Effectiveness of Using Children Songs on Developing the Fourth Graders' English Vocabulary in Rafah Governmental Schools. The sample was 120 students. Test results revealed that using songs in learning and teaching English improved elementary students' vocabulary learning.

2.11 Summary

This chapter included the benefits of using children songs in teaching English pronunciation and vocabulary for young learners. It reviewed some previous studies related to developing vocabulary and pronunciation. The chapter also presented studies related to using children songs in teaching vocabulary. It presented how the researcher benefits from those studies. The next chapter will review the methodology of the study.

Chapter Three

Methodology

3.0 Introduction

This chapter includes the research design, the participants of the study, the variables, the instrumentation and the description of children song used in the study. Finally, it introduces the statistical treatment for the study findings.

3.1 Research Design

The first section of the methodology gives a description of the participants and the second describes the instruments and materials the researcher used.

3.2 The Participants:

The participants of the Teachers questionnaire are 52 female and male English teachers. They teach in public or private schools. They teach basic graders. The participants of the students questionnaire are 152 female and male students. They all from schools at Hebron. They are third or fourth graders. The participants of the experiment are the third and fourth grade students of AL-Nasser Primary Public School in Hebron. All are Palestinian boys. Their native language is Arabic. English is considered as a foreign language for all the participants. The participants of the experiment, who have similar educational and cultural backgrounds, have been learning English through the Palestinian curriculum called {English for Palestine} since first grade. This curriculum is based around a variety of activities, including entertaining stories, songs and games, which match to the interests of children.

The sample of the study consists of (97) third and fourth graders male students distributed into two groups. The first group is the experimental group that consists of (48) students; twenty four students are fourth graders and twenty four are third graders. The second group is the control group. It consists of forty nine students; twenty four students are fourth graders and twenty five of them are third graders. The following table shows the number of each group.

Table (1)

The Distribution of the Sample According to the Groups

Group	Grade	Number	Total
Experimental group	Fourth grade	24	48
	Third grade	24	
Control group	Fourth grade	24	49
	Third grade	25	
Total			97

3.3 The Instruments

The researcher conducted a pre test in order to find out the level of the students in vocabulary and pronunciation. Then, the experiment was applied on the experimental group. After that a post vocabulary and pronunciation tests were conducted in order to examine the improvement of the student's vocabulary and pronunciation. The other two instruments the researcher used are a teachers and students questionnaires in order to assess the attitude of the teachers and the students towards using English children songs inside the classrooms.

3.3.1 Pre Tests:

To make sure that the participants of the two groups (experimental and control) have equivalent competence-wise and to measure their pronunciation and vocabulary proficiency knowledge. The researcher applied the pre-vocabulary test and the pre-pronunciation test. In this test, students were asked to read some words they know or hear.

a- Pre-pronunciation test

To make sure that the samples are equivalent, the researcher applied the pre-pronunciation test. The results of the test were recorded and statistically analyzed by using the t-test technique. Table (2) shows the mean, the standard deviation, and the T-value.

Table (2)

T-Test Results of Pre Pronunciation Test between the Experimental and Control Group.

Group	No.	Mean	Std. Dev.	T	P-value
Experimental	48	14.10	5.17	1.729	0.087
Control	49	15.78	4.55		

As seen in the table above, the experimental and control almost had the same competence in pronunciation. The table shows that there is no significant difference at P-value $0.087 \geq 0.05$.

This means that the two groups had almost the same linguistic level regarding pronunciation.

b- Pre-vocabulary test

To make sure that the samples are equivalent, the researcher applied the pre-vocabulary test. The results of the test were recorded and statistically

analyzed by using T-test. Table (3) shows the mean out of forty, the standard deviation, and the T-value.

Table (3)

T-Test Results of Pre Vocabulary Test between the Experimental and Control Group.

Group	No.	Mean	Std. Dev.	T	P-value
Experimental	48	25.17	8.32	0.495	0.622
Control	49	26	8.25		

As seen in the table above, the experimental and control almost have the same competence in vocabulary.

The table shows that there is no significant difference at $0.622 \geq 0.05$. This means that the two groups have almost the same linguistic level regarding vocabulary.

3.3.2 The Songs:

To conduct the study, the researcher studied the curriculum textbooks of the third and fourth grades. After that, songs were selected according to the major themes that the researcher selected to work on and the availability of songs.

Songs were selected from the book and from external sources (YouTube). The songs are suitable for the participants' age, culture and English language proficiency. They are much related to the major themes that are in the curriculum.

These are the titles of the chosen songs:

- 1- It's Rainy
- 2- Supermarket Song (If You Need Milk)
- 3- What Color is the Sky

4- Numbers Song (1-100)

5- Everybody had a picnic

6- Five Little Monkeys

The selection of the Songs

To test the songs validity, the researcher submitted the songs first design to a group of experts in the field; university instructors, English teachers and supervisors. The researcher did the required adjustment according to their recommendations.

Procedure of the study:

The researcher presented six external English children songs from (YouTube) to the experimental group of the participants by using whether the projector or the LCD in the classrooms during the second semester of the academic year 2016-2017.

Each of these songs had its own subjects, time, organization of the students, instructional aids and resources, objectives, targeted vocabularies, way in presentation and practice. After that, an evaluation was given to the students. (See Appendix E)

3.3.3 Post Tests:

3.3.3.1 The Pronunciation Test

The researcher prepared a pronunciation test to measure the children pronunciation. The test was used as a post test after the experiment.

a-The general aims of the test

The aim of the test is to measure the effect of the children songs on developing pupils' English pronunciation

b-The sources of designing the Pronunciation Test

The researcher depended on "English for Palestine 3+4" textbooks to form the pronunciation test. Furthermore, she depended on her experience as an

English teacher. The researcher consulted some English teachers. It was built according to the criteria of test specification.

c- Description of the Pronunciation Test

The items of the test were distributed into five questions (circle the correct word-read the words then odd the word that doesn't rhyme out-circle the silent letter- choose the correct answer- classify these words into the table). The test consisted of twenty-five points. It depended on the children' acquisition of the correct pronunciation of certain words that the researcher focused on during the experiment.

In question one, students were asked to circle the correct word. This question includes two items; one mark for each correct answer.

In question two, students were asked to odd out the words that do not rhyme. This question includes five items which evaluate the ability in distinguishing between words; one mark for each correct answer. Pupils were asked to circle the correct written word.

In question three, pupils were asked to circle the silent letter. This question included our items; one mark was assigned for each correct answer.

In question four, students were asked to choose the correct answer that shows the word the researcher had read. This question included six items; one mark was assigned for each correct answer.

In the fifth question, pupils were asked to classify words according to certain pronunciation. This question includes eight items which evaluate the pupils' ability in classifying the words; one mark for each correct answer. The pupils had to read the words and write them in correct places.

3.3.3.2 The Vocabulary Test

The researcher prepared a vocabulary test to examine the impact of using English songs on the development of the learners' vocabulary. The test was used as a pre and post test. It was used as a pre test before the experiment and as a post test after the experiment.

a- The general aims of the test

The aim of the test is to measure the effect of the children songs on developing pupils' English vocabulary.

b- The sources of designing the vocabulary test

The researcher depended on "English for Palestine 3+4" textbooks to form the vocabulary test. Furthermore, she depended on her experience as an English teacher. Moreover, the researcher consulted some English teachers. It was built according to the criteria of test specification.

c- Table of Specification

The test specification was designed according to the vocabulary of the content. The test specification includes the questions of the test, the bloom's Taxonomy level for knowledge. Moreover, it included the percentage of each question and its marks. The percentage of each question equals the numbers of question items divided by the total of test items. Table (4) presents these specifications of the vocabulary test.

Table (4)**Table of Specification for the Vocabulary Test**

Questions No.	Knowledge	Comprehension	Application	High levels	Items & Marks	percentage
Question 1	5 items 14.3 %	—	—	—	5 items 5 Ms	14.3 %
Question 2	—	5 items 14.3 %	—	—	5 items 5 Ms	14.3 %
Question 3	5 items 14.3 %	—	—	—	5 items 5 Ms	14.3 %
Question 4	—	4 items 11.4 %	—	—	4 items 4 Ms	11.4 %
Question 5	4 items 11.4 %	—	—	—	4 items 4 Ms	11.4 %
Question 6	—	—	10 items 28.5 %	—	10 items 12 Ms	28.5 %
Question 7	—	—	—	2 items 5.7 %	2 items 2 Ms	5.7 %
Total	40 % 14 items	25.7 % 9 items	28.5 % 10 items	5.7 % 2 items	35 items 35 Ms	100 %

The researcher designed the test according to the table of specifications. She divided the test into four levels (Knowledge- Comprehension- Application and High Levels). The four levels were considered and included in the test. To calculate the relative weight of the each level and the number of the questions, the following steps

were followed: The relative weight for the knowledge level = (Number of the items in the level ÷ the total number of the test) ($14 \div 35 = 40\%$). The relative weight for the comprehension level is ($9 \div 35 = 25.7\%$). The relative weight for the application level is ($10 \div 35 = 28.5\%$). The relative weight for the high levels is ($2 \div 35 = 5.7\%$).

d- Description of the Vocabulary Test

The items of the test are distributed into seven questions (choose the correct answer – full in the space – write the number and words numbers – look and write – classify the words and Make sentences).

- The first question includes five items that evaluate the pupils' ability in developing vocabulary. One mark is given for each correct answer. Pupils have to read the sentence carefully then choose the correct answer.

- The second question (fill in the space using the following words). This question includes five items which evaluate the pupils' ability in developing vocabulary. One mark is given for each correct answer. Pupils have to read the words between brackets then use them to complete the sentences.

- The third question (write the numbers and words' numbers). This question includes five items which evaluate the pupils' ability in handling numbers. One mark is granted for each correct answer. Pupils have to write the numbers and word numbers.

- The fourth question (Odd one out). This question includes four items which evaluate the ability to distinguish between words. One mark is given for each correct answer. Pupils have to circle the different word.

- The fifth question (look and write). This question includes four items which evaluate the pupils' ability in connecting between pictures and words. One mark was

assigned for each correct answer. Pupils have to look and choose the correct word to write it under its picture.

- The sixth Question (Classify the words). This question includes ten items which evaluate the pupils' ability in classifying the words. One mark is assigned for each correct answer. The pupils have to read the words and write them in correct places.

- The seventh questions (Make sentences) this question includes two items which evaluate the pupils' ability in classifying the words. One mark is assigned for each correct answer. The pupils have to order the words to make sentences.

3.3.4 Questionnaires:

The researcher used two sets of questionnaires; one of them is for the students and the other is for the teachers.

3.3.4.1 The Questionnaire of the Students:

a- Description and Development of the Questionnaire:

The questionnaire was designed mainly to get the quantitative data for the study. It investigates basic graders' attitudes towards using children songs in English classes and their views regarding songs effectiveness in learning English. The researcher reviewed some previous studies and related literature for developing the questionnaire (Abo Oda, A. 2010; Elhelou, M. 1993; Horn, C. 2007).

In the beginning of the questionnaire the participants were told about the object of the research. The questionnaire included two sections. In section one and section two, participants were asked to tick the right choice that describes his preference. In the first part, they were asked to fill in demographic and school information about their gender, grade, public or private school and their class size. In the second part, the participants were asked to choose the best option which

represented their opinion about using songs in learning English vocabulary and pronunciation. 15 statements were designed for quantitative analysis depending on Likert scale format. The questionnaire included a five-point Likert type scale with five options, namely: ‘strongly agree’, ‘agree’, ‘undecided’, ‘disagree’ and ‘strongly disagree’.

The final copy of the questionnaire consisted of two sections:

Section one: This part contained personal and school information with five items. The factors are: participants' gender, grade, school, the average of their class's size and the curriculum they learn.

Table (5)

Students Questionnaire: Personal and school information

1. Gender:	<input type="checkbox"/> Male	<input type="checkbox"/> Female			
2. Grade:	<input type="checkbox"/> Third Grade	<input type="checkbox"/> Fourth Grade			
3. School :	<input type="checkbox"/> Public	<input type="checkbox"/> Private			
4. The average class size:	<input type="checkbox"/> less than 12	<input type="checkbox"/> 12-20	<input type="checkbox"/> 21-28	<input type="checkbox"/> 29-35	<input type="checkbox"/> 35+
5. Curriculum you learn:	<input type="checkbox"/> English for Palestine	<input type="checkbox"/> Other.....			

Section two: This part consisted of fifteen items. A five-point Likert scale was utilized for rating the respondents from 1= strongly disagree to 5= strongly agree (5= strongly agree, 4=agree, 3=neutral, 2=disagree, and 1= strongly disagree). These items dealt with the participants’ general attitudes towards using songs in learning English in classroom. The questionnaire dealt with students' opinions about the impact of using songs in the extent of helping them develop their language, if the songs help them to memorize the vocabulary faster and easier and if songs affect their pronunciation. Also, it investigated the effect of songs on

their participation in the classroom, the kind of atmosphere that the songs spread inside the classroom and the qualities of songs that are more beloved to their hearts. Moreover, the questionnaire asked the students if the using of songs can help them develop their creative thinking and spatial intelligence.

b- Validity of the Questionnaire:

The first draft of the questionnaire was reviewed by two experts from Hebron University and Al-Quds Open University. The second draft was prepared in the light of their comments and suggestions. The researcher took their comments into consideration and modified as they suggested. The modified version of the questionnaire was consulted by the supervisor to be reviewed.

c- Administration of the Questionnaire

The questionnaire targeted third and fourth grades from the government and private schools in Hebron district. In the first semester of the academic year (2016-2017), the researcher administered 190 copies of students' questionnaire, but only 152 copies were returned. Students were asked to indicate clearly their reading comprehension questions. Moreover, in order to obtain more valid results, students were given the freedom to complete the questionnaire; the completion of the questionnaire was voluntary. The copies of the questionnaire were collected by the researcher herself.

d. Reliability of the Questionnaire:

To verify the stability of this questionnaire, The Cronbach Alpha test is used and the coefficient of constancy is 83. Accordingly, the questionnaire is considered as a reliable instrument.

3.3.4.2 The Questionnaire of the Teachers:

a- Description and Development of the Questionnaire:

The questionnaire was designed mainly to get the quantitative data for the study. It investigates basic graders and teachers' attitudes towards the use of songs in English classes and their views regarding songs effectiveness in teaching English. The researcher reviewed some previous studies and related literature for developing the questionnaire (Abo Oda, A. 2010; Elhelou, M. 1993; Horn, C. 2007). The questionnaire was prepared by the researcher. The questionnaire targeted third and fourth grade teachers from the government and private schools in Hebron district.

The participants were informed about the purpose of the research in the beginning of the questionnaire. In all the sections of the questionnaire, participants were asked to put a tick under their choice. In part one, they were asked to fill in demographic information about their gender, education and teaching experience. Part two is related to the participants' school information; i.e. public or private, grades they teach, the number of students in the classes they teach, and curriculum. In part three, the participants were asked to choose the best option which represented their opinion about using songs in teaching English vocabulary and pronunciation. This section is divided into four subsections. 20 statements were designed for quantitative analysis depending on Likert scale format which determine teachers' attitudes towards their beliefs from the pedagogical value of using songs, their attitudes toward using songs in teaching English, their thoughts about the effectiveness of using songs in teaching English, and finally the frequency of using songs and accessibility to songs. The questionnaire included a five-point Likert type scale with five options, namely: 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree'.

The final copy of the questionnaire consisted of three sections:

Section one: This part contained demographic data with 3 items. The factors are:

Participants' gender, education, and years of experience.

These factors were selected to be analyzed as additional variables based on the literature review. Table 6.1 shows the items related to the personal information data.

Table (6.1)

Teacher's Questionnaire: Personal Information Data

<p>1. Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male</p> <p>2. Education: <input type="checkbox"/> Diploma <input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> Other.....</p> <p>3. Years of experience: <input type="checkbox"/> 1-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> Others.....</p>

Section two: It included information related to school, grades teacher taught, average class size and English curriculum that school use. Table 6.2 shows this section.

Table (6.2)

Teacher's Questionnaire: School Information Data

<p>1. School: <input type="checkbox"/> private <input type="checkbox"/> public</p> <p>2. Grades you teach: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6</p> <p>3. Your average class size: <input type="checkbox"/> less than 12 <input type="checkbox"/> 12-20 <input type="checkbox"/> 21-28 <input type="checkbox"/> 29-35 <input type="checkbox"/> 35+</p> <p>4. Curriculum you teach: <input type="checkbox"/> English for Palestine <input type="checkbox"/> Other.....</p>
--

Section three: This part consisted of 20 items. A five-point Likert scale was utilized for rating the respondents from 5= strongly agree to 1= strongly disagree (5= strongly agree, 4=agree, 3=neutral, 2=disagree, and 1= strongly disagree). These items dealt

with the participants' general attitudes towards using songs in teaching English in classroom.

These 20 items were divided into four dimensions:

1- The first dimension was teacher's beliefs about the pedagogical value of using songs in teaching English to young learners. It consisted of 5 items (1-5). The following table shows the related items.

Table (6.3)

Teacher's Questionnaire: Teacher's beliefs about the pedagogical value of using songs in teaching English to young learners

NO.	Statements	Options				
		5	4	3	2	1
	A. Teacher's beliefs about the pedagogical value of using songs in teaching English to young learners.					
1	Songs create a positive atmosphere.					
2	Songs help to balance energy levels.					
3	Songs allow for quick review.					
4	Songs allow everyone to participate.					
5	Songs are very effective in signaling transitions.					

2- The second dimension was teachers' attitudes toward using songs in teaching English to young learners. It consisted of 6 items (6-11). The following table shows the related items.

Table (6.4)

Teacher's Questionnaire: Teachers' attitudes toward using songs in teaching English to young learners.

NO.	Statements	Options				
		5	4	3	2	1
	B. Teachers' attitudes toward using songs in teaching English to young learners.					
6	Songs can bounce around your students heads long after the class is over.					
7	Students think songs are natural and fun.					
8	Songs are usually very easily obtainable.					
9	Songs can be selected to suit the needs and interests of the students.					
10	Time length (of songs) is easily controlled.					
11	Songs almost always contain authentic, natural language.					

3- The third dimension was teachers' thoughts about the effectiveness of using songs in teaching English to young learners. It consisted of 6 items (12-17).

The following table shows the related items.

Table (6.5)

Teacher's Questionnaire: Teachers' thoughts about the effectiveness of using songs in teaching English to young learners.

NO.	Statements	Options				
		5	4	3	2	1
	Teachers' thoughts about the effectiveness of using songs in teaching English to young learners.					
12	Grammar and culture aspects can be introduced through songs.					
13	Students can experience a wide range of accents.					
14	Song lyrics can be used in relating of the world around us.					
15	Playing songs may disturb neighboring classes.					
16	A variety of new vocabulary can be introduced to students through songs.					
17	Some learners get too excited and may forget about the discipline.					

4- The fourth dimension was frequency of using songs and accessibility to songs.

It consisted of 3 items (18-20). The following table shows the related items.

Table (6.6)

Teacher's Questionnaire: Frequency of using songs and accessibility to songs.

NO.	Statements	Options				
		5	4	3	2	1
	D. Frequency of using songs and accessibility to songs.					
18	I teach at least one song to young learners per week.					
19	I use songs in my classes as much as possible.					
20	I can easily access and find appropriate songs to use in my English classes.					

b- Validity of the Questionnaire

The first draft of the questionnaire was reviewed by two experts from Hebron University and Al-Quds Open University. The second draft was prepared in the light of their comments and suggestions. The researcher took their comments into consideration and modified as they suggested. The modified version of the questionnaire was consulted by the supervisor to be reviewed.

c- Administration of the Questionnaire

In the first semester of the academic year (2016-2017), the researcher administered 100 copies of teachers' questionnaire, but only 52 copies were returned. Teachers were asked to indicate clearly their reading comprehension questions. Moreover, in order to obtain more valid results, teachers were given the freedom to complete the questionnaire; the completion of the questionnaire was voluntary. The copies of the questionnaire were collected by the researcher herself.

d- Reliability of the Questionnaire:

To verify the stability of this questionnaire, The Cronbach Alpha test is used and the coefficient of constancy is 86. Accordingly, the questionnaire is considered as a reliable instrument.

3.4 Data Collection and Procedure:

1- Studying the research and studies conducted on songs in general and the implementation of songs in teaching English vocabulary and pronunciation in particular.

- 2- Studying the fourth and third textbooks.
- 3- Designing the vocabulary test.
- 4- Designing pronunciation test.
- 5-Consulting experts in English language and methodology to assure the tests' statistical validity.
- 6-Applying the pre-test recording and interpreting the results.
- 7-For experimental groups, new vocabulary was introduced for the students using flashcards or realia. After that they heard the song without pause. Then they listened to a stanza and sing with the record. After that they sang the whole song with the record and finally they sang it without a record and they role play it.
- 8-Applying the post-test, recording and interpreting the results.
- 9-Presenting recommendation and suggestion in the light of the study findings.

4.4.7 Summary

This chapter shows the design of the study, procedure and the instruments, the participants, data collection and the analysis. The next chapter reveals the results and conducts the discussion.

Chapter Four

Results and Discussion

4.0 Introduction

This chapter discusses the results of the study and includes the findings and discussions. Finally, it includes the answer of the questions, hypotheses and the recommendations of the study.

The first section of this chapter answered the four questions of the study and the second section discussed these answers.

4.1 Section One of Chapter Four:

4.1.1 Results Related to Teachers' Questionnaire:

The first question is "What are the attitudes of the teachers towards using English songs in their teaching pronunciation and vocabulary process?"

To answer this question, the researcher distributed 52 questionnaires. These questionnaires were collected back and analyzed. Since the questionnaire was divided into three sections, the results of the questionnaire were divided also into three sections.

Following the administration of the questionnaire, the results obtained from the participants were analyzed using an SPSS 11 programmer. Each participant was given a participation number and the data were entered accordingly using descriptive analysis method.

4.1.1.1 Section One of Teacher's Questionnaire:

The frequencies and percentages for each question were presented in the following table for section one of teacher's questionnaire.

Table (7)

The Results of Section One in Teacher's Questionnaire

Gender		Education				Teaching experience		
Male	Female	Diploma	Bachelor	Master	Other	1-5	6-10	Others
6	46	2	37	13	0	10	29	13
11.5%	88%	3.8%	70.4 %	24.8%	0%	19.2%	55.8%	24.7%

Table (7) shows that

- Male teachers don't prefer to teach basic grades.
- 70.4% of the participants have a bachelor and 24.8% of them have a master degree.
- More than half of the participants have six to ten years of experience in teaching the English Language for basic grades.

4.1.1.2- Section Two of Teacher's Questionnaire:

The frequencies and percentages for each question were presented in tables just for section two of teacher's questionnaire. Table (8) shows the results of section two of the questionnaire.

Table (8)

The Results of Section Two in the Teacher's Questionnaire

School		Grades they teach						No. of St.s in these grades				Curriculum	
Private	public	1	2	3	4	5	Others	-20	21-30	31-40	+40	English for Palestine	Others
3	21	49	49	52	52	46	46	9	35	5	3	22	2
12.5%	87.5%	93.1	93.1	100	100	87.4	87.4	17.1	66.5	9.5	5.7	91.67%	8.33%
		%	%	%	%	%	%	%	%	%	%		

Table (8) shows that:

- Public schools are more than private schools in Hebron.
- 100% of the participants teach third and fourth graders.
- 66.5% of the classes the participants teach include 21-30, which are not considered as crowded class.
- All the public schools and one of the three private schools teach *English for Palestine* curriculum while the other two private schools teaches Get Set Go curriculum.

4.1.1.3- Section Three of Teacher's Questionnaire:

This section consisted of twenty items. These items were divided into four dimensions; teacher's beliefs about the pedagogical value of using songs in teaching English to young learners, teachers' attitudes toward using songs in teaching English to young learners, teachers' thoughts about the effectiveness of using songs in teaching English to young learners and frequency of using songs and accessibility to songs.

The results obtained from the analysis of data for each item are given in the following tables.

**Table (9.1): Mean, Standard Deviation of Teachers' Questionnaire:
Teacher's beliefs about the pedagogical value of using songs in teaching English
to young learners Items**

Statement Number		N	Mean	Std. Deviation
1	Songs create positive atmosphere.	52	4.46	0.54
2	Songs help to balance energy level.	52	4.15	0.83
3	Songs allow for quick review.	52	3.85	1.02
4	Songs allow everyone to participate.	52	4.88	0.32
5	Songs are very effective in signaling transitions.	52	3.85	0.70
	A	52	4.24	0.29

**Table (9.2): Mean, Standard Deviation of Teachers' Questionnaire:
Teacher's attitudes towards using songs in teaching English to young learners**

Items

Statement Number		N	Mean	Std. Deviation
6	Songs can bounce around your students heads long after the class is over.	52	2.88	1.18
7	Students think songs are natural and fun.	52	4.44	0.50
8	Songs are usually very easily obtainable.	52	3.65	0.93
9	Songs can be selected to suit the needs and interests of the students.	52	4.15	0.41
10	Time length (of songs) is easily controlled.	52	3.96	0.19
11	Songs almost always contain authentic, natural language.	52	3.85	0.70
	B	52	3.82	0.26

**Table (9.3): Mean, Standard Deviation of Teachers' Questionnaire:
Teachers' thoughts about the effectiveness of using songs in teaching English to
young learners Items**

Statement Number		N	Mean	Std. Deviation
12	Grammar and culture aspects can be introduced through songs.	52	4.46	0.67
13	Students can experience a wide range of accents.	52	4.21	0.78
14	Song lyrics can be used in relating of the world around us.	52	4.33	0.58
15	Playing songs may disturb neighboring classes.	52	4.19	1.03
16	A variety of new vocabulary can be introduced to students through songs.	52	4.65	0.48
17	Some learners get too excited and may forget about the discipline.	52	3.94	1.06
	C	52	3.59	0.39

**Table (9.4): Mean, Standard Deviation of Teachers' Questionnaire:
Frequency of using songs and accessibility to songs Items**

Statement Number		N	Mean	Std. Deviation
18	I teach at least one song to young learners per week.	52	3.54	0.75
19	I use songs in my classes as much as possible.	52	3.75	0.86
20	I can easily access and find appropriate songs to use in my English classes.	52	3.90	0.98
	D	52	3.73	0.65

Table (9.5): Total Mean, Standard Deviation of Teachers' Questionnaire

Items

	N	Mean	Std. Deviation
Total	52	3.84	0.20

Table (10): Mean Standard Deviation and One Sample T test results of Teachers attitudes parts.

	N	Mean	Std. Deviation	T	P-value
A	52	4.24	0.29	30.674	0.000
B	52	3.82	0.26	22.424	0.000
C	52	3.59	0.39	10.969	0.000
D	52	3.73	0.65	8.063	0.000

The results of the table above show that teachers have positive attitudes towards using songs in teaching English pronunciation and vocabulary in all parts of the questionnaire(all P-values<0.05).

The first hypothesis is "Teachers have negative attitude towards using songs in teaching English pronunciation."

In order to test this hypothesis, we should use the One Sample T test to test the distance between the mean of teachers' attitudes and the neutral degree (3), the following table shows the results:

Table (11): Mean Standard Deviation and One Sample T test results of Teachers attitudes towards using songs in teaching English pronunciation and vocabulary.

	N	Mean	Std. Deviation	T	P-value
Mean of Teachers attitudes	52	3.84	0.20	31.008	0.000

The results of the table above show that Teachers have Positive attitudes towards using songs in teaching English pronunciation and vocabulary, so the conclusion is to reject the hypothesis($P\text{-value} < 0.05$). The mean of Teachers attitudes is high (3.84).

4.1.2 Results Related to Student's Questionnaire:

The second question is "What are the attitudes of the learners towards using English songs in their learning pronunciation and vocabulary process?"

Since the questionnaire was divided into two sections, the results of the questionnaire were also divided into two sections.

The results gained from the participants were evaluated by using an SPSS 11 programmer, which was done by following the direction of the questionnaire. Each participant was given a participation figure and the data were entered consequently using descriptive analysis method.

4.1.2.1 Section One of Student's Questionnaire:

The frequencies and percentages for the first section of the student's questionnaire were presented in the following table.

Table (12)

The Results of Section One in the Student's Questionnaire

Gender		School		Grades		No. of St.s in these grades				Curriculum	
Male	Female	Private	public	3	4	-20	21-30	31-40	+40	English for Palestine	Others
73	79	68	84	76	76	32	58	46	16	84	68
48.2	51.7	44.9	55.1	50	50	21.1	38.1	30.3	10.5	55.1	44.9
%	%	%	%	%	%	%	%	%	%	%	%

Table (12) shows that:

- 48.2% of the participants were males and 51.7% were females. There are no significant differences.
- 44.9% of the students study in private schools while 55.1 of them study in public schools.
- Half of the participants were third graders and the other half were fourth graders.
- 59.2% of the participants learn in classes of ≥ 30 students.
- 55.1% of the students study *English for Palestine*.

4.1.2.2 Section Two of Student's Questionnaire:

This section of the students' questionnaire consisted of 15 items that show the attitude of the students towards using songs in learning pronunciation and vocabulary process.

The results obtained from the analysis of data for each item are given in the following tables.

Table (13)
Mean, Standard Deviation of Students' Questionnaire Items

Items number	Items	N	Mean	Std. Deviation
1	Songs help me to develop my language and reasoning.	152	3.68	1.02
2	I remember vocabularies faster if I heard them in songs.	152	3.95	0.87
3	Songs help me improving my work in class.	152	4.03	0.62
4	Songs allow everyone to participate.	152	4.08	0.75
5	Songs motivate me to learn English.	152	3.72	0.93
6	Songs are fun.	152	4.80	0.40
7	Songs are easy to obtain.	152	3.47	1.18
8	Short songs are better.	152	3.03	1.11
9	I learned new vocabularies through songs.	152	3.88	1.01
10	I don't focus when songs are played	152	2.20	1.17
11	Songs can develop my creative thinking.	152	4.02	0.92
12	Music can develop spatial intelligence.	152	3.41	0.87
13	Songs can teach teamwork.	152	4.03	0.96
14	Musical education develops better communication for you as a student.	152	3.91	1.23
15	Songs help me developing my pronunciation.	152	4.41	0.52
	Total	152	3.88	0.34

The results of the table above show that students have positive attitudes towards using songs in learning English pronunciation and vocabulary in all parts of the questionnaire.

The second hypothesis is "Learners have positive attitude towards using songs in learning English pronunciation."

In order to test this hypothesis, we should use the One Sample T test to test the distance between the mean of learners attitudes and the neutral degree (3), the following table shows the results:

Table (14): Mean Standard Deviation and One Sample T test results of learner's attitudes towards using songs in Learning English pronunciation and vocabulary.

	N	Mean	Std. Deviation	T	P-value
Mean of Learners attitudes	152	3.88	0.34	31.899	0.000

The results of the table above show that learners have positive attitudes towards using songs in learning English pronunciation and vocabulary, so the conclusion is to accept the hypothesis($P\text{-value} < 0.05$). The mean of Students attitudes is high (3.88).

4.1.3 Results Related to Pronunciation Test:

The third question is "What are the effects of using songs in developing learners' pronunciation?"

The third hypothesis is "There are statistically significant differences in the mean scores of students performance in pronunciation test between the experimental group and the control group in the post test."

In order to test this hypothesis, we should use the Independent Samples T test to test the differences in the mean scores out of twenty five of pronunciation test between the experimental group and the control group in the post test, the following table shows the results:

Table (15): Means, Standard Deviations and Independent Samples T test results of differences in the mean scores of students of pronunciation test between the experimental group and the control group in the post test.

Pronunciation test	Group	N	Mean	Std. Deviation	T	P-value
Pre-Pronunciation	Control group	49	15.78	4.55	1.729	0.087
	Experimental Group	48	14.10	5.17		
Post-Pronunciation	Control group	49	15.35	4.76	-2.048	0.043
	Experimental Group	48	17.33	4.94		

The pre-pronunciation test consisted of 25 points. The means for the two groups out of 25 are: the control group (15.78), the experimental group (14.10). The results show that there were no statistically significant differences in the mean scores of pronunciation test between the experimental group and the control group in the pre test since ($P\text{-value}=0.087>0.05$).

The results of the table above show that there are statistically significant differences in the mean scores of students performance in the pronunciation test between the experimental group and the control group in the post test in favor of the experimental group with mean (17.33) which is greater than the mean of the control group (15.35) since ($P\text{-value}=0.043<0.05$), so the conclusion is to accept the hypothesis.

4.1.4 Results Related to Vocabulary Test:

The fourth question is "What are the effects of using songs in developing learners' vocabulary?"

The fourth hypothesis is "There are statistically significant differences in the mean scores of students performance in the vocabulary test between the experimental group and the control group in the post test."

In order to test this hypothesis, we should use the Independent Samples T test to test the differences in the mean scores of vocabulary test between the experimental group and the control group in the post test, the following table shows the results:

Table (16): Means, Standard Deviations and Independent Samples T test results of differences in the mean scores of vocabulary test between the experimental group and the control group in the post test.

Vocabulary test	Group	N	Mean	Std. Deviation	T	P-value
Pre-Vocabulary	Control group	49	26	8.25	0.495	0.622
	Experimental Group	48	25.17	8.32		
Post-Vocabulary	Control group	49	26.02	7.70	-3.114	0.002
	Experimental Group	48	30.69	7.04		

The results of the table above show that there are statistically significant differences in the mean scores of students performance in the vocabulary test between the experimental group and the control group in the post test in favor of the experimental group. The mean score of the experimental group is (30.69/40), which is greater than the mean of the control group (26.02/40) since ($P\text{-value}=0.002<0.05$), so the conclusion is to accept the hypothesis.

The results also show that there were no statistically significant differences in the mean scores of vocabulary test between the experimental group and the control group in the pre test since($P\text{-value}=0.622>0.05$).

4.2 Section Two:

4.2.1 Discussion:

The purpose of the study was to examine the effectiveness of children songs on developing English vocabulary and pronunciation for the third and fourth graders. In the light of the findings of this study, it can be stated that main result was that children songs were highly effective in the students' levels of vocabulary and pronunciation in the experimental group compared to control groups' results.

The results of the teacher's questionnaire go with the result of Almutairi and Shukri (2016) study which showed that teachers have positive attitudes towards the using of songs in classes.

As seen in Table (9.1) teachers have positive attitudes towards the pedagogical value of using songs in teaching English to YLs. Statements 4 and 1 have the highest mean of all these statements. This means that teachers believe that songs allow everyone to participate (statement 4) and they create a positive atmosphere (statement 1). On the other hand, statements 3 and 5 have the lowest mean. That means that teachers believe that songs are not that effective in allowing for quick review (statement 3) or in signaling transitions.

The results of Table (9.2) show that teachers have positive attitudes towards using songs in teaching English to young learners. Statement 7 has the highest mean off all these statements. This means that teachers believe that students think songs are natural and fun. On the other hand, statement 6 has the lowest mean. This means that

teachers deem that songs can bounce around your students heads long after the class is over.

As seen in Table (9.3) teachers have positive attitudes towards Teachers' thoughts about the effectiveness of using songs in teaching English to young learners. Statement 16, 12 and 14 have the highest mean of all means. This means that teachers believe that a variety of new vocabulary can be introduced to students through songs, Grammar and culture aspects can be introduced through songs and song lyrics can be used in relating of the world around us. On the other hand, statement 17 has the lowest mean. This means that teacher don't believe that some learners get too excited and may forget about the discipline.

The results of table (9.4) confirm that teachers can easily access and find appropriate songs to use in my English classes (statement 20). The mean of this statement is the highest. Its mean is (3.90). Otherwise, teachers don't teach at least one song to young learners per week (statement 18). This statement has the lowest mean. Its mean is (3.54).

The results of the students' questionnaire go with the results of Chen's and Chen's (2009) study which showed that learners have positive attitudes towards the using of songs in classes.

As seen in table (13) students have positive attitudes towards using English children songs in learning English. Statements 6 and 15 have the highest means of all means. This means that students believe that songs are fun (statement 6) and songs help me developing my pronunciation (statement 15). On the other hand, statements 8 and 10 have the lowest means. This means that students believe that short songs are better (statement 8) and students do focus when songs are played (statement 10).

The results of the pronunciation test go with the results of studies like Pimwan 2012; Sukket, 2007; Ulate's, 2008; El-Nashar's, 2003; and others whose results show that the achievement of the experimental group in the post-test is higher than the pre-test.

The post pronunciation test consisted of 25 points. The means for the two groups are: the Control group (15.35), the Experimental group (17.33) which means that the group under treatment achieved significantly higher than the control group. This indicates that using songs for the experimental group improves their pronunciation.

The results of the vocabulary test go with the results of studies like Burhayani, (2013); Millington; (2011); El-Nahhal, (2011); Abidin, et al. (2011); and Šišková, (2008) and others whose results show that the achievement of the experimental group in the post-test is higher than the pre-test.

The pre vocabulary test consisted of 40 points. The means for the two groups are: the Control group (26), the Experimental group (25.17) which means that there are no significant differences between the achievements of the two groups.

The post vocabulary test consisted of 40 points. The means for the two groups are: the Control group (26.02), the Experimental group (30.64) which means that the group under treatment achieved significantly higher than the control group. This indicates that using songs for the experimental group improves their vocabulary rather than not using. The results of Table (16) go with the results of studies like Burhayani, (2013); Millington; (2011); El-Nahhal, (2011); Abidin, et al. (2011); and Šišková, (2008). The results of these studies revealed that the experimental group showed a significant improvement in vocabulary compared with the control group.

The researcher observes that songs are a powerful stimulus for language learning because they help learners develop their listening skills, correct pronunciation as well

as the ways of memorizing new words. Also, she noticed that probably the greatest benefit to using songs in the classroom is that they are enjoyable. At the same time, teachers need to pay attention that the song need to be selected carefully to complement the target vocabulary or pronunciation. A difficulty for teachers is finding and selecting songs that are suitable both in terms of vocabulary, pronunciation, and topic.

The findings of the study revealed that the use of songs in English classroom has positive impact on learners' achievement. Besides, teachers and students have positive attitudes towards the use of songs in teaching English for the third and fourth graders.

The following are the reasons that the researcher attributed the results to.

- 1- The researcher used songs that attracted children' attention. They were funny and interesting.
- 2- The researcher used songs that suite the children's minds and age.
- 3- The researcher used different techniques in presenting the songs besides using modern teaching aids to present them. For example; LCD and computer.
- 4- The researcher gave the children homework and distributed worksheets to practice vocabulary and pronunciation at home.
- 5- The researcher asked the children to repeat the songs and she gave them chance to pronounce the vocabulary correctly.
- 6- Using variety of actions and body movement.
- 7- The researcher asked the children to work in groups and pairs to repeat songs individually and chorally.

4.3 Summary:

This chapter shows the procedures of designing and applying the instruments, the subject and the statistical analysis that the researcher adopts in analyzing the results of the pre and post – tests, the questionnaire of the teachers and the questionnaire of the students. The next chapter conducts the discussion and provides the recommendations.

Chapter Five

Conclusions and Recommendations

5.0 Introduction

This study has attempted to find out the effectiveness of using songs in teaching vocabulary and improving pronunciation especially for third and fourth graders at AL-Nasser Basic Schools for Boys in Hebron. The study also attempted to investigate teachers' attitudes towards the use of songs in teaching English. The study attempted to investigate students' attitude towards the use of songs in learning English. Finally, the study tried to present some suggestions and recommendations for curriculum designers, supervisors, English teachers and for further studies in order to improve and apply the technique in English language classrooms. This chapter presents the conclusions, recommendations and future research are also presented.

5.1 Conclusions

Using the traditional way in teaching English is the most used one. Lately, the use of some modern techniques seemed to be spread due to the development of technology. Due to the fact that listening and speaking are neglected in teaching English the students have major problems in their pronunciation and the amount of vocabulary they have.

One of the purposes of this study is not only to use songs as an activity in classrooms but also to use them as language learning and teaching task, especially for learning and teaching pronunciation and vocabulary. Another purpose of this study is that teachers can use songs to better suit their goals.

As the findings of this study demonstrate that using songs in teaching and learning English can enhance the development of vocabulary, grammar and pronunciation. Songs spread an enjoyable atmosphere in classrooms that would motivate students and let them obtain the language effectively and easily during the process of learning English.

In order to get the best results of using songs in teaching English, the teachers have to choose the appropriate songs for their students depending on their age, culture, interests and previous information.

5.2 Recommendations

Since teaching and learn learning English language aims to develop the four skills, including the improvement of pronunciation and the development of vocabulary and as the results of the study improved the efficiency of using songs in teaching and learning English, the following recommendations are offered:

1- Recommendations to curriculum designers:

- To enrich the Palestinian curriculum with more songs that suit the students' age, mind and skills.
- To supply the schools with modern materials for using songs in the classes.
- To motivate teachers to develop their competences in using songs.

2- Recommendations to supervisors:

- To encourage and train teachers to use songs in their teaching procedure.
- To emphasize the important role of using songs in classes.
- To offer teachers with suitable tips and guidance of adopting songs in the class.

3- Recommendations to English Teachers:

- To use songs to create an appropriate leaning environment.
- To increase positive feeling towards songs.
- To adopt songs to enhance students participation and interaction.

4- Recommendations for Further studies:

- Further studies can be conducted to explore the best method of presenting songs in young-learners classes.
- Further research can investigate the effectiveness of using songs in developing writing.
- Further research can investigate the effectiveness of songs on developing speaking skill.

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Appendix A: Questionnaire "Teachers' Attitudes towards the Effectiveness of
Using Songs in Developing Third and Fourth Graders Vocabulary and
Pronunciation

Dear Teachers,

The purpose of this questionnaire is to examine Teachers' attitudes towards using songs in their English language classrooms and their views regarding songs effectiveness in teaching English.

Please note that data provided in this questionnaire will remain confidential and use only for research. I appreciate your time in filling out this questionnaire.

This questionnaire is divided into three sections, please tick the appropriate boxes that reflect your current situation.

Section One: Personal Information:

4. Gender:

Female Male

5. Education:

Diploma Bachelor Master Other.....

6. Years of experience:

1-5 years 6-10 years Others.....

Section Two: School Information:

1. School: private public

2. Grades you teach: 1 2 3 4 5 6

3. Your average class size less than 12 12-20 21-28 29-35 35+

4. Curriculum you teach: English for Palestine Other.....

Section Three: Indicate the extent to which you agree or disagree with the following items in the appropriate box using the scale given below.

5= Strongly agree 4= agree 3=undecided 2= Disagree 1= Strongly disagree

No.	Statements	Options				
		5	4	3	2	1
	A. Teacher's beliefs about the pedagogical value of using songs in teaching English to young learners					
1	Songs create a positive atmosphere.					
2	Songs help to balance energy levels.					
3	Songs allow for quick review.					
4	Songs allow everyone to participate.					
5	Songs are very effective in signaling transitions.					
	B. Teachers' attitudes toward using songs in teaching English to young learners.					
6	Songs can bounce around your students heads long after the class is over.					
7	Students thinks songs are natural and fun.					
8	Songs are usually very easily obtainable.					
9	Songs can be selected to suit the needs and interests of the students.					
10	Time length (of songs) is easily controlled.					
11	Songs almost always contain authentic, natural language.					
	C. Teachers' thoughts about the effectiveness of using songs in teaching English to young learners.					
12	Grammar and culture aspects can be introduced through songs.					
13	Students can experience a wide range of accents.					
14	Song lyrics can be used in relating of the world around us.					
15	Playing songs may disturb neighboring classes.					
16	A variety of new vocabulary can be introduced to students through songs.					
17	Some learners get too excited and may forget about the discipline.					
	D. Frequency of using songs and accessibility to songs.					
18	I teach at least one song to young learners per week.					
19	I use songs in my classes as much as possible.					
20	I can easily access and find appropriate songs to use in my English classes.					

Appendix B: Questionnaire Third and Fourth Graders' Attitudes towards the Effectiveness of Using Songs in Developing Vocabulary and Pronunciation

Dear Students:

in order to make English classes more enjoyable for you and, hopefully, more effective, especially vocabulary and pronunciation a research is being written. I would like you to fill in this questionnaire. If you fill in this questionnaire honestly, you are very likely to be rewarded by having the opportunity to listen to, develop the techniques your teacher use in teaching you English especially vocabulary and pronunciation.

Please note that data provided in this questionnaire will remain confidential and use only for research. This questionnaire is divided into two sections. In filling this questionnaire, please put in the appropriate boxes that reflect your current situation.

Thank you for filling in this questionnaire.

Section One: Personal and School Information:

1. Gender:

Male Female

2. Grade

Third Grade Fourth Grade

3. School :

Public Private

4. The average class size:

less than 12 12-20 21-28 29-35 35+

5. Curriculum you learn: English for Palestine Other.....

Section Two : Indicate the extent to which you agree or disagree with the following items in the appropriate box using the scale given below.

5= Strongly agree 4= agree 3=undecided 2= Disagree 1= Strongly disagree

No.	Statements	Options				
		5	4	3	2	1
1	songs help me to develop my language and reasoning.					
2	I remember vocabularies faster if I heard them in songs.					
3	Songs help me improving my work in class.					
4	Songs allow everyone to participate.					
5	Songs motivate me to learn English.					
6	Songs are fun.					
7	Songs are easy to obtain.					
8	Short songs are better.					
9	I learned new vocabularies through songs.					
10	I don't focus when songs are played					
11	Songs can develop my creative thinking.					
12	Music can develop spatial intelligence.					
13	Songs can teach teamwork.					
14	Musical education develop better communication for you as a student.					
15	Songs help me developing my pronunciation.					

Appendix C: Achievement pronunciation Test

Grade : Fourth/ third grade

25Marks

Name:

Q1) Circle the correct word. 2marks

monkeys - munkeys

silk - selk

**Q2) Read the words then odd the word that
doesn't rhyme out.**

5marks

Star Car bear

Three Wind Free

Thumb Gloom Brume

Five Wife Wind

Cheat Feet Great

Q3) Circle the silent letter. 4marks

night

knife

bike

half

Q4) Choose the correct answer.

6marks

ta__le (p-b)

t__ (e-ea)

fi__t (gh- h)

pau__e (s-z)

__ar (c-k)

r__n (a-ai)

Q5) Classify these words into the table. 8marks

blue - shirt - zoo - sure - cheat
- cold - beach- car

/ch/ chair	/u:/ do	/sh/ shorts	/k/ cat

Appendix D: Achievement vocabulary Test

Grade : Fourth/ third grade

40 Marks

Name:

1- Choose the correct answer: (7mark)

1. Sunday is the (first – second – fourth) day in the week
 - . 2. I bought a bottle of (water – jam – biscuits).
 3. (June – July – December) is the seventh month of the year.
 4. I like tea with more (sugar – salt – juice).
 5. Ali used a pair of (socks – scissors – shirt) to cut paper.
 6. Nadia bought a (packet – can – jar) of apricots.
 7. Ahmad is going to buy a kilo of (pencils – books – oranges).
-

2- Fill in the space using the following words: (6marks)

(sweets – milk - third – January – cold – doctor).

1. I went to the because I was ill.
 2. C is the letter of the alphabet.
 3. is the first month of the year.
 4. Ahmad bought a bag of
 5. Ali bought a carton offrom the grocer.
 6. Hebron isin summer .
-

3- Write the numbers and word numbers: : (5marks)

1- 44 :

2- 99 :

3-: thirty

4-: sixty-five

5- 82:

4- Odd one out: (4marks)

1-ten – first – second – third.

2- red blue – school – green.

3- November – Thursday – October – August.

4- chickpeas – yoghurt – onion – kilo.

5- Look and write:

(windy – cold – cloudy – sunny – rainy)

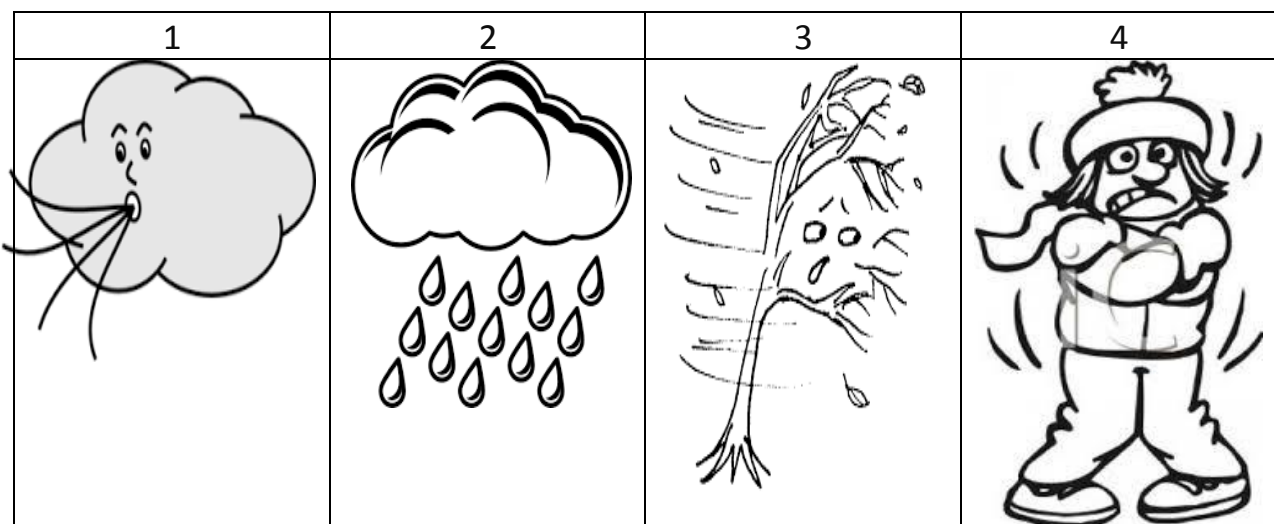
(4marks)

1-The weather is.....

2-The weather.....

3-The

4-.....



6- Classify these words (12marks)

**(yellow – May – post office – August – black – school – brown –
October – rice- meat – supermarket – honey)**

Months	Food	Colors	Places

7- Rearrange the sentences (2marks)

1. apple – is - An – red

.....

2. cold – Winter- in – Hebron- is –

Appendix E: Lesson Plans and Songs

1- Weather song

Subject: Listen and act

Class: Grade 4+3

Time: 140 minutes

Organization: 3rd graders separated from the 4th graders

Instructional aids and resources: computer – songs- pictures.

Objectives : Students are expected to :

- 1- write the weather vocabulary.
- 2- read the words correctly.
- 3- use words in sentences.

Vocabulary: sunny – hot – cold – windy – cloudy – rainy .

Presentation and practice:

1. T. introduces the words of the song through pictures.
2. T. plays the song while children listen.
3. T. plays it again while children listen and repeat.
4. T. plays it line by line while children listen and repeat. .
5. T. plays or hum the tune of the song with action and movements.
6. T. shows the class the script of the song.
7. T. shows the class incomplete sentence and asks them complete it.
8. T. asks the children to sing three or four lines at a time.
9. T. lets them to sing the whole song .
10. T. asks the children to use the words in sentences .
11. T. lets them to write the words on the board.
12. T. asks the children to sing the song to their parents.

Evaluation

1- Fill in space using the following words

(umbrella hot cold)

1-It's, take your hat.

2- It's rainy , take your

3- It's, take your coat.

2- Supply the missing letters:

(a n o u)

Sun.....y

r.....iny

clo.....dy

Weather song

It's rainy It's rainy

It's rainy It's rainy

It's rainy It's rainy

It's rainy outside today.

It's sunny It's sunny

It's sunny It's sunny

It's sunny It's sunny

It's sunny outside today

It's windy

It's windy It's windy

It's windy It's windy

It's windy It's windy

It's windy outside today

It's snowy

It's snowy It's snowy

It's snowy It's snowy

It's snowy It's snowy

It's snowy outside today

It's cloudy

It's cloudy It's cloudy

It's cloudy It's cloudy

It's cloudy It's cloudy

It's cloudy outside today

It's hot It's hot

It's hot It's hot

It's hot outside today

2- The Supermarket Song

Subject: Listen

Class: Grade 4+3

Time: 80 minutes

Organization: 3rd graders separated from the 4th graders

Instructional aids and resources: computer – songs- realia- flashcards.

Objectives : Students are expected to :

- 1- pronounce the food vocabulary correctly.
- 2- use them in sentences.
- 3- write the words .

Vocabulary: food and cooking vocabulary.(salt – pepper – rice – meat – water- chick peas- lamb- onions).

Presentation and practice:

1. T. tells the children about the song through realia or flashcards.
2. T. introduces the words of the song through realia.
3. T. plays the song while children listen.
4. T. plays it again stopping after each line.
5. Ss listen and repeat line by line.
6. T. plays or hums the tune without the words.
7. Children practice the song three or four lines at a time.
8. T. lets the class to sing the whole song.
9. T. asks them to write the words and sentences on the board.
10. T. encourages them to sing the song to their families.

Evaluation:

1- Supply the missing letters (e - p - i - m)

la...b pep.....er r....ce m...at

2- Match

bottle of
kilo of
can of
pair of
bag of

apricots
sweets
apples
water
scissors

The Supermarket Song

If you need milk or if you need bread of nice place

Where should you head

At the supermarket you can buy everything

When you do grocery shopping

You can buy vegetables you can buy fruit

You can buy cans

At the supermarket you can buy everything

When you do grocery shopping

You can buy flour if you like to bake

Or you can buy readymade cookies and cake

You can buy ice cream , you can buy yoghurt

And you can buy cheese at the supermarket

you can buy everything

When you do grocery shopping

You can buy oil and you can buy rice that taste very nice

At the supermarket you can buy everything

When you do grocery shopping

You can buy fish and you can buy meat

You can buy chicken that ,

is ready to eat !

At the supermarket you can buy everything

When you do grocery shopping

At the supermarket you can buy everything

When you do grocery shopping

3- What Color is the Sky?

Subject: Listen and write

Class: Grade 4+3

Time: 120 minutes

Organization: 3rd graders separated from the 4th graders divided into groups

Instructional aids and resources: computer – songs- flashcards.

Objectives: Ss are expected to :

- 1- write the colors .
- 2- say the names of the colors.
- 3-use colors in sentences.

Vocabulary: colors (red- yellow- green- blue- pink- orange- black- white- brown).

Presentation and practice:

1. T. tells the children about the song through flashcards.
2. T. says the words of the song .
3. T. plays the song while children listen.
4. T. plays it again while children listen and repeat.
5. T. plays the song stopping after each line.
6. Children listen and repeat line by line.
7. T. asks children to sing three or four lines at a time.
8. T. lets them to sing the whole song.
9. T. divides the class into groups and asks each group to say part of the song .
10. T. lets the children to write the colors and use them in sentences.
11. T. encourages the children to sing the song to their families.

Evaluation

Complete the sentences using the following words:

(yellow – green –blue - black)

- 1- The grass is
- 2- The sun is
- 3-The sky is.....

What Color is the Sky?

What color is the sky?

It's blue, It's blue. It's blue.

The sky is blue. The sky is blue/

What color is the sun?

It's yellow. It's yellow. It's yellow.

The sun is yellow.

The sky is blue.

What color is the grass?

It's green. It's green. It's green.

The grass is green.

The sun is yellow.

The sky is blue.

What color is an apple?

It's red. It's red. It's red.

An apple is red.

The grass is green.

The sun is yellow.

The sky is blue.

4- Numbers Song (1-100)

Subject: Listen and write

Class: Grade 4+3

Time: 100 minutes

Organization: 3rd graders separated from the 4th graders divided into groups

Instructional aids and resources: computer – songs- realia- flashcards.

Objectives : Students are expected to :

- 1- write the numbers.
- 2- write the words' numbers.
- 3- pronounce numbers correctly.
- 4- use numbers in sentences

Vocabulary: numbers.(40-50-60-70-80-90- 100)

Presentation and practice:

1. T. tells the children briefly about the song using flashcards.
2. T. lets them to listen to the song and move their bodies.
3. T. plays the song again while children listen and repeat.
4. T. sing the song or says the words of it while children are listening.
5. T. plays or hums the tune(without the words).
6. T. plays the song topping after each line while children listen and repeat.
7. T. shows the class the script of the song and lets them to study the words.
8. Ss practice the song three or four lines at a time.
9. T. lets children to sing the whole song.
10. T. lets them to write numbers and the words numbers.
11. T. encourages the children to say the song to their families.

Evaluation:

1- Match numbers and the words:

Seventy
Forty five
Fifty nine
Thirty six

36
70
45
59

2-Write the word numbers:

- 1- 96:.....
- 2- 39:.....
- 3- 100:.....

Numbers Song (1-100)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5- Everybody had a picnic

Subject: Listen and write

Class: Grade 4+3

Time: 100 minutes

Organization: 3rd graders separated from the 4th graders and each divided into groups

Instructional aids and resources: computer – song- flashcards- realia- board.

Objectives: After finishing the lesson, students are expected to:

- 1- identify the school rules correctly.
- 2- read the words correctly.
3. apply rules in class and playground.
4. notice the rhyme of the song (today- away)

Vocabulary: tidy, come along, surprise, playground, pick up, classroom, tidily, lying, put it away, keep, pencil, notebook, floor

Presentation and practice:

1. T. asks Ss about the school rules.
2. T. asks Ss "what will you do today to keep the classroom tidy? What will you do today to keep the playground tidy?"
3. T. introduces new words vocabulary using imitation and action...
4. T. plays the song while Ss listen.
5. T. plays it again while children listen and repeat.
6. T. asks Ss to open their books on page 46 and read the song.
7. T. divides the class in half; one half sings the part of the teacher, the other half the part of the child.
8. T. lets them to sing the whole song.
9. T. asks Ss about the words that rhyme in the song.
10. T. asks the children to sing the song to their parents.

Evaluation:

Answer these questions.

1- What will you do today to keep the classroom tidy?

.....
.....

2- What will you do today to keep the playground tidy?

.....
.....

Everybody had a picnic

What will you do today to keep the playground tidy?

Come along, surprise me: what'll you do today?

I'll pick up sweetie paper that is lying on the ground

And I'll put it very tidily away.

What will you do today to keep the classroom tidy?

Come along, surprise me: what'll you do today?

I'll pick up pencils and notebooks that are lying on the floor

And I'll put them very tidily away.

6- Five Little Monkeys

Subject: Listening

Time: 90 minutes

Instructional aids and resources: computer – song- role play.

Objectives: students are expected to:

1. visually identify repeated rhythm patterns in notation.
2. create a rhythmic ostinato.
3. dramatize and role play the song.
4. recite the song.
5. answer questions.
6. understand and explain the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.

Vocabulary: monkey, jump, bed, fell off, mother, doctor, called, bumped head

Presentation and practice:

1. T. introduces the new song for Ss.
2. T. asks Ss if they jump on their beds and if yes what does their mothers say.
3. T. plays the song.
4. T. asks Ss to look at the script and read it aloud.
5. T. plays the song and asks Ss to sing five lines (stanza).
6. T. asks questions after each stanza (What were the monkeys doing? Who did Mama call? What did she use to call? Why did she call a doctor? How many monkeys were jumping before any were hurt?)
7. T. chooses 7 Ss to act the song (sing- role play), repeat acting.
8. Ss sing the song as a whole group.

Evaluation:

Answer the following question.

Five little monkeys jumping on the bed. Three fell off and bumped their heads etc.
How many were still jumping on the bed?

.....
.....

Five Little Monkeys

Five little monkeys jumping on the bed

One fell off and bumped his head

Mama called the doctor,

And the doctor said

No more monkeys jumping on the bed

Four little monkeys jumping on the bed

One fell off and bumped his head

Mama called the doctor

And the doctor said,

No more monkeys jumping on the bed

Three little monkeys jumping on the bed

One fell off and bumped his head

Mama called the doctor

And the doctor said,

No more monkeys jumping on the bed

Two little monkeys jumping on the bed

One fell off and bumped his head

Mama called the doctor

And the doctor said,

No more monkeys jumping on the bed

One little monkey jumping on the bed

One fell off and bumped his head

Mama called the doctor

And the doctor said,

Put those monkeys right to bed