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ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING

TRANSLATION OF ONUR EROL'S MOST FAMOUS CHILDREN
SONG INTO ENGLISH: INTERNATIONALIZATION OF A SONG
THROUGH EFL TEACHERS' VIEWS

MASTER'S THESIS

GÖKÇE NUR TÜRKMEN

SUPERVISOR
ASSOC. PROF. DR. KÜRŞAT CESUR

ÇANAKKALE – 2024



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Republic of Türkiye
Çanakkale Onsekiz Mart University
School of Graduate Studies



The study titled “**Translation of Onur Erol’s Most Famous Children Song Into English: Internationalization of a Song Through EFL Teachers’ Views**”, prepared by Gökçe Nur TÜRKMEN under the supervision of Assoc. Prof. Dr. Kürşat CESUR and presented in front of the following committee on **24/06/2024**, was unanimously accepted as a thesis for the degree of **MASTER OF ARTS in English Language Teaching Program of Department of Foreign Language Education** in Çanakkale Onsekiz Mart University, School of Graduate Studies.

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ETİK BEYAN

Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü Tez Yazım Kuralları'na uygun olarak hazırladığım bu tez çalışmasında; tez içinde sunduğum verileri, bilgileri ve dokümanları akademik ve etik kurallar çerçevesinde elde ettiğimi, tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu, tez çalışmasında yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi, kullanılan verilerde herhangi bir değişiklik yapmadığımı, bu tezde sunduğum çalışmanın özgün olduğunu, bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi taahhüt ve beyan ederim.

ETHICAL DECLARATION

In this thesis study, which I have prepared in accordance with the Çanakkale Onsekiz Mart University Graduate Education Institute Thesis Writing Rules, I declare that I have obtained the data, information, and documents I present in the thesis within the framework of academic and ethical rules, and that all information, documents, evaluations and results are in accordance with the rules of scientific ethics and morality. I hereby declare that I have presented the work I have used in my thesis, that I have cited all of the works I have used in the thesis, that I have not made any changes to the data used, that the work I have presented in this thesis is original, and that I accept all losses of rights that may arise against me in the opposite case.

Gökçe Nur TÜRKMEN

24/06/2024

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Gökçe Nur TÜRKMEN
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ÖZET

ONUR EROL'UN EN ÜNLÜ ÇOCUK ŞARKISININ İNGİLİZCE ÇEVİRİSİ: BİR ŞARKININ İKİNCİ DİL OLARAK İNGİLİZCE ÖĞRETMENLERİNİN GÖRÜŞLERİYLE ULUSLARARASI HALE GETİRİLMESİ

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Bu çalışma, yerel çocuk şarkılarını yabancı dil olarak İngilizce öğretmek için uluslararasılaştırma sürecini araştırmaktadır. Tanınmış müzisyenler ve İngilizce öğretmenleri ile yapılan uzman görüşmeleri ve odak grubu oturumları, yerel bir çocuk şarkısının seçimini ve çevirisini sağlayarak, kültürel uygunluk ve dil uygunluğunu sağlar. İngilizce öğretmenlerinden gelen görüşler, anketler ve odak grubu tartışmaları yoluyla toplanır ve çevrilen şarkının rafine edilmesine yol açar. Çeviri süreci, orijinal şarkının anlam ve niyetine sadakati sağlarken, farklı kültürel ve dil bağlamlarında erişilebilir ve etkileyici olmasını sağlar. Bulgular, çeviri ve uyarlama sürecinin dilin incelikleri ve kültürel hassasiyetlerin dikkate alınması gerektiğini göstermektedir. İngilizce öğretmenleri, dil öğretiminde uluslararasılaştırılmış şarkının kullanılabilirliği hakkında değerli bilgiler sunar, bu da motivasyon, tekrarlanabilirlik ve yaşa uygunluk gibi dil öğrenimine olanak sağlayan niteliklerini vurgular. Öğretmenler, şarkının entegre edilebileceği çeşitli tematik birimler ve yeterlilik düzeylerini belirler, bu da farklı öğrenme hedeflerine cevap verme esnekliğini vurgular. Genel olarak, bu çalışma, İngilizce öğretimi için yerel çocuk şarkılarının uluslararasılaştırma sürecine ilişkin içgörüler sunarak dil öğretimi ve öğrenimi alanındaki literatüre katkıda bulunmaktadır. Müzik aracılığıyla kültürel ve dilbilgisel sınırları aşarak, eğitimciler genç dil öğrencileri için çekici ve etkili öğrenme deneyimleri yaratabilirler.

Anahtar Kelimeler: Uluslararasılaştırma, Çocuk şarkıları, İngilizce öğretmenleri, Eğitimde müzik, Dil öğrenimi, Küçük çocuklar

ABSTRACT

TRANSLATION OF ONUR EROL’S MOST FAMOUS CHILDREN SONG INTO ENGLISH: INTERNATIONALIZATION OF A SONG THROUGH EFL TEACHERS’ VIEWS

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This study investigates the process of internationalizing local children’s songs for teaching English to young learners. Expert interviews and focus group sessions with renowned musicians and EFL instructors aid in the selection and translation of a local children’s song, ensuring cultural relevance and linguistic appropriateness. Insights from EFL teachers, gathered through questionnaires and focus group discussions, inform the refinement of the translated song. The translation process ensures fidelity to the original song’s meaning and intent while making it accessible and engaging across different cultural and linguistic contexts. The findings reveal that the translation and adaptation process involve careful consideration of linguistic nuances and cultural sensitivities. EFL teachers provide valuable insights into the usability of the internationalized song in language instruction, highlighting its attributes conducive to language learning, including motivation, repetitiveness, and age-appropriateness. Teachers identify various thematic units and proficiency levels where the song can be integrated, underscoring its versatility in addressing diverse learning objectives. Overall, this study contributes to the literature on language teaching and learning by offering insights into the process of internationalizing local children’s songs for EFL instruction. By bridging cultural and linguistic boundaries through music, educators can create engaging and effective learning experiences for young language learners.

Keywords: Internationalization, Children’s songs, EFL teachers, Music in education, Language learning, young learners

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THE LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
TPR	Total Physical Response
YLS	Young learners
RQs	Research Questions



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CHAPTER ONE

INTRODUCTION

1.1. Introduction

Music is a pervasive force in our daily lives. From the soundtracks that play during our morning commute to the background music that we listen to while we work or exercise, music surrounds us at every turn. One of the most compelling aspects of music is its ability to convey meaning and emotion, through its combination of melody, rhythm, and lyrics. In addition, music has the ability to communicate complex ideas and concepts in a way that is memorable and engaging. Remarkably, a song lasting just four minutes can encapsulate as many words as a page of text, yet its memorability far surpasses that of written material. This distinctive power of music has prompted its integration into educational settings, aiming to captivate learners effectively while making the learning process enjoyable.

The integration of music in education has become popular in recent years as educators recognize its potential. It is stated by Cullen (1998) that songs are significant teaching tools in teaching English because, as most teachers find out, students love listening to music in the language classroom and they often hold strong views about music. Many educators have discovered that students often exhibit positive opinions about the role of music in their learning experience.

With this amazing power, it is not surprising that music is used as a tool for education. Educators, increasingly aware of music's potential, have been embracing various methodologies to seamlessly integrate it into their curricula. Far from being mere entertainment, music serves as a dynamic catalyst for language instruction, providing a multifaceted approach to engage learners. By integrating lessons with musical elements, educators can effectively capture student interest and elevate learning outcomes. Beyond that, music can also serve as a powerful motivational tool, offering positive reinforcement for desired behaviour and academic achievements.

Furthermore, the benefits of music in English language instruction, particularly through the medium of songs, are abundant. Brown and Brown (1997) emphasize its pivotal

role in teaching vocabulary, grammar, pronunciation, and nurturing creativity in writing. Songs effortlessly bridge the gap between leisure and learning, captivating students' attention while significantly enhancing information retention. By leveraging these inherent advantages of music, educators can effectively engage students and enrich their learning experiences in a manner that is both effective and enjoyable.

There are many different methods for incorporating music in the curriculum. One way that music can be used in the classroom is as a warm-up or cool-down activity. This can involve playing a song at the beginning or end of a lesson or using music to transition between different activities or topics. For example, playing an upbeat song at the beginning of a class can help to energize students and prepare them for learning, while playing a relaxing song at the end of a class can help to calm them down and reinforce the concepts they have learned. Another way that music can be used in the classroom is as a reward. Students can be given the opportunity to listen to a song or sing along to a favourite tune as a reward for completing a task or achieving a learning goal. This can help to motivate students and reinforce positive behaviour. In addition to these general uses of music in the classroom, music can also be used to teach languages.

The use of songs which contribute to curriculum is also a highly helpful resource in English teaching, due to its numerous benefits such as making education interesting, engaging students' attention, and a variety of benefits. For example, music can be used to teach vocabulary, grammar, and pronunciation (Rais, et al., 2019). By listening to and analysing the lyrics of a song, students can learn new words and expressions, as well as improve their understanding of grammar and sentence structure. Songs can also be used to inspire story writing, build themes around them, and help students remember information (Brown & Brown, 1997). They can amuse and entertain and make a satisfactory connection between the world of leisure and the world of learning (Harmer, 2001). They can also be helpful in setting a calm, creative and focused environment in the classroom and helping students memorize.

While music can undoubtedly benefit learners of all ages and proficiency levels, its advantages are particularly pronounced in classrooms catering to young learners (Kristyana & Suharto, 2014). Research suggests that young children perceive and interact with music

in distinct ways compared to adults. When music is incorporated into lessons, students engage their minds and brains through various sensory modalities, enhancing their capacity to learn and retain new information. As noted by Brown and Brown (1997), utilizing multiple senses during learning, including auditory input from music, facilitates deeper understanding and longer-lasting retention of knowledge.

By tapping into this multisensory approach, educators can create more enriching and effective learning experiences for young learners. Moreover, the benefits of integrating music into English language teaching extend beyond mere retention. Music stimulates creativity, fosters emotional expression, and cultivates a positive learning environment, all of which are essential components of early childhood education. Given these advantages and the unique receptiveness of young learners to musical stimuli, the use of music in English teaching holds immense promise for enhancing educational outcomes.

As educators continue to explore innovative teaching methodologies, music's enduring contributions to the realm of language education are expected to persist indefinitely, enriching the learning journey for generations of young learners to come. Despite the clear advantages and the wealth of research on the subject, the widespread integration of songs into English language instruction has remained somewhat limited, indicative of educators' reservations. Over the past two decades, previous studies have made notable contributions by exploring the use of songs in EFL classes, elucidating their benefits, and presenting various songs as effective tools for teaching English. However, despite this extensive research, many educators still harbour hesitations about incorporating songs into their lessons (Şevik, 2011).

There are various drawbacks that keep educators from using songs in their classrooms. According to Davanellos (1999), some administrators and teachers perceive songs as a distraction from the syllabus and the prescribed course materials. They argue that songs often feature language of poor quality, require musical expertise from teachers, create too much noise in the classroom, or lack the necessary equipment and materials for implementation. However, efforts are also being made to shift perspectives and broaden horizons in English language education. One such endeavour involves the translation and internationalization of children's songs, aiming to contribute to English language instruction,

particularly for young learners. This research initiative focuses on the utilization of a popular Turkish children's song within the context of English education for young learners, seeking to learn English teachers' perspectives and opinions on this innovative approach. By delving into the incorporation of culturally resonant songs from diverse linguistic backgrounds, this study endeavours to enrich English language instruction by infusing it with elements of familiarity and cultural relevance. Through exploring the potential of such initiatives, educators aspire to enhance engagement, learning outcomes, and cultural appreciation among young learners in the realm of English language education.

The incorporation of songs and music into English education is a well-established practice, supported by studies indicating the positive outcomes achieved when music and language are intertwined. Aguirre et al. (2016) assert that this approach ranks among the most utilized and effective strategies for motivating and engaging students. Extensive research has underscored the advantages of integrating songs, melodies, and rhythms within the classroom environment, particularly for learners of English. Previous investigations have thoroughly examined the benefits of music and evaluated its impact across various applications (Fitriana, 2021; Ulyah et al., 2021). These studies collectively demonstrate that music not only aids in developing students' language competencies but also enriches lessons through diverse means such as reinforcing learning values, incorporating real-life activities with authentic materials, and fostering engagement through dramatization.

Notably, a significant emphasis has been placed on employing songs in the instruction of English to young learners. Garcia-Conesa and Juan-Rubio (2015) and Orlova (2003) suggest that such musical elements serve as powerful motivators for young students, assisting in pronunciation and vocabulary acquisition while also enhancing memorization skills. Building upon the existing discourse surrounding the incorporation of songs into English language instruction, this study delves into the specific case of integrating a Turkish children's song. The aim is to not only understand its potential effectiveness but also to address educators' reservations regarding its use. Through a comprehensive empirical investigation, this study aims to shed light on the practical implications of leveraging culturally resonant songs in English education, particularly in diverse educational settings.

1.2. Background

There has been increasing interest in the integration of songs and music into English language education due to its potential to enhance learning outcomes and student engagement (Aguirre et al., 2016; Garcia-Conesa & Juan-Rubio, 2015). The integration of songs and music into English language education has garnered significant attention in recent years due to its potential to enhance learning experiences and engagement among students (Aguirre et al., 2016). Despite its prominence, there exists a gap between the theoretical benefits of incorporating music into language instruction and its practical implementation observed by teachers (Şevik, 2011). The utilization of music in language learning has deep historical roots, with scholars recognizing its efficacy in aiding memorization, pronunciation, and language acquisition (Aguirre et al., 2016).

Extensive research has underscored the benefits of integrating songs, melodies, and rhythms into English language classrooms (Garcia-Conesa & Juan-Rubio, 2015). Nevertheless, despite the recognized advantages, this approach encounters obstacles in its application within educational settings (Şevik, 2011). This study aims to bridge this gap by investigating the impact of music integration on English language learning outcomes and by identifying effective implementation strategies. However, challenges persist, notably including the absence of comprehensive criteria for song selection and the practical difficulties associated with implementation (Danacı et al., 2022; Shin, 2017). By addressing these challenges and exploring innovative approaches, this study aims to contribute to the advancement of effective music integration practices within English language education.

1.3. Statement of the Problem

In the context of English language education, the utilization of songs emerges as a prominent tool. While a few globally recognized children's songs find their way into primary school curricula, the exploration of popular music for educational purposes remains relatively untapped. It becomes imperative to delve deeper into popular music, assessing its suitability for students while considering language appropriateness in terms of their age, development, and proficiency level. Yet, this process is often perceived as time-intensive,

leading many educators to opt for established songs rather than engaging in the intricate task of selection.

Furthermore, a lack of familiarity with music or a perceived lack of confidence in incorporating it into teaching practice may also deter some teachers. However, addressing these challenges can be facilitated through professional development opportunities, such as attending courses or workshops aimed at enhancing teachers' knowledge and skills in utilizing music within the classroom context. Similarly, dedicating time to sourcing suitable songs and integrating them into lesson plans can help educators overcome these barriers and harness the pedagogical benefits of incorporating music into English language instruction.

Despite the reservations of the English teachers, the appropriateness of the songs selected for language classrooms, especially those included in coursebooks, has been called into question in recent years. It has been noted that certain songs featured in these coursebooks may not be suitable for children, as highlighted by Danacı et al. (2022). While the musical quality of these selections may be commendable, criticisms have arisen regarding the lyrical content, with some songs lacking rhymes and posing challenges for students in terms of memorization and comprehension.

Furthermore, some songs may only include phrases that are not meaningful or purposeful for language learning, which can ultimately undermine the effectiveness of the song as a teaching tool. Consequently, it becomes imperative for English teachers and coursebook writers to exercise discernment in selecting appropriate songs for children, ensuring a harmonious balance between musical and linguistic elements that align with students' learning needs and preferences (Danacı et al., 2022).

In addition to not knowing how to assess the appropriateness of the songs, there is little effort to search for international songs in the field. Instead, well-known, traditional songs such as "Old MacDonald Had a Farm," "Twinkle Twinkle Little Star," and "The Wheels on the Bus" are used frequently in the instructional landscape. While these songs hold educational value, there is a lack of initiative among teachers to seek out new and engaging songs or adapt existing ones to suit their classroom contexts (Danacı et al., 2021). Although some educators incorporate popular pop or rock songs to captivate older learners, the

complexity of such songs and their vocabulary may surpass the linguistic abilities of younger students.

Despite the abundance of literature highlighting the benefits of incorporating songs into education, certain gaps persist within the discourse. As noted by Shin (2017), existing literature lacks comprehensive criteria for song selection in English education, with teachers frequently relying on subjective judgments rather than evidence-based methodologies. Teachers base their choices on the song's popularity among students or personal preferences, neglecting considerations such as its suitability for student proficiency levels and vocabulary range (Shin, 2017). According to Danacı et al. (2022) there is a need for an enrichment of studies on selection criteria in English education underscores the need for a broader understanding in this domain as well as songs literature for EFL classes. They advocate for an increased number of adapted songs to cater to diverse learner needs.

Despite the evident advantages of incorporating songs into English language classrooms, there exists a gap between the theoretical benefits and the practical implementation observed by teachers, as noted in Şevik's (2011) study. This discrepancy may stem from various factors contributing to teachers' reluctance or inability to systematically integrate songs into their lessons. Some educators may cite time constraints, arguing that they lack the necessary time to search for appropriate songs and seamlessly integrate them into their curriculum amidst other teaching obligations while others may attribute their hesitation to classroom constraints, such as overcrowded conditions that impede the smooth execution of musical activities (Şevik, 2011).

Recognizing the need for a more systematic approach to song selection in English education, it becomes evident that drawing upon the rich treasury of children's songs within the Turkish context offers a compelling solution. Within the Turkish context, an extensive repertoire of children's songs exists, with their practical applications in both music and language education being notably effective in student engagement. The potential to integrate local songs into English language instruction by internationalizing them presents a promising avenue to enrich the children's song repertoire.

1.4. Purpose of the Study

In response to these identified gaps, this study aims to offer educators a structured approach to song adaptation through a comprehensive literature review and the creation of new adaptations within the EFL children's song repertoire. By bridging the gap between music education and language instruction, this study endeavours to enrich the pedagogical landscape and enhance student engagement and learning outcomes in English education through step-by-step internationalization process and providing an example of a local song to be internationalized in order to use in the EFL teaching repertoire.

This study aims to offer a fresh perspective on using music in English education by adapting a popular Turkish children's song into English language teaching. The study addresses two primary objectives: to adapt the most popular Turkish children's song and thereby introduce a new internationalized addition to the literature, and secondly, to gather teachers' feedback on the appropriateness and alignment with curriculum objectives by soliciting suggestions for translations and adaptations of this song. Through this research, the aim is to identify features of internationalized children's songs that facilitate teachers' song selection processes and provide a comprehensive guide on internationalizing different songs using the same methodology. This entails a detailed exploration of the study process, elucidating the steps involved in adapting songs to cater to diverse linguistic and cultural contexts.

1.5. Research Questions

According to the purpose of this research, the research questions were written to focus on the song selection, the ways to internationalize a local song, obtaining the teachers' ideas about the subjects that they paid the most attention to while choosing a song to teach, then the adaptation and study of the internationalized song that will be included in the teaching English as a second language literature, and finally the application of this song. It is thought that the questions are purpose-oriented and related to the subject of the research and are detailed. The research will seek answers to the following research questions (see Table 1).

Table 1

Research questions, data collection instruments and data analysis method

RQs	Instruments	Data analysis
1. What steps can be taken to internationalize a children's song?	Literature Review	Qualitative
	Questionnaire	Quantitative
2. What do EFL teachers' think about using the internationalized song in their classes?	Questionnaire	Qualitative
		Quantitative
a. Does this song possess the characteristics to be classified as an internationalized song?		
b. Which grade level is this song appropriate for use in EFL classes?		
c. What theme or topic does this song align with in the curriculum?		
d. Which stage of the lesson should this song be incorporated in?		
e. Do EFL teachers recommend using this song in EFL classes or not?		

The first research question centres on the process of internationalizing a local children's song. This entails a thorough literature review to understand the methods and strategies involved in adapting songs for a broader audience. By examining existing literature on adapted songs, common features and approaches in internationalizing songs will be identified and analysed. It also focuses on the translation of the selected song. Through the use of a questionnaire, EFL teachers will provide insights into their suggested word choices for the best translation of the song. This step-by-step process aims to elucidate the complexities involved in making a song accessible and engaging across different cultural and linguistic contexts.

The second research question expands into several sub-questions aimed at assessing the suitability of the internationalized song for EFL classes. These sub-questions include evaluating whether the song possesses the necessary characteristics to be classified as an internationalized song, determining the appropriate grade level for its use, identifying its alignment with curriculum themes or topics, specifying the stage of the lesson where it should be incorporated, and gauging EFL teachers' overall opinions on its usability.

The research questions encompass a thorough review of literature on internationalizing and adapting songs for broader audiences, the translation process of the selected song, and an exploration of its suitability for EFL curriculum through the perspectives of English language teachers. By undertaking this inquiry, the study aspires to

contribute to the advancement of English language education practices, ultimately enriching the learning experiences of young learners. Through this structured approach, the research aims to provide comprehensive insights into the internationalization of local songs for language teaching purposes. By addressing each research question in detail and utilizing both qualitative and quantitative data analysis methods, a nuanced understanding of the subject matter will be achieved, contributing to the enhancement of language teaching practices in diverse educational settings.

1.6. Significance of the Problem

Even though the effectiveness of using music and songs in the EFL lessons are the focus of many quantitative and experimental studies, the variables that the teachers take into account in the selection of songs were not emphasized, and the reasons given by the teachers about the insufficient use of these materials in their lessons, while it is such a useful material, were not mentioned. It is seen that there are not enough resources to support the claims of Şevik (2011) in his study where he included that even though the benefits of using songs and music in English lessons are widely known, the teachers do not systematically use because of certain reasons, however, these reasons are not explained. In addition, using songs to teach English is a subject that has been extensively studied and expanded with various suggestions. The renowned children's songs are used widely throughout the world to teach young students English in a fun way. However, the inclusion of new pieces and the use of internationalized songs in English teaching by translation or adaptation is not a work that has been done before in terms of teaching English to young learners. For this reason, it is thought that the research is important and contributing to the field.

1.7. Assumptions of the Study

The integration of internationalized children's songs into language education is based on the premise that cultural relevance is paramount in language acquisition. It is believed that exposing learners to songs from various cultural backgrounds not only aids in understanding language within its cultural context but also cultivates intercultural competence. Furthermore, this study operates under the assumption that music serves as a potent tool for language learning. The rhythmic and melodic elements of songs are thought

to facilitate vocabulary retention, provide opportunities for pronunciation practice, and contribute to overall language proficiency development.

Moreover, the research assumes that translating and adapting international children's songs for language education purposes holds pedagogical value. It is expected that this process not only enhances students' language skills but also nurtures creativity, encourages critical thinking, and fosters a deeper appreciation for different cultures. Additionally, the study presumes that engaging participants in collaborative activities, such as focus group discussions and expert interviews, promotes a rich exchange of ideas and insights.

This collaborative approach is believed to enhance the validity and depth of the research findings by incorporating diverse perspectives and experiences. It is also anticipated that participants will actively engage in the study and provide valuable feedback, enriching the research process with their varied viewpoints and backgrounds. Such diverse input is expected to contribute to a comprehensive understanding of the topic. Lastly, the study assumes that its findings and recommendations will extend beyond the specific research context. Educators and practitioners in language education are presumed to be able to extrapolate insights from the study to inform their teaching practices and curriculum development efforts, thereby benefiting language education on a broader scale.

1.8. Limitations and Delimitations

While this study offers valuable insights into incorporating internationalized songs into language lessons, it is essential to acknowledge several limitations. Primarily, the study was conducted as a case study with a relatively small sample size of 125 participants, which may affect the generalizability of the findings to broader populations of EFL teachers and teacher candidates. Additionally, due to time constraints, only one song could be translated and evaluated, limiting the applicability of the findings to other songs. Furthermore, the focus group interviews with experts were conducted with a limited number of participants, potentially constraining the breadth and depth of perspectives captured. These factors collectively underscore that this study represents a preliminary exploration into the translation and usability of internationalized songs in language lessons, rather than a comprehensive examination.

The research encompasses three primary data collection processes: soliciting input from teachers, internationalizing a popular Turkish children's song, and contributing to the EFL literature, and finally, teaching the songs to children to gather their feedback. Due to the time-intensive nature of finalizing translated versions and obtaining teacher opinions, only one song will be selected and translated initially. This decision aims to pave the way for further studies in this field and foster the inclusion of additional songs in the literature. Suggestions for future research include assessing the impact of adapted songs on student development and comparing them with English songs on similar topics. Additionally, obtaining more comprehensive feedback from students is recommended for subsequent studies. Future research endeavours should aim to address these limitations by employing larger sample sizes, exploring multiple songs, and incorporating diverse perspectives from a wider range of experts and participants.

1.9. Definition of Terms

1.9.1. Young Learners

Various researchers offer different definitions of young learners. According to Ellis (2014), this term encompasses individuals under the age of eighteen. The primary aim in educating young learners is to foster their awareness of learning methodologies, thereby cultivating their ability to become more proficient and independent learners. This involves not only imparting knowledge but also teaching them how to learn effectively. Compared to older learners, children exhibit distinct cognitive developmental traits. McKay (2006) suggests that young learners begin to transfer their language knowledge to the target language as their cognitive maturity and language proficiency develop. Bialystock (2001) further emphasizes that young learners may experience earlier development of intellectual faculties such as attention and inhibition, particularly when engaged in language learning activities. This is attributed to their heightened metalinguistic awareness and engagement in the language learning process. As cited in Pinter (2011), it is evident that children under the age of seven often demonstrate limitations compared to their older counterparts. They may struggle with maintaining focus and formulating logical reasoning due to their immature cognitive abilities. These developmental disparities underscore the importance of tailoring educational approaches to suit the unique cognitive situations of young learners.

The term “young learner” encompasses a broad spectrum of learners in the context of foreign language acquisition, ranging from pre-primary school through secondary school. Nunan (2011) expands this definition, suggesting that young learners can be as young as three years old, with the upper limit extending to around fifteen years old. Pinter (2006) further refines the age range, defining young learners as children commencing English language studies at three years old and continuing until approximately thirteen or fourteen years old. However, the precise age range and characterization of young learners remain subject to ongoing debate, as highlighted by Garton and Copland (2019). Factors such as the specific target audience, educational objectives, and learning environments contribute to varying interpretations. Shin (2018) introduces the concept of very young learners (VYLs), specifically referring to children under the age of seven. Knagg and Ellis (2012) specify that young learners encompass children embarking on English language learning during the early stages of compulsory schooling. Moreover, Copland and Garton (2014) emphasize that young learners typically engage in English language education within pre-primary or primary (elementary) school settings.

Despite the ongoing debate among researchers regarding the precise age range, there exists a consensus among scholars on the defining characteristics of young learners. Drawing upon the insights of Khan and McWilliams (1998), Moon (2000), Wells (1999), and Shin and Crandall (2014), young learners are commonly depicted as bundles of energy, exuding physical activity and spontaneity while displaying an insatiable eagerness to participate in various activities. Their boundless curiosity and vivid imaginations are offset by their inherent struggles with short attention spans and susceptibility to distractions. Moreover, they flourish in social settings, thriving on interactive experiences that enable them to relate new concepts to their own lived experiences.

Acknowledging these distinctive traits is pivotal in crafting educational strategies that cater to the unique needs of young learners. Khan and McWilliams (1998) advocate for the integration of physical movement into classroom activities, recognizing the role of kinetic engagement in enhancing learning experiences. Incorporating elements of play and physicality not only aligns with the natural disposition of young learners but also serves as a means to sustain their interest and concentration. Moreover, Moon (2000) underscores the

importance of interactive language acquisition activities in nurturing young learners' linguistic development. By engaging students in hands-on learning experiences that encourage active participation and collaboration, educators can create a dynamic and immersive learning environment that resonates with the social nature of children's learning.

Wells (1999) further emphasizes the significance of tailoring educational approaches to accommodate the unique learning preferences of young learners. By embracing their proclivity for interactive learning and capitalizing on their innate curiosity, educators can foster a sense of excitement and ownership over the learning process, thereby enhancing both motivation and retention. The pedagogical insights provided by scholars underscore the need for a holistic and adaptive approach to teaching young learners. By leveraging their inherent strengths and proclivities, educators can create enriching learning experiences that not only cater to the cognitive and linguistic development of young learners but also foster a lifelong love for learning.

Halliwell (1992) underscores the notion that children bring a wealth of innate instincts, talents, and qualities to the language learning process. They possess a holistic understanding of meaning and demonstrate a remarkable ability to creatively employ limited vocabulary. Through enjoyable communication experiences, children can indirectly absorb linguistic knowledge while having fun. Moreover, Scott and Ytreberg (1990) highlight the cognitive capabilities of children aged five to seven, noting their ability to organize activities, engage in logical reasoning, and exhibit strong imaginative faculties. Importantly, children often employ linguistic skills long before they consciously recognize them, further emphasizing the intuitive nature of their language acquisition journey.

According to Nicholas and Lightbown (2008), young learners typically do not excel in logical reasoning but rather thrive in environments that incorporate repetitive games. Consequently, it becomes crucial to design activities that are hands-on, involve repetitive games, and stimulate them physically. Taking into account the diverse characteristics of children, the most effective teaching practices for them involve physical engagement, interactive gameplay, and the use of vocabulary appropriate to their level.

1.9.2. Music

Music is an integral aspect of human existence, permeating every facet of our lives. From the subtle background tunes that accompany our daily activities to the heartfelt melodies that we sing along with to express our deepest emotions, music holds a profound significance. Fonseca-Mora et al. (2011) eloquently describe music as the rhythmic reflection of our physiological rhythms intertwined with the melodic sequence of sounds that resonates with our emotional landscape.

A song encapsulates the essence of musical artistry, crafted to be sung either independently or accompanied by instrumental harmonies (Ratnasari, 2007). It represents a fusion of rhythm, melody, harmony, and lyrical expression, each element contributing to its emotive depth and communicative power (Güler & Bozkurt, 2021). Throughout history, humans have utilized music as a vehicle for the articulation of thoughts and feelings, harnessing its unique ability to transcend linguistic barriers. As Israel (2013) suggests, both music and language serve as mediums through which we communicate, employing sound and gesture to convey our innermost sentiments. Thus, it becomes evident that these two realms are intricately interconnected, each enriching the other in a symbiotic relationship (Israel, 2013).

Interestingly, while the recitation of prose may prove challenging, the memorization of countless songs effortlessly demonstrates the harmonious fusion of language and melody. This observation highlights the inherent power of music to enhance cognitive processes, facilitating memorization and fostering a profound emotional connection to lyrical content. Indeed, the cadence and rhythm inherent in musical expression seem to amplify the impact of words, underscoring the symbiotic relationship between language and melody.

As asserted by Chen-Hafteck (1997), humans inherently communicate and express themselves through sound, utilizing both music and language as fundamental modes of expression. From the earliest stages of development, individuals engage with sound, with infants instinctively responding to and producing sounds without differentiating between musical tones and linguistic utterances. This innate predisposition towards sound underscores the intrinsic connection between music and language, with both serving as vital

mediums for human communication and expression. The convergence of music and language extends beyond mere communication, encompassing cognitive processes and emotional engagement. Additionally, the emotional resonance elicited by musical melodies can deepen one's engagement with lyrical content, fostering a more profound connection to the message conveyed through language (Sloboda & Juslin, 2001).

Music permeates our lives in many ways, its influence on motivation and memory immeasurable. In the realm of education, particularly in foreign language instruction, harnessing the power of music becomes imperative. Cullen (1998) highlights the significance of utilizing songs as teaching tools in English language classrooms. Music not only entertains but also fosters a conducive environment for learning, breaking the monotony of traditional lessons and encouraging students to engage freely and effortlessly.

In the context of English education for children, the integration of music proves exceptionally beneficial, injecting vibrancy into the classroom atmosphere and facilitating peripheral learning. Kristyana and Suharto (2014) underscore the multifaceted benefits of music in children's language development, emphasizing its role in enhancing communication skills, emotional intelligence, cognitive abilities, and social interactions. They argue that exposure to music, particularly singing, nurtures language proficiency by aligning with children's natural stages of language acquisition, thus accelerating their linguistic growth.

Moreover, learning songs containing language elements not only enriches vocabulary but also enhances pronunciation and intonation skills (Kobiljonkizi & Slohiddinovna, 2020). Through frequent practice and performance of song lyrics, children develop clarity in speech and expand their linguistic repertoire. This integration of music and language learning creates a synergistic relationship wherein proficiency in both domains progresses harmoniously, leading to rapid skill development (Kirsch, 2008). Therefore, the incorporation of music in language education not only enlivens the learning experience but also cultivates a holistic approach to language acquisition, fostering creativity, expression, and fluency in learners of all ages. Building on the idea of engaging and interactive methods in language learning, another highly effective approach is Total Physical Response (TPR). This approach not only makes learning more enjoyable and dynamic but also enhances

memory retention and recall. It is particularly advantageous for young learners, who often thrive in environments where they can be active and playful.

1.9.3. Total Physical Response

TPR (Total Physical Response) is a unique teaching method that integrates language and movement, allowing learners to acquire language more naturally and effectively. It is particularly suitable for young learners because they are naturally inclined to move and are more comfortable in a playful and interactive learning environment. As Asher (2009) suggests, TPR is a stress-free approach that enables students to learn a foreign language without the pressure to speak it right away.

By engaging in physical activities, learners develop listening comprehension skills first, which is the foundation for natural and effortless speech production later. Furthermore, the TPR method is suitable for teaching beginners because it allows them to build up their confidence before speaking, thereby minimizing anxiety and fear of making mistakes. Instructors can gradually introduce more complex language structures and vocabulary, as learners progress in their listening comprehension. The TPR method is rooted in various theoretical approaches to learning, which support its effectiveness in language acquisition. Dale's (1969) Audio-visual Methods in Teaching, for example, highlights the importance of multisensory experiences in learning. By engaging learners in physical movement, the TPR method activates more than just one sense, thus enhancing the learning experience.

Krashen and Terrell's (1983) Natural Approach, on the other hand, emphasizes the need for a low affective filter and a stimulating environment to promote second language learning. The Natural Approach also suggests that language learners should focus on meaning rather than form, and that language acquisition is most effective when learners are relaxed and not under pressure to produce language. TPR meets these requirements by providing a fun and interactive learning environment that fosters learners' motivation and enjoyment in the learning process.

In addition to its effectiveness in language acquisition, TPR offers several practical advantages for English teaching and learning activities. As noted by Rokhayati (2017), TPR

serves as a dynamic and engaging approach to learning English, encouraging active participation from students. Moreover, its association of English words and expressions with physical actions aids in retention, enhancing memorization. Additionally, TPR's versatility allows for its application in both large and small class settings, rendering it a flexible and adaptable teaching method. Furthermore, its suitability extends beyond young learners to include adults, making TPR an inclusive approach applicable across various age groups and levels of language proficiency.

TPR emerges as a highly effective and engaging approach to teaching foreign languages, especially tailored for young learners (Asher, 2009). TPR integrates language and movement, making the learning process more natural and enjoyable. It is a stress-free approach that enables learners to acquire a foreign language naturally and progressively (Krashen & Terrell, 1983). Supported by various theoretical frameworks emphasizing the significance of multisensory experiences, a low affective filter, and a stimulating atmosphere in language learning (Dale, 1969; Krashen & Terrell, 1983), TPR stands as a robust methodology backed by pedagogical principles. TPR also boasts practical advantages such as its adaptability across diverse class sizes and age groups, along with its capacity to enhance language retention among learners (Rokhayati, 2017).

Similarly, Asher (2009) underscores the efficacy of TPR in introducing new vocabulary and grammar concepts across various proficiency levels in language learning. This study also emphasizes that the effectiveness of TPR hinges on the incorporation of a diverse array of activities that stimulate both the right and left hemispheres of the brain. These activities may encompass storytelling, games, reading, writing, and speaking exercises as well as singing with movements. By engaging in a spectrum of activities, learners can reinforce their language acquisition process and apply their newfound skills across multiple contexts.

Incorporating TPR into language teaching can also help teachers in young learner classes. As young learners tend to have short attention spans, TPR activities can help keep them engaged and motivated (Putri, 2016). Additionally, TPR activities can make language learning more dynamic and multisensory, which can lead to more effective language acquisition. The use of music in TPR activities has also been found to be effective,

particularly with young learners (Barry & King, 1998; Krause, 2012). TPR's emphasis on physical movements and multisensory learning can enhance language acquisition and help keep learners engaged and motivated. The use of music in TPR activities can further enhance the learning experience and create a positive and enjoyable learning atmosphere.

Incorporating music into TPR activities can align with the principles of the Natural Approach to language teaching, as both approaches emphasize the importance of creating a relaxed and enjoyable learning environment where learners can acquire language naturally and meaningfully (Krashen & Terrell, 1983).

This approach to language teaching focuses on the development of listening and comprehension skills before speaking. By using TPR activities with music, teachers can provide a context for learners to acquire language naturally and meaningfully, without the pressure of producing language immediately. This approach can help students develop a strong foundation in listening comprehension and promote a natural progression towards language production. Music can add an element of fun and engagement to TPR activities and can help learners remember vocabulary and language structures. For example, a teacher could play a song and have learners perform TPR actions that correspond with the lyrics of the song.

Songs could also include commands in the target language that the learners can respond to with TPR movements. This is especially important when teaching a second language, as learners can often feel intimidated or nervous when attempting to communicate in a foreign language. By integrating music into TPR activities, teachers can help reduce anxiety and create a more relaxed learning environment that encourages participation, motivation, and engagement (Asher, 2009). In young learner classes, TPR can be a valuable tool for language teachers. Rokhayati (2017) notes that TPR is fun and engaging, making it an ideal method for young learners. It can help students remember English words and expressions, and it can be applied in both large and small classes.

Furthermore, TPR is not only appropriate for young learners but also for adult learners (Rokhayati, 2017). TPR has been found to align with the Natural Approach to language teaching, which emphasizes the importance of creating a relaxed and enjoyable

learning environment where learners can acquire language naturally and meaningfully (Krashen & Terrell, 1983).

1.9.4. Children's Songs

Countless songs exist globally, each possessing unique qualities, making criteria indispensable for educational selection. Scholars, including both music and English educators, have extensively researched these criteria. From the literature review, it is evident that children's songs must exhibit several key characteristics. Foremost, they should be easily comprehensible for young learners, facilitating swift acquisition. Additionally, repetition within songs aids retention, enhancing the learning process. Moreover, the themes explored within children's songs should reflect authentic, real-life experiences, ensuring relevance and engagement for the learners. These criteria collectively delineate the parameters for classifying songs suitable for children's language education, underscoring the meticulous selection process essential for effective pedagogy.

In addition to the main features of children's songs, they are fun and motivating, catchy, contain valuable lessons, are suitable for the age of the students, contain limited words and short phrases compared to other songs, are suitable for students' levels and can be easily adapted to dramatization. A distinctive feature highlighted by Kridalaksana (2013) is the incorporation of onomatopoeia within children's songs. This linguistic device not only enhances the fun quotient but also facilitates the acquisition of English vocabulary, making learning more engaging and effective.

Shin (2014) further emphasizes the importance of aligning children's songs with learning goals in language lessons. Ensuring that songs are relevant to the curriculum and targeted language skills enhances their efficacy as educational tools, fostering seamless integration into lesson plans and maximizing learning outcomes.

According to Davanellos (1999), incorporating songs into lessons not only adds variety but also fosters a relaxed atmosphere and promotes group dynamics among students. Furthermore, Garcia-Conesa and Juan-Rubio (2015) affirm that songs positively impact children's engagement and concentration in the classroom. Considering these findings, the

selection of children's songs should prioritize these features, with a central focus on catering to the students' needs and preferences.

Research has shown that incorporating music into language teaching activities can provide many benefits for both students and teachers. Many studies have indicated that music can be particularly effective when used with young learners (Barry & King, 1998; Krause, 2012). Children's songs serve as a delicate amalgamation of eloquent words improved with messages tailored for young minds yet to mature into adolescence. These lyrical compositions are intertwined with captivating melodies, serving as vessels for imparting essential messages to their youthful audience (Shofiyah, 2015). While music in classrooms often serves to create a soothing ambiance or captivate students' attention, its role in foreign language education, particularly through songs, is paramount.

However, the vast array of songs available necessitates discernment in selection for educational purposes. Not every song is suitable for children's English education, thus, specific criteria must be established for their inclusion. It is crucial to select children's songs based on the features discussed, with a focus on aligning song choice with the students' needs. In this context, children's songs emerge as indispensable aids for teaching foreign languages, especially for primary school students (Cameron, 2001).

The integration of songs into lessons for young learners plays a vital role in fostering their early language development (Johnstone, 2002). Notably, one of the primary advantages of utilizing children's songs in language education is the prevalence of repetition within songs and rhymes. This repetition is highly conducive to children's learning as they naturally gravitate towards mimicking and repeating words and sounds. Through this iterative process, children effortlessly absorb correct pronunciation, vocabulary, and phrases, significantly enhancing their language acquisition journey.

1.9.5. Internationalization

The concept of "internationalizing songs" represents a groundbreaking initiative introduced within the framework of this research. It proposes a novel approach to song adaptation, aiming to transcend the traditional boundaries of nationality and culture. By

internationalizing songs, the intention is to render them universally accessible and relevant, irrespective of geographical or cultural origins. This innovative strategy entails the reimagining and restructuring of culturally specific melodies and lyrics, transforming them into compositions with broad cross-cultural appeal.

By fostering critical awareness and understanding of cultural differences, educators can create inclusive learning environments that promote respect, empathy, and appreciation for cultural diversity (Balci, 2023). At its core, internationalizing songs seeks to foster inclusivity and diversity within the global musical landscape. It envisions a musical repertoire that reflects the shared experiences and aspirations of humanity, transcending linguistic and cultural barriers.

Through this process, songs originally rooted in specific cultural contexts undergo a metamorphosis, evolving into compositions that resonate with audiences worldwide. By removing regional constraints and embracing cultural diversity, internationalized songs serve as powerful vehicles for promoting cross-cultural understanding and appreciation.

The essence of internationalizing songs lies in its ability to create bridges between disparate cultures, forging connections through the universal language of music. These adapted compositions serve as ambassadors of cultural exchange, carrying with them the melodies and narratives of diverse traditions. Balci (2023) emphasizes the importance of integrating multicultural perspectives into the curriculum to prepare students for active engagement in a globalized world. This sentiment resonates with the concept of internationalized songs, which, by embracing and celebrating cultural diversity.

For a song to be called international, it needs to have some qualifications such as:

- Being performed in multiple languages: Songs that are adapted or translated into various languages can reach a wider audience, facilitating cross-cultural connections and global recognition (Franzon, 2008).
- Appealing to a broad audience: The content and themes of the song should resonate with people from diverse cultural backgrounds, making it relatable and enjoyable worldwide (Byram, 2008).

- Charting in different countries: International recognition is often reflected in a song's ability to chart in multiple countries, showcasing its widespread popularity and acceptance (Low, 2005).
- Having a global distribution: Availability on various international platforms such as YouTube etc. ensure that the song can be accessed by listeners all over the world (Keskin, 2011).
- Featuring cross-cultural collaborations: Collaborations between artists from different countries can enhance a song's international appeal, blending various musical styles and cultural elements (Kuśnierek, 2016).

In essence, internationalizing songs represents more than just a musical adaptation; it embodies a philosophy of inclusivity, unity, and cultural exchange in the global world. It is a testament to the transformative power of music to transcend boundaries and bring people together, fostering a sense of interconnectedness and shared humanity. As we embrace the concept of internationalizing songs, we embark on a journey towards a more harmonious and interconnected world, where the universal language of music serves as a unifying force in celebrating our collective diversity.

1.10. Scope of the Study

The scope of this study encompasses the examination of the integration of internationalized children's songs into language education, focusing on their impact on language acquisition and intercultural competence. It involves exploring the pedagogical value of utilizing songs from diverse cultural backgrounds in language learning settings. Additionally, the study delves into the effectiveness of translating and adapting these songs for language education purposes, with a particular emphasis on how this process enhances students' language skills, creativity, critical thinking, and cultural appreciation.

The study aims to engage participants actively to gather valuable feedback and diverse perspectives by using online questionnaires to reach a broader perspective. The study includes investigating the role of collaborative activities such as focus group discussions and expert interviews in enriching the research process and enhancing the validity of the findings. Lastly, the study seeks to determine the broader applicability of its findings and

recommendations beyond the specific research context. It aims to provide insights that can inform language teaching practices and curriculum development efforts in various educational settings, thereby contributing to the advancement of language education on a wider scale.

1.11. Summary of the Chapter

The introduction lays the groundwork for a research study focused on the integration of internationalized children's songs into language education. The rationale behind this study stems from the recognition of the importance of cultural relevance in language acquisition and the potential of music as a pedagogical tool. The introduction outlines the scope, purpose and the terms of the study, as well as the significance of exploring how international children's songs can enhance linguistic skills and intercultural competence. The study aims to investigate the effectiveness of incorporating these songs into language education, examining their impact on vocabulary retention, pronunciation practice, and overall language proficiency development. By delving into the pedagogical value of translating and adapting these songs and engaging participants in collaborative activities, the research seeks to provide insights that can inform teaching practices and curriculum development efforts in language education.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1. Introduction

The literature review section of this research delves into the existing body of knowledge surrounding the integration of internationalized children's songs into language education. The literature review begins by exploring the theoretical framework that underpins the use of music in language learning, drawing upon seminal works in applied linguistics, cognitive psychology, and as well as music education. Furthermore, the literature review synthesizes empirical studies that have investigated the efficacy of using international children's songs in language education settings. It examines research findings related to vocabulary acquisition, pronunciation improvement, and intercultural competence development among language learners. Additionally, the review includes studies in EFL and Türkiye context, importance, and advantages of using songs, characteristics of children's songs, how to teach songs and song adaptations to enrich the EFL music literature. It also includes the perspectives of educators on the practical challenges and opportunities associated with integrating songs into language curricula.

2.2. Teaching English Through Songs in EFL Context

There are numerous publications in the EFL literature on the use of music in foreign language lessons. Most of these are studies that focus on demonstrating the data obtained from the applications and the effects of using music on students, identifying the contributions and benefits to the classroom environment (Al-efeshat & Baniabdelrahman, 2020; Chou, 2014; Wolfe & Noguchi, 2009).

It is important to recognize that the incorporation of music in education and language learning is not a novel concept; rather, it has been subject to extensive investigation over the past two decades and has historical roots in educational practices preceding this timeframe. Consequently, many studies have been undertaken across various domains, probing into its influence on students, delineating its attendant benefits, and scrutinizing its implications for language acquisition.

2.2.1. Studies on the Implementation of the Songs

It was underlined that the songs could be used in English lessons (Davanellos, 1999), and that rhyming and singing are ideal possibilities for students to strengthen their language skills in foreign language teaching (Garcia-Conesa & Juan-Rubio, 2015). It has been observed that researchers think similarly about the prominent benefits of the use of songs, especially that songs facilitate the learning of a language in interesting and effective ways (Arevaro, 2010). With their numerous qualities and characteristics, songs usually provide a peaceful and happy mood for the listeners (Fauziati, 2015). Owing to their beneficial aspects, songs should be considered as a valuable teaching and learning tool (Millington, 2011).

Ahlbäck (2004) sheds light on a fascinating aspect of music cognition: the interplay between melody and language structure. He posits that this connection plays a crucial role in how we remember song lyrics. Unlike the pitch and rhythm, Ahlbäck (2004) suggests that the lyrics themselves act as powerful structural cues for memory. This means that the linguistic features of a song's lyrics, such as their grammar and syntax, can aid in the recall and retention of the song's words. By highlighting this relationship between melody and language, Ahlbäck's research (2004) provides insights into the cognitive processes involved in music learning and the potential role of language in enhancing memory performance. The finding also suggests that songwriters and educators can leverage the connection between melody and language to create more effective and memorable songs for children and other learners.

Gardner (1985) emphasizes the importance of considering truth, beauty, and goodness when selecting educational materials. This holistic approach ensures that learning experiences are enriching and meaningful. Building on this framework, Setia et al. (2012) conducted a study to explore the potential of songs as a pedagogical tool for enhancing the attitudes and motivation of primary school English language learners in Malaysia. Employing a quasi-experimental design, the researchers investigated the effects of incorporating songs into the curriculum. Their findings revealed significant benefits. Not only did the use of songs facilitate comprehension, but it also sparked and intensified

students' interest in learning. This heightened engagement translated into a more dynamic and participatory learning environment.

Furthermore, the study demonstrated that integrating songs into the curriculum had positive effects on learners' self-assurance and academic achievement. The relaxed and enjoyable nature of song-based activities fostered a conducive learning environment, enabling students to thrive academically while also boosting their confidence levels. Overall, Setia et al.'s (2012) research underscores the multifaceted benefits of using songs in education, aligning with Gardner's (1985) framework. By incorporating songs into the learning process, educators can enhance student motivation, engagement, and academic success, thereby promoting holistic development.

Beyond their benefits for all foreign language learners, songs hold advantages for young learners. This demographic requires active, engaging approaches to learning to maintain their motivation and involvement throughout lessons. Chou (2014) highlights that young learners can greatly benefit from acquiring English vocabulary through interactive activities such as games, songs, and stories, as these methods effectively captivate their attention.

For young learners, acquiring English vocabulary through peripheral activities like songs, games, and stories can be more beneficial than receiving explicit grammar instruction, as long as these activities are accompanied by clear teaching objectives (Chou, 2014). Songs play a significant role in young learner classrooms. They not only motivate children to dance and engage in physical movements but also capture their attention effectively (Chou, 2014).

Additionally, Fonseca-Mora et al. (2011) highlight several benefits of using songs for language learning among young learners. These include the development of all four language skills, activation of both hemispheres of the brain, enhanced motivation, cultural sensitivity, and improved memory retention. Furthermore, songs provide opportunities for repetition and practice, which are essential for language learning but might otherwise be perceived as monotonous in traditional classroom settings (Fonseca-Mora et al., 2011). Thus, songs offer a dynamic and engaging method for young learners to acquire language skills effectively while fostering a positive and supportive learning environment.

In addition to theoretical discussions, researchers have conducted practical studies examining the application of songs and music in educational settings. For instance, Israel (2013) conducted a case study focusing on the integration of music and singing into English language education. The study highlighted the significance of incorporating music as a fundamental aspect of learning English as a second language. Israel (2013) found that students not only exhibited heightened motivation but also demonstrated a preference for learning within a serene, non-competitive environment. Singing songs provided students with opportunities to explore linguistic patterns and vocabulary autonomously, which they could then apply in real communication scenarios.

Similarly, Hadi (2019) conducted action research involving 25 high school students, revealing notable improvements in academic performance attributed to the use of music. The study identified music as an effective solution to issues such as lack of concentration, boredom, and motivation among students. Hadi (2019) emphasized that students thoroughly enjoyed the learning process, indicating that the primary goal of providing meaningful learning experiences had been achieved.

Furthermore, Ulyah et al. (2021) investigated the effectiveness of incorporating English songs into grammar instruction. Their study focused on teaching conditional sentences using English songs compared to traditional instructional methods. The findings demonstrated that learning conditional sentences through songs significantly enhanced students' interest and motivation compared to traditional teaching approaches. This research underscores the potential of music as a powerful tool for engaging students and promoting effective language learning.

Among the researchers exploring practical applications of songs, there are those who specifically target young learners. Moradi and Shahrokhi (2014) conducted a study to delve into the impact of music on children's second language development. Their findings underscored the profound influence of music on young learners. They observed that music stimulated children to imitate sounds precisely as sung by the vocalist. Additionally, they highlighted how music fostered a sense of confidence among young learners, providing them with a relaxed environment to practice pronunciation of new words and sounds without fear

of criticism. This research highlights that songs not only contribute to children's linguistic development but also have a significant impact on their emotional well-being. By creating a supportive and non-threatening atmosphere, music facilitates language learning while nurturing children's self-assurance and comfort in expressing themselves linguistically. Thus, the study emphasizes the multifaceted benefits of incorporating songs into language education for young learners.

2.2.2. Studies on the Attitudes of Teachers and Students on Using Songs in Lessons

The thoughts of the teachers on the songs are significant because they are the ones who implement the activities in the classroom. Discovering the issues, the teachers face as well as the rewards will benefit students, teachers, and researchers. In the research conducted, it was determined that teachers generally show a positive attitude towards the use of songs and music in English education, they are mostly aware that songs are very useful especially in memorization and vocabulary learning, motivate students and make the lesson fun, however, most of them state that they have problems using it, the teachers think that classroom management is difficult in crowded classrooms, they do not have enough knowledge about the use of songs, how they can use them efficiently to contribute to the language skills of the students, and they think that they need to have musical knowledge in order to use songs (Şevik, 2011).

Moreover, research delving into students' perspectives, such as the study by Al-feshat and Baniabdelrahman (2020), contributes valuable insights. Through questionnaires administered to both teachers and sixth-grade students, it was found that students perceived songs as beneficial for learning English vocabulary, a sentiment echoed by teachers. Importantly, the study highlighted the significance of tailoring song selections to individual student preferences, as students are more likely to engage with material aligned with their interests. This underscores the importance of incorporating training for teachers to effectively identify and utilize music and songs that resonate with their students' interests and learning styles. Similarly, Bsharat et al.'s (2021) research sheds light on the gap in teachers' knowledge regarding the integration of music and educational songs to enhance students' language skills. Employing a mixed-method approach, the study gathered data

through questionnaires distributed to English teachers and interviews with a subset of educators. The findings revealed that despite recognizing the potential of music and instructional songs, teachers struggled to effectively incorporate them into language lessons due to a lack of knowledge.

The research suggests that EFL teachers believe training on the efficient use of educational songs and music should be integrated into their university education. Additionally, it advocates for the provision of educational song teaching resources to schools and the inclusion of suitable songs in curricula, facilitating easier integration into classes even for teachers without musical expertise. This highlights the importance of equipping educators with the requisite skills and resources to harness the full potential of songs in language education (Bsharat et al., 2021).

In addition to the positive attitudes exhibited by teachers towards incorporating songs into language teaching, research underscores the crucial role of teachers' knowledge in utilizing songs effectively within the classroom. Tse's (2015) study, for instance, delved into Malaysian primary school teachers' perspectives on integrating songs into English Language Teaching. Through questionnaire data collection, it was evident that teachers recognized the pedagogical value of songs and their effectiveness in teaching English as a Second Language (ESL) to young learners.

However, challenges emerged in the form of difficulty selecting appropriate songs. The study suggests providing teachers with engaging and enjoyable music materials to alleviate this challenge, emphasizing that songs can be potent resources for language learning only when educators possess the necessary expertise in their implementation. For instance, Xi (2021) utilized a questionnaire adapted from Şevik's (2011) work to explore teachers' perspectives on integrating music into English language instruction. The study revealed a highly positive stance among Thai educators towards the use of music in teaching English, emphasizing its potential benefits.

Similarly, Kibret (2022) conducted a study focusing on the utilization of songs in primary school English language teaching. Through interviews with instructors, it was found that a majority of teachers exhibited a favourable attitude towards integrating songs into their

teaching methodologies, underscoring their belief in the efficacy of such methods for enhancing language skills. These studies collectively highlight the importance of understanding teachers' perspectives and experiences in leveraging songs as a pedagogical tool within language education.

In addition to the ideas of the teachers, the ideas of the pre-service teachers on the use of songs in education were also investigated. In the study of Khumairo et al. (2022), the researchers explored the pre-service and in-service teachers' beliefs on the use of English Children's songs. They concluded that children's songs offered variety of benefits yet there are technical limitations such as lack of internet connection or selecting the right song for the students' level, interest, and needs, and providing several songs to prevent students' disengagement.

Furthermore, Yuliyanto's (2017) research delved into students' perspectives on the integration of songs into listening classes, uncovering valuable insights into the efficacy of this approach. According to the study incorporating songs in listening classes emerges as an effective strategy for heightening students' interest in the learning process. The study concludes that students exhibit a positive reception towards the use of songs, attributing to its ability to indirectly enhance their listening skills, infuse enjoyment into the learning experience, and stave off monotony, thereby facilitating better comprehension.

Yuliyanto (2017) emphasizes the suitability of songs as a tool for vocabulary acquisition, highlighting their capacity to facilitate engaging and enjoyable learning activities. The research suggests that compared to alternative methods, songs offer a unique avenue for expanding vocabulary in a manner that resonates with students. To maximize the benefits derived from incorporating songs into listening classes, the researcher recommends employing slow-paced songs, particularly for novice learners (Yuliyanto, 2017).

Additionally, diversifying song selections in terms of duration, method, and genre is advocated to accommodate the diverse learning styles of students, thus optimizing learning outcomes. This underscores the importance of tailoring instructional approaches to align with students' preferences and learning needs, ultimately fostering a more effective and engaging learning environment. In line with previous studies, Kibret (2022) also highlights

the prevalent lack of awareness among teachers regarding the value of songs as tools for language teaching. The challenges reported by teachers in her study underscore the practical obstacles encountered when utilizing music in English instruction.

These obstacles include overcrowded classrooms, restrictive classroom layouts make it harder for movements to be used during singing activities, insufficient audio-visual resources, and a dearth of textbooks and teacher's guides tailored for integrating songs into lessons (Kibret, 2022). Additionally, teachers expressed concerns about the time investment required for teaching songs and noted that the vocabulary featured in many songs surpassed the language proficiency level of their students.

2.3. Teaching English Through Songs in the Context of Türkiye

Research in the Turkish context supports the EFL context in certain aspects. Sarıçoban and Metin (2000) state that songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms in a language classroom. Serçe (2005) examine the efficiency of popular songs on vocabulary recognition and retention, and he concludes that songs make the classes engaging and interesting.

In addition, Keskin (2011) indicates that one of the most important advantages of using songs in the EFL classroom is that they increase students' motivation and save the lesson from being boring. Güler and Bozkurt (2021) focus on the importance of selection of songs. They state that carefully selected songs improve students' interest and motivation that encourage them to achieve communicative skill toward target language and cultural knowledge (Güler & Bozkurt, 2021). Sağlam and Kayaoğlu (2010) stress the significant role that music can play in the context of ELT, highlighting its potential as a powerful tool for enhancing language abilities. The scholars underscore the potential of music to support the development of various linguistic skills, including listening comprehension, vocabulary acquisition, and pronunciation. Through its use in the ELT classroom, music can engage learners with the language in a creative and dynamic way and can help to create a positive learning environment. The insights provided by Sağlam and Kayaoğlu (2010) contribute significantly to the ongoing discourse surrounding the integration of music in language pedagogy. Their research underscores the imperative for educators to embrace innovative

teaching strategies, recognizing music as a valuable tool for enhancing language proficiency. Through their comprehensive analysis, Sağlam and Kayaoğlu (2010) illuminate the transformative potential of music in shaping the landscape of language education, advocating for its thoughtful integration into EFL classrooms.

In their investigation, Kara and Aksel (2013) delved into the utilization of songs as a pedagogical tool for language learning among elementary-level students at a university. Despite not uncovering significant statistical variances between the test outcomes of the experimental and control groups, the researchers unearthed a noteworthy trend. A substantial majority of students expressed heightened motivation when teachers integrated songs into their lessons. This revelation underscores the potential of incorporating music within language teaching to invigorate student enthusiasm and cultivate a favourable classroom ambiance. While the study's findings did not yield statistically significant disparities in test scores, they shed light on a crucial aspect of language education: the profound impact of varied teaching methodologies on student engagement and motivation. The increase in student motivation in response to song integration underscores the importance of adopting diverse instructional approaches to enrich the learning experience. However, the study also prompts further inquiry into the comprehensive benefits that songs can confer upon language education.

While the observed rise in student motivation is promising, additional research is warranted to explore the full spectrum of advantages that songs may offer in enhancing language acquisition and proficiency. Ultimately, Kara and Aksel's (2013) research underscores the imperative for educators to embrace innovative pedagogical techniques to foster an engaging and effective learning environment. By recognizing the potency of incorporating music into language instruction, educators can harness its motivational potential to propel student learning and engagement to new heights. Şevik's research (2011) stands as a cornerstone not only within our national educational landscape but also within the broader global domain of teaching English providing valuable guidance to countless scholars.

Şevik's investigation (2011) illuminates the potential of utilizing songs as a conduit for English language acquisition, particularly for students grappling with communication anxiety in classroom settings. The study underscores how integrating songs into language

instruction can cultivate a less daunting atmosphere, thereby facilitating enhanced learning experiences for students, especially young learners. A notable revelation from Şevik's study (2011) is the existence of a discernible disparity between the frequency of song usage in English language teaching and teachers' inclination to incorporate them more extensively. This gap is often attributed to the availability of suitable song materials, which significantly influences educators' decisions regarding integration into lesson plans. Additionally, the research highlights a notable oversight: the lack of systematic implementation of songs within the Turkish educational context. Furthermore, Şevik (2012) cautions against the indiscriminate use of songs solely for their rhythmic and enjoyable qualities. While songs can undoubtedly infuse classrooms with energy and excitement, their integration should be purposeful and aligned with specific educational objectives. Using songs without clear pedagogical intent risks inducing boredom and diminishing student engagement over time.

Şevik's pioneering research (2012) underscores the need for a strategic and purpose-driven approach to integrating songs into English language instruction. By addressing the identified gaps and challenges, educators can harness the full potential of music as a dynamic tool for enhancing language learning outcomes and fostering a supportive learning environment. In his comprehensive analysis, Şevik (2012) elucidates the many benefits of integrating songs into English language instruction, outlining key features that make songs a potent tool for young learners;

- Songs are regarded as the most effective way of teaching listening comprehension to young learners (YLS).
- Songs are a common feature of many primary EFL curricula.
- Songs are regarded as one of the mostly enjoyed activities and one the most effective language learning strategies by most YLS.
- Songs, when used in appropriate ways, may extend YLS' attention spans.
- Songs are regarded as a good means for age-related language learning.
- Songs are believed to accelerate memorization.
- Songs provide a variety of comprehensible input.
- Songs provide safe and natural classroom ethos.
- Songs provide a large amount of repetition which is not tedious, and which results in automatic use of the target language.

- Songs provide a rich source of culturally related elements.

Through these identified features, Şevik (2011) underscores the multifaceted advantages of integrating songs into English language instruction for young learners. By leveraging the inherent strengths of music, educators can create dynamic and engaging learning experiences that promote language acquisition and cultural understanding.

2.4. Importance and Advantages of Using Songs While Teaching English

The employment of music and songs has numerous benefits in teaching and acquiring English as a foreign language. Primarily, music serves as a powerful motivator for language learners (Aguirre et al., 2016; Chou, 2014; Fisher, 2001; Kuśnierek, 2016; Salmon, 2010; Schunk, 1999). Moreover, music emerges as a potent tool for alleviating foreign language anxiety (Dolean & Dolean, 2014). By incorporating musical elements into language instruction, educators can create a more relaxed and supportive learning environment, thereby mitigating feelings of apprehension or discomfort often associated with language acquisition. Furthermore, music's capacity to sustain attention enhances its efficacy as a pedagogical tool (Wolfe & Noguchi, 2009).

The rhythmic and melodic elements of music capture learners' interest and maintain their focus throughout language learning activities, resulting in more effective and engaging instructional sessions. Shen (2009: 90) asserts that the utilization of English songs in EFL classrooms can profoundly facilitate affective learning by cultivating a harmonious atmosphere, alleviating students' anxieties, piquing their interests, and igniting their passion for mastering the target language. Music serves as a powerful motivational tool, effectively supporting students in creatively and innovatively honing the language skills essential for proficiency (Boothe & West, 2015). By infusing diversity and fostering creative thinking within the learning process, music augments the capacity for language acquisition while actively engaging the brain in novel and enhanced learning experiences (Boothe & West, 2015). The incorporation of song lyrics into language instruction not only stimulates cognitive learning but also caters to students with varying abilities, as they recognize language learning as a multifaceted endeavour demanding complex cognitive faculties (Boothe & West, 2015).

As a result, music emerges as a dynamic and inclusive educational tool, harnessing its inherent ability to intertwine linguistic, emotional, and cognitive elements to enrich the language learning journey. Songs are very practical tools to teach students a foreign language. They are also essential for primary school learners in foreign language classrooms (Cameron, 2001) and teachers of young learners can contribute to children's early language education by including songs in their lessons (Johnstone, 2002). Furthermore, using song can stimulate and motivate students to comprehend the content of materials. The possibility of using songs in English as a foreign language class has been actively considering for the last two decades. It can happen because songs have much value of language. Orlova (2003) states that it is possible to suggest that among the methodological purposes with songs used in class, it is possible to rank the following: practicing the rhythm, stress, and the intonation patterns of the English language, teaching vocabulary and grammar, developing listening to comprehension, writing skills, and speaking. Salmon (2010)'s findings also show that children's explorations with music is an efficient way to expand their thinking and writing and therefore a great tool for engaging them in literacy.

According to Lo and Fai-Li (1998), songs have the remarkable ability to transform the atmosphere of a classroom, creating a comfortable and conducive environment for language learning. This favourable setting aids students in developing their linguistic skills more effectively. Furthermore, as Schoepp (2001) notes, songs expose students to authentic language materials in an enjoyable and engaging manner. This exposure not only enhances their language acquisition but also prepares them for real-life language encounters. Moreover, songs, being a form of literary texts, serve as powerful vehicles for cultural expression and transmission. Keskin (2011) highlights how songs reflect the culture and values of societies, facilitating the exchange of cultural knowledge between individuals, communities, and generations. Therefore, while learning a foreign language through songs, learners gain valuable insights into the culture and society associated with the language, enriching their understanding of both language and culture simultaneously.

According to Schoepp (2001), research has identified three key patterns elucidating the value of songs in the EFL classroom. First, songs hold significant affective value. They serve as catalysts for enjoyable activities that foster a supportive and non-threatening

learning environment, thereby nurturing confident and actively engaged learners. Secondly, songs offer cognitive benefits by aiding in the development of fluency and facilitating the automatic application of meaningful linguistic structures (Aguirre et al., 2016). Through repetitive exposure to song lyrics, students internalize language patterns and improve their ability to communicate fluently. Finally, songs have linguistic value. In addition to enhancing fluency, songs expose learners to a diverse array of authentic language encountered in real-world, non-academic settings (Boothe & West, 2015). This exposure broadens students' linguistic repertoire and prepares them for effective communication in various contexts beyond the classroom.

2.4.1. Benefits of Using Songs

The integration of songs into English language education has been a longstanding and extensively studied practice, owing to its many benefits. Scholars from various disciplines have delved into the advantages of incorporating songs into English language classrooms, conducting thorough investigations and analyses to illuminate their pedagogical value. The rich tapestry of benefits associated with the use of songs in English language instruction spans a wide spectrum of cognitive, linguistic, affective, and cultural domains. Importantly, the incorporation of songs into language instruction also contributes to the development of cultural awareness and sensitivity. Güler and Bozkurt (2021) emphasize the importance of carefully selecting songs that reflect the cultural nuances of the target language, thereby enriching students' understanding of diverse cultural perspectives.

Pratiwi (2018) and Shin and Crandall (2014) underscore the importance of integrating songs into language teaching methodologies. By incorporating a variety of supplementary activities and encouraging student participation, educators can harness the full potential of songs as a dynamic and engaging tool for language learning. From enhancing pronunciation and vocabulary retention to fostering cultural awareness and promoting emotional engagement, the multifaceted advantages of songs in language learning have been documented and celebrated by scholars worldwide. Through meticulous examination of the literature, a comprehensive understanding of the benefits of utilizing songs in English education has emerged, with key findings synthesized and presented in the table 2 (see Table 2).

Table 2

Benefits of using songs in EFL classes in the literature

Benefits of Using Songs in EFL Classes	Literature Review
1. Engaging, interesting, motivating	Aguirre et al. (2016), Chou (2014), Davanellos, (1999), De Cristofaro (2011), Fisher (2001), Fitriana (2021), Fonseca-Mora et al. (2011), Garcia-Conesa & Juan-Rubio (2015), Hadi (2019), Kobiljonkizi & Slohiddinovna (2020), Kuśnierek (2016), Millington (2011), Pica (2013), Pratiwi (2018), Salmon (2010), Şevik (2011), Shin (2017), Ulyah et al. (2021).
2. Develops speaking and pronunciation	De Cristofaro (2011), Garcia-Conesa & Juan-Rubio (2015), Kirsch (2008), Kobiljonkizi & Slohiddinovna (2020), Ludke, (2018), Millington (2011), Orlova (2003), Shin (2017), Willis (2013).
3. Improves listening comprehension	Kobiljonkizi & Slohiddinovna (2020), Ludke, (2018), Millington (2011), Orlova (2003), Şevik (2011), Shin (2017).
4. Contributes to vocabulary knowledge	De Cristofaro (2011), Garcia-Conesa & Juan-Rubio (2015), Kirsch (2008), Kobiljonkizi & Slohiddinovna (2020), Milton, (2008), Orlova (2003), Pratiwi (2018).
5. Increases intercultural understanding, cultural awareness	Cheung, (2001), Garcia-Conesa & Juan-Rubio (2015), Kirsch (2008), Kobiljonkizi & Slohiddinovna (2020), Millington (2011), Pratiwi (2018), Shin (2017).
6. Improves literacy and grammar	Garcia-Conesa & Juan-Rubio (2015), Kirsch (2008), Orlova (2003), Sarıçoban & Metin (2000).
7. Constitutes authentic resources, material suitable for the age group of the learners	Davanellos, (1999), Garcia-Conesa & Juan-Rubio (2015), Kobiljonkizi & Slohiddinovna (2020), Pratiwi (2018), Şevik (2011), Shin (2017).
8. Encourages good emotions	Kirsch (2008), Kobiljonkizi & Slohiddinovna (2020), Miranda (2011), Paquette & Rieg (2008), Shin (2017).
9. Creates safe environment, diminishes stress	Kobiljonkizi & Slohiddinovna (2020), Şevik (2011), Shin (2017).
10. Makes memorization easier	De Cristofaro (2011), Kirsch (2008), Şevik (2011), Willis (2013).
11. Helps for maintaining attention span	Pica (2013), Şevik (2011).
12. Easy to find/access	Davanellos, (1999), Prawiti (2018).

Among the multitude of benefits attributed to the integration of songs into English education, perhaps the most paramount is the enhancement of student motivation by fostering an engaging and enjoyable learning environment. Songs are consistently found to be engaging, interesting, and motivating for EFL learners across various studies (Fitriana, 2021; Kobiljonkizi & Slohiddinovna, 2020; Ulyah et al., 2021). This crucial aspect of motivation serves as a catalyst for active participation and sustained interest in the learning process.

Numerous studies highlight the role of songs in developing speaking skills and improving pronunciation (Garcia-Conesa & Juan-Rubio, 2015; Kobiljonkizi & Slohiddinovna, 2020; Shin, 2017). Following closely behind is the instrumental role that songs play in bolstering various linguistic competencies, particularly in the realm of oral communication. Through exposure to songs, students refine their abilities to speak fluently, articulate words accurately, expand their vocabulary, and enhance their listening comprehension skills. Songs contribute significantly to enhancing listening comprehension abilities among EFL learners as well (Kobiljonkizi & Slohiddinovna, 2020; Millington, 2011; Shin, 2017; Şevik, 2011).

Extensive research underscores the profound impact of song-based instruction on literacy and grammar, with studies such as that conducted by Paquette and Rieg (2008) illuminating how music, irrespective of genre, aids children struggling with literacy by refining their reading, writing, listening, and speaking proficiencies. Additionally, Kirsch (2008) underscores the role of songs as potent facilitators of learning, emphasizing their capacity to expedite the acquisition and retention of knowledge. Using songs aids in the expansion of vocabulary knowledge (Garcia-Conesa & Juan-Rubio, 2015; Kobiljonkizi & Slohiddinovna, 2020; Pratiwi, 2018).

By harnessing the mnemonic potential of melodies and lyrics, songs offer a dynamic and engaging medium through which learners can internalize information more rapidly and effectively. Songs contribute to improving literacy skills and understanding of grammar rules (Garcia-Conesa & Juan-Rubio, 2015; Kirsch, 2008; Orlova, 2003; Sarıçoban & Metin, 2000). Collectively, these insights underscore the multifaceted benefits of integrating songs into English education, ranging from personalized learning experiences and enhanced time

management to reinforcement of fundamental language structures and accelerated learning outcomes. By leveraging the pedagogical potential of songs, educators can create vibrant and interactive learning environments that foster linguistic proficiency, cultural awareness, and academic success.

Songs promote intercultural understanding and cultural awareness (Garcia-Conesa & Juan-Rubio, 2015; Kobiljonkizi & Slohiddinovna, 2020; Pratiwi, 2018; Shin, 2017). The integration of songs into the curriculum serves as a powerful conduit for nurturing cultural awareness and intercultural competencies among students. As highlighted by Byram (2008), incorporating authentic cultural artifacts such as songs into language education provides invaluable opportunities for learners to engage with diverse cultural perspectives and practices. Songs, as manifestations of cultural expression, offer rich insights into real-life scenarios, traditions, and societal values, thereby enriching students' understanding of the target language and its cultural context.

Furthermore, songs provide authentic resources suitable for learners' age groups (Garcia-Conesa & Juan-Rubio, 2015; Kobiljonkizi & Slohiddinovna, 2020; Pratiwi, 2018; Şevik, 2011). The adaptability of songs makes them particularly suitable for catering to the diverse ages and proficiency levels of learners. As emphasized by Graham (2011), educators can modify song lyrics, melodies, and accompanying activities to suit the specific needs and preferences of their students, thereby ensuring inclusivity and accessibility in the language learning process.

By tailoring song-based activities to align with learners' interests and developmental stages, educators can create meaningful and engaging learning experiences that resonate with their students' cultural backgrounds and individual identities. Beyond their role in linguistic and cultural enrichment, songs also serve as powerful vehicles for instilling positive emotions and values in young learners. Songs encourage positive emotions and create a safe learning environment (Kobiljonkizi & Slohiddinovna, 2020; Miranda, 2011; Shin, 2017; Şevik, 2011).

Drawing upon the socio-affective dimension of language learning, Gardner (1985) posits that fostering a conducive atmosphere for learning, characterized by enjoyment and

engagement, is essential for facilitating language acquisition and proficiency development. In this regard, songs, with their melodic tunes and rhythmic structures, have the innate ability to evoke emotions and create memorable learning experiences that transcend traditional classroom boundaries.

Songs also contribute to reducing stress and fostering a safe environment for learning (Kobiljonkizi & Slohiddinovna, 2020; Shin, 2017; Şevik, 2011). The incorporation of songs into language instruction has been shown to reduce anxiety and apprehension among learners, thereby promoting a sense of confidence and self-efficacy in their language abilities (MacIntyre & Gardner, 1994). By creating a supportive and inclusive learning environment where students feel empowered to express themselves creatively through music, educators can cultivate a positive attitude towards language learning and foster a lifelong appreciation for linguistic and cultural diversity.

Furthermore, songs serve as invaluable tools for capturing and sustaining the attention of young learners, who are prone to distractions and have limited attention spans. By infusing lessons with catchy melodies and meaningful lyrics, educators can effectively maintain student focus and participation throughout the instructional session. Songs help in maintaining learners' attention span during lessons (Pica, 2013; Şevik, 2011).

Additionally, songs facilitate memorization and accelerate the learning process by providing mnemonic devices that aid in retention and comprehension. The rhythmic structure and repetitive nature of songs create optimal conditions for encoding information into long-term memory, thereby facilitating the acquisition of language skills in a more efficient and expedited manner (Ludke, 2018; Millington, 2011). The strategic integration of songs into English education not only cultivates linguistic proficiency but also nurtures a holistic learning experience that encompasses cultural enrichment, emotional well-being, and cognitive development. By harnessing the pedagogical potential of songs, educators can create dynamic and inclusive learning environments that cater to the diverse needs and learning styles of their students.

In addition to the previously outlined benefits, Prawiti (2018) further underscores the versatility of songs in English education by highlighting their adaptability to cater to the

specific needs and interests of students. This flexibility not only facilitates personalized learning experiences but also streamlines lesson planning and management, making it easier for educators to allocate time effectively.

Moreover, the diverse selection of songs enables exposure to various accents and dialects, thereby enriching students' linguistic repertoire and enhancing their intercultural competence. Building upon this notion, Millington (2011) emphasizes the pedagogical value of children's songs in reinforcing fundamental language structures, particularly in the context of sentence formation and interrogative patterns. Songs make memorization easier for learners (De Cristofaro, 2011; Şevik, 2011; Willis, 2013).

By capitalizing on the simplicity and repetitiveness inherent in many children's songs, educators can improve learners with essential grammatical structures that serve as building blocks for language acquisition. Millington (2011) further notes that children's songs often feature concise phrases and straightforward conversational language, making them conducive to reinforcing basic linguistic concepts in the classroom setting.

2.4.2. The Use of Songs in Teaching Language Skills and Areas

Numerous researchers have extensively explored and advocated for the efficacy of incorporating songs across various facets of English language instruction. Batista (2008) asserts that songs stand out as one of the most effective tools for teaching a foreign language, offering a seamless integration of the four essential language skills—reading, writing, listening, and speaking—in a natural and harmonious manner within the classroom environment. Research underscores the many benefits of utilizing songs as authentic and engaging materials for language learning. Schoepp (2001) highlights how songs enhance language acquisition by captivating learners' attention and fostering active engagement with the linguistic elements present in the music.

Furthermore, exposure to English music plays a pivotal role throughout the teaching and learning process, offering students a multifaceted platform for enhancing their language proficiency. Songs serve as invaluable resources for immersing students in the linguistic and cultural nuances of the target language, thereby facilitating the development of listening

comprehension and fostering a deeper understanding of society and culture (Güler & Bozkurt, 2021). The empirical evidence presented by these researchers underscores the transformative impact of incorporating songs into English language instruction, offering a dynamic and immersive learning experience that nurtures linguistic proficiency, cultural awareness, and communicative competence among learners.

Panjaitan (2018) conducted a study that underscores the preference for integrating songs into teaching listening skills, citing their high linguistic value and motivational impact on students. Using English songs improves vocabulary understanding, pronunciation skill, and listening comprehension (Listiyarningsih, 2017). Panjaitan (2018) concludes that educators who incorporate songs into their teaching practices observe heightened student engagement and interest, resulting in increased participation and improved learning outcomes. Similarly, Moradi and Shahrokhi (2014) affirm the beneficial effects of songs on pronunciation, intonation, and stress pattern memory, particularly among children.

The use of songs in language teaching has been found to be effective in improving not only listening but also pronunciation and speaking skills. Moradi and Shahrokhi (2014) support this claim as they found that songs improve children's pronunciation, intonation, and stress pattern memory. The benefits extend to speaking proficiency as well. Morales-Neisa (2008) highlights how singing facilitates English-speaking competency by affording students the opportunity to engage with lyrical themes, ranging from love to hate and revenge. This engagement fosters spoken language practice as students articulate their interpretations and reflections on the lyrical content, thus refining their speaking abilities.

In addition to the listening and speaking skills, songs contribute to vocabulary learning and even grammar learning. Songs are also found to be a valuable strategy for acquiring vocabulary, as noted by Setia et al. (2012), using songs to learn English is an excellent strategy for acquiring vocabulary and improving pronunciation. Learners who use songs will remember not only the meaning in the lyrics, but also how to pronounce and spell the words and phrases correctly. However, it is important to choose the songs to be used carefully to meet the students' abilities, and the lyrics and terminology in the songs should be suited to the students' competence levels. Songs can also contribute to the improvement

of the skills of foreign language pronunciation, the development of musical hearing (Murphey, 1992).

The use of songs in language teaching allows learners to develop a better understanding of the rhythm, intonation, and stress patterns of the language, contributing to their overall language proficiency. Gushendra (2017) underscores the substantial impact of incorporating songs on students' mastery of vocabulary, further highlighting the multifaceted benefits that music brings to language education.

2.5. Characteristics of A Good Children's Song

In the digital age, young children are often immersed in the English language without even realizing it, thanks to the pervasive influence of social media, movies, music, and other multimedia platforms. These mediums not only entertain but also serve as inadvertent tutors, fostering a natural inclination towards language acquisition. Building upon this phenomenon, Richards (1969) emphasizes the significance of carefully selecting songs for educational purposes, particularly those with meaningful repetition. While repetition is a powerful tool for sustaining student engagement, Richards cautions against its overuse, as it can lead to monotony and disinterest. Instead, he advocates for a thoughtful curation of songs that resonate with students' interests and align with specific learning objectives.

Furthermore, Keskin (2011) further underscores the importance of a strategic approach to song selection in educational settings. Keskin (2011) highlights the multifaceted considerations that educators must account for, including the age of the students, their individual interests, current language proficiency levels, targeted grammar points, and the overall linguistic complexity of the songs. By meticulously analysing these factors, educators can tailor their song choices to create a dynamic and enriching learning experience that maximizes student engagement and language acquisition. The integration of songs into English language teaching not only capitalizes on the ubiquitous exposure children have to the language but also harnesses the inherent appeal of music to facilitate deeply engaging and meaningful learning experiences.

As noted by Sariçoban and Metin (2000), the selection of songs plays a pivotal role in optimizing language learning experiences. They propose specific criteria for choosing songs that align with educational objectives, emphasizing the importance of selecting songs that feature frequent repetitions, tell captivating stories, convey reflections on life, or explore cultural themes. By adhering to these recommendations, educators can ensure that students are not only immersed in authentic language materials but also provided with opportunities to explore diverse cultural perspectives and themes, thereby enriching their language acquisition journey.

Moreover, the strategic integration of songs into the curriculum serves as a tool for fostering linguistic development and cultivating a lifelong appreciation for language and culture. Beyond their role in enhancing language proficiency, songs have the unique ability to evoke emotions, spark creativity, and foster connections between language and cultural identity (Shin, 2017). By incorporating carefully selected songs that resonate with students' interests, experiences, and cultural backgrounds, educators can create a dynamic and inclusive learning environment that empowers students to engage actively with language and culture.

English language teachers have a multitude of reasons to incorporate songs into their teaching repertoire, as highlighted by Shen (2009). Firstly, songs are rich repositories of culture and diverse subjects, offering students a holistic view of the language they are learning. Through songs, learners can immerse themselves in the nuances of different cultures and topics, thereby enhancing their understanding and appreciation of the English language's global context. Moreover, songs are improved with idiomatic expressions and lyrical nuances that are often difficult to grasp through traditional teaching methods alone. By exposing students to these linguistic intricacies in a musical context, teachers can effectively convey the subtleties of language usage and help learners develop a more intuitive grasp of English idioms and expressions.

Additionally, Shen (2009) underscores the therapeutic powers inherent in music, which can significantly enhance the language learning experience. Songs have a unique ability to captivate learners' attention, evoke emotions, and create memorable learning

experiences. This emotional engagement not only fosters a positive learning environment but also aids in memory retention and language acquisition.

Table 3

Characteristics of good children's songs

Characteristics of Good Children's Songs	Literature
1. Repetitions	Curtain & Dahlberg (2004), Davanellos (1999), Kuśnierek (2016), Murphey (1992), Pai (2009), Richards (1969), Schön et al., (2008), Shin (2014), Willis (2013), Yıldız (2017).
2. Predictable reading of text, being easy to learn	Curtain & Dahlberg (2004), Beaman & Williams (2010), Rubin & Wallace (1989), Rubin (1995), Salcedo (2010), Shin (2014), Wafa et al. (2020), Wallace (1994), Yıldız (2017).
3. Authenticity, themes about everyday life according to children's characteristics and world	Curtain & Dahlberg (2004), Davanellos (1999), Dinçel (2017), Garcia-Conesa & Juan-Rubio (2015), Kristyana & Suharto (2014).
4. Cheerful, attractive in melody and rhythm, motivating, fun	Davanellos (1999), Kristyana & Suharto (2014), Kuśnierek (2016), Shin (2014).
5. Memorability	Büyükbayram & Tansever (2020), Davanellos (1999), Garcia-Conesa & Juan-Rubio (2015).
6. Contains valuable lessons	Büyükbayram & Tansever (2020), Dinçel (2017), Garcia-Conesa & Juan-Rubio (2015), Kristyana & Suharto (2014).
7. Suitable for children's ages	Büyükbayram & Tansever (2020), Rais, et al. (2019), Yıldız (2017).
8. Short phrases, limited vocabulary	Curtain & Dahlberg (2004), Pai (2009).
9. Compatible with learners' level of language proficiency	Curtain & Dahlberg (2004), Shin (2014).
10. Emotional appeal, positive atmosphere	Paquette & Rieg (2008).

Researchers have pinpointed several key characteristics of songs in the literature, highlighting their effectiveness in language learning. Among these, the most prominent features include predictability in the text or lyrics, repetition, and the presence of realistic content that mirrors real-life situations. These qualities not only facilitate comprehension but also aid in memory retention and language acquisition. Additionally, songs are noted for

their simplicity in learning, engagement, and ease of memorization, making them accessible and enjoyable tools for language instruction.

The adaptability of songs to various learning contexts and styles underscores their versatility as instructional tools. Whether used in traditional classroom settings, language immersion programs, or online learning platforms, songs offer educators a flexible and adaptable means of delivering language instruction (Rubin, 1995; Wallace, 1994). This flexibility enables teachers to cater to diverse learning needs and preferences, ensuring that all students have the opportunity to engage with the material in a manner that suits their individual learning styles. Furthermore, the collaborative nature of singing promotes social interaction and teamwork among students, fostering a sense of community and camaraderie within the classroom (Beaman & Williams, 2010). Through group singing activities, students not only practice language skills but also develop essential interpersonal skills such as cooperation, communication, and empathy. This collaborative learning environment cultivates a supportive and inclusive atmosphere where all students feel valued and encouraged to participate actively in the learning process.

Additionally, songs serve as valuable cultural artifacts that expose students to different linguistic and cultural perspectives (Salcedo, 2010). By incorporating songs from diverse cultural backgrounds, educators can broaden students' horizons and instill in them a deeper appreciation for cultural diversity. Exposure to a variety of musical styles and genres enriches students' cultural literacy and enhances their understanding of the interconnectedness of language, culture, and society.

Moreover, the integration of technology has expanded the possibilities for incorporating songs into language instruction. Interactive multimedia platforms, language learning apps, and online resources offer educators innovative ways to engage students with songs and enhance their learning experience (Schön et al., 2008). These digital tools not only provide access to a vast repository of songs from around the world but also offer interactive features such as lyric videos, karaoke-style sing-alongs, and interactive exercises that reinforce language skills.

Children's songs hold immense potential as powerful and effective tools for language instruction. By embracing the rich pedagogical possibilities offered by songs, educators can create dynamic and engaging learning experiences that foster language proficiency, cultural awareness, and interpersonal skills. Whether used as a supplement to traditional classroom instruction or as the centrepiece of a language learning curriculum, songs have the capacity to inspire, motivate, and empower students on their journey towards linguistic fluency and cultural competence.

When English language teachers select songs for instructional purposes, they must carefully consider various criteria encompassing linguistic, psychological, and moral dimensions. Notably, Flowers and Dunne-Sousa (1990) found in their examination of children's songs that the selection often clashed with children's moral sensibilities. This suggests that certain children's songs, drawn from diverse traditions and often rooted in adult mythology, may not align with the worldviews or values of young learners (Prošić-Santovac, 2009). Consequently, educators must exercise vigilance in evaluating the meanings and ethical implications conveyed by the songs they introduce to their students (Wolfe & Noguchi, 2009). Linguistically, teachers should assess whether the vocabulary, grammar, and linguistic structures of a song are appropriate for the proficiency level of their students.

Furthermore, psychological considerations entail examining how a song resonates with the emotional and developmental needs of learners, ensuring that it fosters a supportive and inclusive learning environment. Morally, educators must scrutinize the themes, messages, and values embedded within songs to ascertain whether they align with the ethical principles and cultural sensitivities of their students. By prioritizing these linguistic, psychological, and moral dimensions, teachers can select songs that not only enhance language acquisition but also promote social and emotional well-being while upholding ethical standards. Thus, through thoughtful song selection, educators can harness the potential of music to facilitate holistic growth and learning among their students.

In addition to considering the linguistic, psychological, and moral aspects of songs, attention must be paid to the linguistic features of the songs themselves. Curtain and Dahlberg (2004) advocate for the use of poems and songs with a restricted vocabulary in language instruction. This limitation ensures that learners are not overwhelmed by complex

language structures, thus facilitating comprehension and language acquisition. Additionally, it is essential to choose songs that are not musically intricate, as overly complicated melodies can divert attention away from language learning goals (Curtain & Dahlberg, 2004).

Moreover, songs should not merely serve as time-filling or supplementary activities but should be integral components of language learning. Vatansever (2021) emphasizes the importance of selecting songs that can be leveraged as meaningful language learning activities and offer potential for generating further learning tasks and exercises. This approach ensures that songs contribute substantively to language acquisition rather than being superficial additions to the curriculum. Furthermore, Kuśnierek (2016) underscores the significance of aligning song selection with the educational objectives of language teaching. It is crucial that chosen songs serve an educational purpose beyond mere entertainment, directly contributing to the attainment of language learning goals. When a song is seamlessly integrated into a lesson, either as a vehicle for practicing a mastered grammatical structure or as a catalyst for discussing relevant themes, it enhances the overall effectiveness of language instruction.

Recent literature has shed light on the challenges faced by teachers when selecting songs for classroom use, despite their desire to incorporate music into their teaching practices. For instance, in Kibret's (2022) study, teachers highlighted several obstacles they encounter. These include crowded classrooms, fixed seating arrangements that limit student mobility, and a lack of audio-visual resources, which hinder their ability to effectively utilize musical materials. Additionally, teachers expressed a need for guidance in selecting appropriate songs for their lessons (Kibret, 2022). Similarly, research by Tse (2015) and Khumairo et al. (2022) underscored the difficulties that teachers encounter in choosing songs for instructional purposes.

These challenges may stem from a lack of familiarity with suitable songs, uncertainty about how to align songs with lesson objectives, or limited access to resources that facilitate song selection. Al-efeshat and Baniabdelrahman (2020) advocate for providing teachers with training on song selection tailored to their students' interests and needs. They argue that equipping teachers with the necessary skills and knowledge to choose songs effectively can enhance the overall quality of language instruction and promote student engagement. These

findings highlight the importance of addressing the challenges faced by teachers in selecting songs for classroom use. Providing teachers with adequate support, resources, and training can empower them to leverage the educational potential of songs and enrich the language learning experiences of their students.

As researchers shed light on the challenges of selecting appropriate songs for language teaching, efforts have been made to address this deficiency through various studies. Among these, Mobbs and Cuyul (2018), drawing on the insights of Simpson (2015) and Abbott (2002) in their literature review, identified ten key criteria for song selection. These criteria encompass elements such as content relevance, clarity of speech, appropriateness for the age group, tempo, vocabulary complexity, grammatical structures, idiomatic expressions, popularity, cultural sensitivity, and avoidance of offensive lyrics.

By considering these factors, educators can make informed choices when integrating songs into their teaching materials. Furthermore, Shofiyah (2015) emphasizes the importance of selecting songs that align with students' proficiency levels, ensuring that they are simple, easily understandable, and relevant to the thematic focus of the lesson. This approach not only facilitates comprehension but also enhances students' engagement and retention of language skills.

Shin's study (2017) underscores the lack of defined criteria for selecting children's songs as educational aids. To remedy this gap, she presents a checklist comprising seven essential characteristics that educators should consider when choosing songs for young learners. This checklist serves as a practical tool to guide teachers in selecting age-appropriate and culturally relevant songs that promote language acquisition and literacy development effectively.

By adhering to this checklist, teachers can ascertain whether the songs they select align with specific criteria essential for enhancing learning outcomes in young learners. Ultimately, the utilization of this checklist empowers teachers to make informed decisions and ensures that the songs chosen to serve as effective educational resources tailored to the needs of their students (see Figure 1).

Song Selection Checklist	
Is this song ...	
☐	connected to the language and content in the lesson?
☐	compatible with learners' level of language proficiency?
☐	attractive in melody and rhythm?
☐	musically simple (e.g., range of notes, melody, rhythm)?
☐	repetitive in text, rhythm, and melody?
☐	easily adaptable to actions and/or dramatization?
☐	motivating and interesting to children?

Figure 1. Song selection checklist (Shin, 2017).

Shin's checklist (2017) offers a systematic and comprehensive framework for selecting children's songs as educational tools, addressing the absence of clear criteria in this area. By considering factors such as age appropriateness, cultural relevance, language learning support, engagement, content relevance, interactive elements, and authenticity, teachers can ensure that the songs chosen effectively support language learning and literacy development in young learners.

By utilizing this checklist, educators can make informed decisions that align with the specific needs and interests of their students, ultimately enhancing the effectiveness of songs as educational resources in the classroom (Shin, 2017). Moreover, this checklist serves as a valuable resource for promoting inclusive, culturally responsive, and engaging learning environments that foster language acquisition and promote positive educational outcomes for all learners.

2.6. How to Teach Songs

2.6.1. Lesson Process

Implementing songs into language instruction for young learners involves a structured approach that encompasses pre-listening, while-listening, and post-listening activities. The pre-listening phase serves as a crucial foundation for introducing learners to the theme and vocabulary of the song, setting the stage for comprehension and engagement. During this phase, educators can employ various strategies to familiarize students with the song's content, such as introducing key vocabulary through visuals, discussing the theme,

or engaging in brainstorming activities related to the song's topic (Shin & Crandall, 2014). Additionally, incorporating kinaesthetic elements, such as gestures or actions related to the song's lyrics, enhances students' understanding and retention of vocabulary and concepts (Rokhayati, 2017).

Moving on to the while-listening phase, educators facilitate active engagement with the song by playing it for the students and encouraging them to listen attentively while identifying key words and phrases. This phase provides an opportunity for students to practice their listening skills in a meaningful context and reinforces vocabulary and grammar structures presented in the pre-listening activities. Incorporating task-based activities during this phase further enhances students' comprehension and language acquisition (Shin & Crandall, 2014).

For instance, educators can create task-based listening activities such as matching exercises, dictation, or filling in missing lyrics to promote active participation and reinforce learning objectives (Paquette & Rieg, 2008). Furthermore, the while-listening phase can also serve as a welcome break from traditional classroom activities, offering students a refreshing and enjoyable interlude amidst their academic endeavours. By infusing the learning process with music and movement, educators create a dynamic and engaging atmosphere that energizes students and fosters a positive learning environment (Kristyana & Suharto, 2014). This break from routine not only enhances students' motivation and enthusiasm but also promotes social interaction and collaboration as students share in the joy of music-making together.

Shin and Crandall (2014) offer a comprehensive framework (see Figure 2) for teaching songs to young learners, encompassing several key steps. This framework comprises several essential steps that guide educators in effectively integrating songs into language instruction for young learners.

Teaching Songs Step-by-Step

- Introduce the topic of the song.
- Review the vocabulary students already know.
- Pre-teach the new vocabulary.
- Listen to the song (with the teacher singing, or with an audio recording or video).
- Teach the song line by line.
- If there are multiple verses and a refrain, follow these steps:
 - Teach the refrain line by line.
 - Teach the tune of the verse using “la la la” instead of the lyrics (be sure to add the refrain with the lyrics at the end of the verse).
 - Teach the verses one by one, always singing the refrain after each one.
- Point out words that rhyme at the end of each line and practice repeating them when teaching each verse.

Figure 2. Steps for teaching songs to YLs (Shin & Crandall, 2014).

First, teachers should carefully select songs that are age-appropriate and culturally relevant to the students. Prior to playing the song, pre-teaching essential vocabulary and expressions ensures learners are adequately prepared for comprehension. Pre-listening activities serve to activate prior knowledge and generate anticipation among students. During the song’s playback, employing multiple repetitions encourages active listening, while linking these activities with TPR techniques aid in comprehension and memorization.

Following the listening activity, teachers should provide post-listening tasks to reinforce understanding and further develop reading and writing skills, leveraging the song’s lyrics. Additionally, encouraging learners to perform the song themselves not only boosts confidence but also allows them to showcase their language learning achievements. By following these structured steps, educators can effectively utilize songs as powerful tools for language acquisition and engage young learners in dynamic and meaningful language learning experiences. Shin (2017) also suggests that movement and gesture activities that accompany songs can support the development of oral fluency and pronunciation. By incorporating physical movements and gestures that reinforce language input and meaning, young learners can better internalize the language and improve their overall communication skills.

Therefore, the lesson process for teaching songs to young learners could involve introducing the song and its cultural background, listening to the song, practicing the lyrics and pronunciation, and incorporating physical movements and gestures to reinforce language input and meaning (Shin, 2017). This multifaceted approach not only fosters a more engaging and enjoyable learning experience but also provides comprehensive support for the language development of young learners.

The post-listening phase consolidates students' learning experiences and provides opportunities for further language practice and reinforcement. Educators can design post-listening activities such as gap-filling exercises, comprehension questions, or role-play scenarios based on the song's content (Shin & Crandall, 2014).

Integrating literacy tasks such as reading and writing based on song lyrics strengthens students' language skills and promotes cross-modal learning (Paquette & Rieg, 2008). Additionally, collaborative activities such as group discussions or project-based tasks encourage students to reflect on their learning experiences and apply language concepts in real-world contexts (Rubin & Wallace, 1989).

Incorporating songs into language instruction for young learners involves a multifaceted approach that encompasses pre-listening, while-listening, and post-listening activities. By following a structured framework and integrating task-based and kinaesthetic elements, educators can effectively leverage the power of songs to enhance language learning outcomes and foster meaningful engagement among students.

2.6.2. Activities

According to Pratiwi (2018), employing songs with a well-defined narrative structure can significantly aid in the improvement of narrative speaking and summarization skills. This recommendation underscores the potential of songs as an invaluable tool in language learning. However, utilizing songs alone may not fully harness their educational benefits; hence, Pratiwi (2018) suggests integrating supplementary activities to complement the learning process. These supplementary activities, such as fill-in-the-blanks exercises, jigsaw

puzzles, response sheets, and free-writing tasks, are designed to consolidate key vocabulary, bolster listening and reading comprehension, and foster writing proficiency.

Furthermore, Pratiwi (2018) advocates for the incorporation of pantomime or gesture-based exercises, especially for learners at lower proficiency levels, to enhance listening comprehension. By doing so, educators can cater to the diverse needs of students and facilitate a more immersive learning experience. In essence, Pratiwi (2018) emphasizes that songs, when coupled with appropriate supportive exercises and activities, can serve as an effective medium for language learning, particularly in honing narrative and summarization abilities.

Expanding on this idea, Shin and Crandall (2014) offer a comprehensive array of activities for maximizing the educational potential of songs in language teaching. These activities encompass a wide range of strategies, including “listen and do” exercises, where students engage in physical actions corresponding to the song lyrics, repetition drills to reinforce specific phrases or vocabulary, and tempo and volume games, allowing students to adjust their singing speed and loudness based on instructional cues. Moreover, Shin (2014) suggests encouraging student personalization of songs, enabling them to create their own versions by modifying lyrics or melody to align with their personal experiences and interests. This approach not only fosters creativity but also promotes deeper engagement with the material. Additionally, educators can incorporate activities such as curating thematic song playlists, utilizing karaoke for pronunciation practice, and exploring musicians or musical genres to enrich students’ cultural awareness and appreciation (Shin, 2015b).

Shin (2014, 2015a, 2015b) proposes an array of activities that can effectively integrate songs into the language learning environment, thereby optimizing their instructional value. These activities encompass a diverse range of strategies aimed at enhancing engagement and facilitating comprehensive language acquisition. Firstly, Shin (2014) advocates for listen and do activities, wherein students not only listen to songs but also engage in physical actions corresponding to the lyrics, and repetition exercises are suggested to reinforce key vocabulary and phrases.

By encouraging students to sing along and repeat certain portions of the song, educators can enhance retention and fluency. Additionally, tempo and volume games offer a dynamic way to hone pronunciation and rhythm skills. By adjusting the speed and loudness of their singing in response to cues from the teacher, students can refine their auditory discrimination abilities. Moreover, Shin (2014) emphasizes the importance of student personalization activities, whereby learners create their own versions of songs by modifying lyrics or melody to reflect their personal experiences and interests. This not only fosters creativity but also encourages autonomy and investment in the learning process.

Beyond these interactive exercises, Shin (2014) proposes various lesson ideas that leverage songs as a focal point for language instruction. These include creating and sharing thematic playlists to explore cultural themes and linguistic nuances, utilizing karaoke to promote pronunciation and performance skills, and conducting research projects on musicians or musical genres to deepen students' cultural awareness and appreciation. The researcher recommended activities offer a multifaceted approach to incorporating songs into the classroom, catering to diverse learning styles and objectives. By capitalizing on the intrinsic appeal of music, educators can create a dynamic and immersive learning environment that maximizes the potential of songs as a powerful tool for language teaching.

2.7. Adapting Songs to Teach English

There are many examples where foreign songs are translated into Turkish and used in music lessons, the most well-known of which are *Parla parla küçük yıldız* (Twinkle twinkle little star), *Çek çek çek kürekleri* (Row row row your boat), *Minik Bir Örümcek* (Itsy Bitsy Spider) and so on. The extensive repertoire of translated songs not only showcases cultural exchange but also presents an opportunity to leverage familiar Turkish children's tunes within English language courses. By incorporating well-known Turkish melodies into English lessons, educators can tap into a range of benefits. For instance, students' pre-existing familiarity with the melodies, stemming from their exposure to these songs in their native language, can serve as a catalyst for learning the songs in their second language.

However, the process of translating songs is not merely a straightforward task; it involves careful consideration of various factors. Scholars like Low (2005) and Franzon

(2008) have outlined a set of pivotal choices that must be deliberated upon before embarking on the translation of songs into another language. These considerations include linguistic nuances, cultural context, lyrical flow, and musical cadence, among others (Low, 2005). Each decision made during the translation process carries implications for the overall effectiveness and resonance of the adapted song within the target language and cultural framework.

The integration of familiar Turkish children's songs into English language education represents a dynamic approach to pedagogy, offering various methods for adaptation. Educators have the option of leaving the song untranslated, providing students with an authentic cultural experience. Alternatively, they can translate the lyrics while disregarding the original music, maintaining linguistic accuracy but potentially sacrificing the musical essence. Another approach involves writing new lyrics to the melody without any connection to the original, allowing for creative expression but straying from the original context. Alternatively, educators can translate the lyrics and adapt the music, accordingly, ensuring both linguistic coherence and musical harmony. Lastly, adapting the translation to fit the original music preserves the integrity of both the lyrics and the melody, providing students with a seamless blend of language learning and musical engagement. Each method offers its own set of advantages and considerations, ultimately contributing to a rich and diverse learning experience.

The focus of this study centres on the adaptation of songs for language teaching purposes, particularly emphasizing the approach of adapting the translation to fit the original melody. This method serves as an example for English teachers, showcasing how they can transform original lyrics into songs suitable for classroom use. Adaptation in this context involves a combination of artificial alterations, such as omission, addition, and modification, alongside genuine transfer (Franzon, 2008). However, adapting songs while preserving their distinctiveness poses a significant challenge. Song translation, as noted by Low (2005), presents an uncommon task, especially when the objective is to sing the target text in the target language while maintaining the tune and rhythms of the original music. Low (2005) further suggests that a successful song lyric is characterized by its complexity and lyrical language, necessitating careful consideration of non-semantic elements such as rhythm and singability during translation.

According to Franzon (2008), the functions and performance aspects are crucial in singable song translation. Moreover, a respectful treatment of the original lyrics is essential and should be evaluated contextually, taking into account both the musical composition and the intended function of the song within its cultural context. Thus, navigating the intricacies of song adaptation requires a nuanced understanding of linguistic and musical elements, ensuring that the resulting product remains faithful to the original while effectively serving its pedagogical purpose in language education.

2.8. Summary of the Chapter

The literature review section of this research provides a comprehensive overview of the integration of internationalized children's songs into language education. It begins by examining the theoretical framework that supports the use of music in language learning, emphasizing its role in memory enhancement, language acquisition, and socio-cultural awareness. The review then explores pedagogical strategies for incorporating songs from diverse cultural backgrounds into language education, including adaptations of song lyrics and collaborative learning activities. Furthermore, empirical studies are synthesized to investigate the efficacy of using international children's songs in language education, focusing on outcomes such as vocabulary acquisition, pronunciation improvement, and intercultural competence development. Overall, the literature review highlights the potential benefits and challenges of utilizing songs as a pedagogical tool in language education, laying the groundwork for the subsequent analysis as well as the adaptation and integration process of the songs into EFL.

CHAPTER THREE

METHODS AND PROCEDURES

3.1. Introduction

This section outlines the methodology employed in this research, encompassing the research design, participants, measures, data collection and data analysis procedures. The choice of lexical analysis as the primary research methodology is elucidated, highlighting its rationale and suitability for investigating the integration of internationalized children's songs into language education. Subsequently, the participants involved in the study are enumerated, providing insight into the demographics and characteristics of the sample population.

The instrumentation utilized in data collection is then detailed, elucidating the tools and techniques employed to gather relevant data. Following this, the data collection procedure is delineated, outlining the steps taken to ensure the systematic collection of information from participants. Finally, through the data analysis section the methods and techniques utilized to analyse the collected data is presented, thus providing a comprehensive overview of the methodological framework employed in this research.

3.2. Definition of Study Population and Sampling Procedures

3.2.1. Research Design

The research design for this investigation was carefully crafted as a two-phased mixed approach, integrating quantitative and qualitative methodologies to thoroughly explore the characteristics of internationalized children's songs. This approach aimed to provide a comprehensive understanding of the subject matter, capturing both numerical data through questionnaires and nuanced insights through expert interviews and focus group discussions. Quantitative data were gathered through the administration of questionnaires to a meticulously selected sample of participants. The analysis of these quantitative responses involved employing statistical techniques to discern patterns and trends, shedding light on preferences, familiarity, and potential correlations among various variables associated with internationalized children's songs.

Simultaneously, qualitative data were obtained through expert interviews and focus group discussions, allowing for a deeper exploration of perspectives and experiences related to these songs. Through these qualitative methods, researchers were able to delve into the intricate interplay between cultural, linguistic, and pedagogical elements embedded within internationalized children's songs. The integration of both quantitative and qualitative data collection methods ensured a holistic examination of the multifaceted aspects inherent in internationalized children's songs. This methodological approach aimed to uncover and interpret the complexities surrounding these songs, contributing valuable insights to the fields of language education and cultural studies (Creswell, 2009). The study's multifaceted research design involved not only the collection of quantitative and qualitative data but also rigorous analysis techniques. Quantitative data were acquired through questionnaires, offering numerical insights into participants' preferences and familiarity with internationalized children's songs.

On the other hand, qualitative data, gathered through interviews and focus group discussions, provided a nuanced exploration of diverse perspectives and experiences related to these songs. The collected data underwent analysis using lexical analysis, allowing researchers to examine both the linguistic elements of the songs and the broader themes and patterns present in the data. This comprehensive approach facilitated a deeper understanding of the cultural, linguistic, and pedagogical dimensions of internationalized children's songs, ultimately aiming to enhance English language instruction and literacy development for young learners.

The study employed a two-phased mixed methods research design to examine the characteristics of internationalized children's songs and the usability of an internationalized song in English language lessons. This research design involved the collection of both quantitative and qualitative data to provide a comprehensive understanding of the topic. The data were collected in two different phases to answer the research questions separately.

The first phase of the study provided answers to the first research question. The phase included two focus group interviews and qualitative semi-structured interviews with the teachers to translate and provide the best translation of the chosen song. This phase focused

on the word choices appropriate for the proficiency levels and ages of the students. The process is detailed in the figure below (see Figure 3).

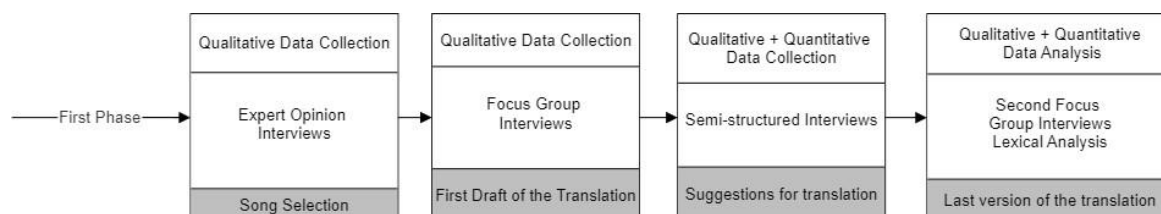


Figure 3. Outline of the two-phased mixed study - Phase 1.

As observed in the figure above, during the first phase, the song was selected with the assistance of a music educator, Onur Erol. Following this initial interview, focus group discussions were conducted to translate the song. Subsequently, the translated version was presented to a group of English teachers to solicit various suggestions for the same song. Lexical analysis of the data provided codes and frequencies of the word choices made by the teachers, and a second focus group convened to refine the translation to its final version.

The second phase of the study addressed the second research question. During this phase, the opinions of the teachers regarding the usability of the song in English classes were collected through structured interviews. The questionnaire utilized in this phase included both open-ended and closed-ended questions to gather quantitative and qualitative data. Further details regarding the process are outlined in the following figure (see Figure 4).

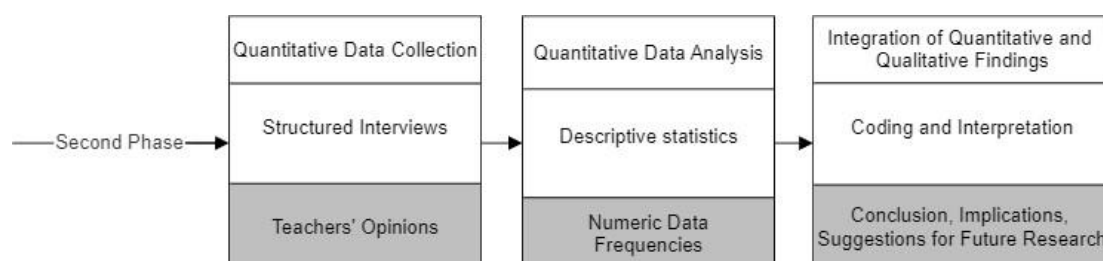


Figure 4. Outline of the two-phased mixed study - Phase 2.

As depicted in the figure above, the second phase focused on the usability of the song in English language classes. The interviews centred on the teachers' opinions regarding the

place of this song in the curriculum and its appropriateness to be an internationalized song. The data collected through interviews were described with frequency analysis and qualitative interviews were coded and interpreted in the findings section.

3.2.2. Participants

In order to gather comprehensive data for this research, a systematic approach was employed, involving expert interviews, focus groups, and questionnaires with participants possessing expertise in language education, music, and cultural nuances. The selection of diverse participant groups aimed to ensure a well-rounded exploration of internationalized children's songs. The research began with an expert interview featuring Onur Erol, a distinguished musician from Türkiye renowned for composing children's songs. Erol's insights provided valuable perspectives on the musical and cultural dimensions of internationalized children's songs.

Following this, a focus group was convened, consisting of four academicians—two specializing in EFL and two in Music Education. This multidisciplinary composition aimed to provide the expertise of educators and musicians, fostering a collaborative environment to discuss and translate the selected song and make the initial evaluation of the song before consulting to the participants.

The next stage involved a broader pool of participants, which consist of 125 EFL teachers. Through an online questionnaire, these educators were invited to share their suggestions regarding the translation of the song and its practical usability in language instruction. This quantitative phase sought to gather ideas of a diverse group of teachers to inform the adaptation and applicability of the song in English language teaching. The final phase brought together a second focus group. The participants engaged in a comprehensive discussion to finalize the translated version of the song in light of the given suggestions by the English teachers. This process, involving expert insights, academic perspectives, and practical input from a substantial number of EFL teachers, aimed to produce a culturally sensitive version of the internationalized children's song.

In terms of participants, the study focused on English teachers and preservice teachers studying in English language teaching departments. The purposive sampling method was employed to select participants with specific expertise and qualifications relevant to the research objectives (Obilor, 2023). The inclusion of both English and music educators in the focus group enriched the research findings, providing a holistic understanding of the educational potential of internationalized children's songs. The songs suggested through expert interviews were the songs that are top three that are watched by the children on the internet.

3.3. Measures

3.3.1. Expert Interview

To ensure a comprehensive exploration of internationalized children's songs, an expert interview was conducted with Onur Erol, a renowned musician from Türkiye recognized for his expertise in composing children's songs. This expert, with extensive experience in the field of music education, provided invaluable insights into the cultural, musical, and linguistic dimensions of internationalized children's songs. The expert interview served a dual purpose: to confirm the international characteristics of selected songs and to gather perspectives on the musical elements that resonate with young learners. Onur Erol's expert opinion played a pivotal role in guiding the selection of songs for further analysis and provided a foundational understanding of the cultural diversity inherent in internationalized children's songs.

3.3.2. Focus Group Interview

The focus group interviews constituted a pivotal aspect of this research, bringing together a diverse panel of participants, including academicians specializing in English as a Foreign Language, and academicians specializing in Music Education who works with children's choirs and children's songs. These sessions aimed to harness collective expertise, fostering collaborative discussions on the translation and adaptation of selected children's song. The qualitative insights obtained during these interviews provided a nuanced understanding of linguistic choices, cultural considerations, and pedagogical elements

relevant to the songs. Furthermore, seeking a 100% consensus among participants ensured a comprehensive and unified approach to evaluating and refining the translations.

3.3.3. Questionnaire for Teachers: Part One

The questionnaire designed for English teachers played a crucial role in gathering valuable insights into the perceptions and preferences of educators regarding the translation, adaptability, and usage of the children's songs to be internationalized in language education. The questionnaire aimed to capture both quantitative and qualitative data, providing a comprehensive understanding of the teachers' perspectives. Online questionnaires served as the primary instrument, offering a convenient and accessible platform for participants. Quantitative data, obtained through the online questionnaires, underwent analysis using statistical methods such as descriptive statistics. This analytical approach aimed to measure the frequency, central tendency, and dispersion of responses, providing numerical insights into participants' perceptions.

Qualitative data collected from the suggestions of the translation of the song were subjected to lexical analysis, revealing themes, patterns, and relationships within the responses. The outcomes of these analyses contributed to determining the international qualifications of songs, unravelling cultural and linguistic characteristics.

Additionally, the collected data informed the selection of focus group participants for the translation phase, as well as guided decisions on language proficiency levels and grade appropriateness for the chosen song. Furthermore, the data were instrumental in identifying various activities that could be seamlessly integrated into language education lessons using the selected song, enhancing the practical applications of the research findings.

The first part of the questionnaire was dedicated to eliciting valuable suggestions and insights from participating English teachers regarding the translation of the selected internationalized children's song. This section aimed to tap into the linguistic expertise of educators, seeking their opinions on word choices, syntactical structures, and cultural nuances. Participants were encouraged to provide constructive feedback on the initial translation, offering alternative options or refinements that align with language proficiency

levels and age-appropriate linguistic elements. The goal was to ensure the translated version maintains accuracy, cultural authenticity, and pedagogical suitability.

3.3.4. Second Focus Group Interview

The second focus group interviews marked a critical phase in the research, involving a comprehensive discussion to finalize the translated version of the internationalized children's song through the given feedback by the EFL teachers and teacher candidates. This iterative process aimed to refine the translation further, considering the insights gathered from the initial focus group, teacher feedback, and the pilot translation. The composition of the focus group of four scholars, ensured a well-rounded evaluation and contributed to the development of a culturally sensitive and pedagogically effective version of the song.

3.3.5. Questionnaire for Teachers: Part Two

The second part of the questionnaire focuses on exploring the adaptability of the translated song within the context of language education. Participants are prompted to share their perspectives on the song's suitability for different proficiency levels and grade levels. Questions delve into potential themes or topics related to the song that could enhance language learning experiences. Additionally, educators are asked to suggest appropriate stages within a language lesson for integrating the song effectively. The aim is to gather insights into how teachers envision incorporating the song into their language education curriculum, understanding the practical considerations and potential benefits associated with its use in the classroom. Through this section, the questionnaire seeks to inform decisions on the song's broader applicability and integration into language education lessons.

3.4. Procedure

3.4.1. Expert Interview

The expert interviews were a foundational step in the research, initiated with an insightful discussion featuring Onur Erol, Erol's expertise provided valuable insights into the musical and cultural dimensions of internationalized children's songs. During the interview, a collaborative process unfolded, with the expert sharing perspectives on song

selection based on international features, such as simple vocabulary and catchy melodies. The dialogue was geared towards identifying a song that would be suitable for translation and adaptation into English, specifically for language education purposes. Erol's input proved instrumental in guiding the research towards a nuanced understanding of the intersection between music, culture, and language learning.

3.4.2. Focus Group Interviews

The focus group interviews were structured into two distinct phases, each playing a crucial role in the multifaceted exploration of the research. In the initial phase, following the expert interview, a focus group comprising four academicians was convened. This group actively participated in translating the selected song, and the preliminary draft was subsequently presented to a panel of English teachers to solicit diverse feedback and suggestions. The lexical analysis of these suggestions, coupled with a follow-up focus group discussion, proved pivotal in refining and finalizing the translation.

In the second phase, a subsequent session was dedicated to a comprehensive review and consensus-building process to arrive at the definitive version of the translated internationalized children's song. This iterative approach, incorporating input from both experts in academia and practitioners in language education, ensured a thorough examination of linguistic nuances, cultural relevance, and pedagogical efficacy. The collaborative efforts of the focus groups facilitated the creation of a polished and harmonized rendition of the song, poised to enhance language learning experiences for students in educational settings.

3.4.3. Questionnaires

The questionnaires served as a pivotal tool for data collection, administered online to English teachers and preservice teachers specializing in English language teaching. The first part of the questionnaire focused on soliciting suggestions for the translation, prompting participants to provide constructive feedback on linguistic components, rhyme, and syllable approximation. Following the pilot translation, the song was presented to participants, and their feedback was collected to refine and finalize the translation. The second part of the questionnaire delved into the adaptability of the translated song, seeking insights into its

suitability for different proficiency levels and grade levels. Questions explored themes related to the song and appropriate stages for integration into language lessons. The data collected from these questionnaires, analysed using both quantitative and qualitative methods, played a crucial role in determining the international qualifications of songs and guiding decisions on language proficiency levels and grade appropriateness for the chosen song.

3.5. Data Analysis

In the data analysis phase, both quantitative and qualitative data were rigorously examined to extract meaningful insights into the characteristics and usability of internationalized children's songs in English language education. The collected data from the interviews were incorporated into a Microsoft Excel document and the gathered data was quantified by tabulating their frequencies (Meyer & Avery, 2009). The frequencies of responses gathered through the online questionnaires were meticulously scrutinized. Statistical methods, including descriptive statistics and inferential statistics, were applied to measure the frequency, central tendency, and dispersion of participants' responses. This quantitative analysis provided numerical insights into the preferences, perceptions, and opinions of the participants. Notably, the frequencies of the answers were carefully commented on, shedding light on patterns and trends within the data. The analysis revealed distinct preferences for specific themes or linguistic elements in internationalized children's songs. Descriptive statistics highlighted the prevalence of certain cultural or pedagogical aspects, offering a quantitative foundation for understanding participants' inclinations. Inferential statistics were employed to draw correlations and associations between different variables, enriching the quantitative findings with insights.

Qualitative data, derived from lexical analysis of open-ended responses, were subjected to a meticulous examination. Lexical analysis was employed to dissect the words and phrases used in the qualitative data, uncovering linguistic nuances and cultural references. Lexical analysis, also known as lexical discourse analysis, is a linguistic procedure that entails dissecting a text or language into its constituent lexical units or tokens. This method has been used in several sections, including cross-cultural studies and translation. A cross-cultural lexical study, according to Lomas (2017), investigates the

spectrum of positive affect by examining the verbal manifestations of positive feelings from various cultures. The study focuses on detecting and classifying positive impact words in several languages, revealing cultural differences in emotional experiences. These articles emphasize the importance of lexical analysis in comprehending language, emotions, and cultural settings, as well as its use in disciplines such as cross-cultural studies and translation.

During the focus group sessions, a distinctive approach was adopted, emphasizing the pursuit of a 100% consensus among participants. Through thorough discussions and iterative analyses, the qualitative data underwent refinement to reflect unanimous perspectives and insights. This consensus-seeking process was instrumental in ensuring a robust and cohesive interpretation of the qualitative findings, thereby offering a unified understanding of the cultural, linguistic, and pedagogical dimensions inherent in internationalized children's songs.

The integration of both quantitative and qualitative findings was pivotal in facilitating a comprehensive exploration of the research questions. While the frequencies derived from the questionnaires provided a quantitative backbone, the consensus-driven qualitative analysis enriched the interpretation of the data (Creswell, 2009). This blended approach aimed to uncover the intricacies inherent in internationalized children's songs, thereby contributing to the enhancement of English language instruction and literacy development for young learners. By combining quantitative metrics with qualitative insights, the research strived to offer a holistic understanding of the complexities surrounding the integration of these songs into educational settings.

3.6. Trustworthiness

Throughout the study, a multifaceted approach was adopted to ensure the rigor and credibility of the research process. Peer debriefing, as recommended by Lincoln and Guba (1985), involved an independent review of the studies conducted by another researcher, critically examining the research methods and findings. This external validation enhanced the trustworthiness of the study. Thick and rich descriptions were provided for all applications and procedures, following the guidance of Creswell (2009), allowing for a comprehensive understanding of the research context.

Interviews with EFL teachers, two different focus group interviews, and expert interviews were conducted to further enrich the validity of the research outcomes. Reflexivity was maintained throughout the study, with researchers continuously reflecting on their biases, assumptions, and roles in the research process (Dörnyei & Dewaele, 2022). Prolonged engagement with the subject matter facilitated meaningful data collection and analysis, contributing to the credibility and richness of the study outcomes.

Collaboration was integral to the research process, particularly during focus group interviews where decisions were made collectively with 100% consensus. This collaborative approach ensured that diverse perspectives were considered, enhancing the authenticity of the research findings. Member checking (Lincoln and Guba, 1985) was employed to involve participants in the validation process. Participants were provided with the final version of their individual case studies for review, and all draft translations as well as the final version translation were shared with focus group members. This process allowed participants to verify the accuracy and authenticity of their contributions, thereby strengthening the trustworthiness of the study findings. Through these strategies, the study aimed to enhance the trustworthiness and validity of its findings, ensuring that the research outcomes accurately reflected the realities of the research context and the perspectives of the participants.

Reliability and validity are crucial aspects of research integrity. Reliability refers to the consistency and stability of the measurement instruments and procedures used to collect data. Several measures were taken to enhance the reliability of the research instruments and procedures. First, the online questionnaires, serving as a primary data collection tool, were carefully designed to minimize ambiguity and ensure clarity in the questions. The online questionnaire platform used for administering the questionnaires provided a standardized and consistent environment for participants, contributing to the reliability of the quantitative data.

Additionally, the focus group sessions, particularly in the qualitative phase, were conducted systematically to ensure uniformity. A structured framework was employed during these sessions to guide discussions and maintain consistency in the interpretation of

qualitative responses. Seeking a 100% consensus among participants in the focus group sessions further strengthened the reliability of qualitative findings, ensuring that diverse perspectives were considered, and a cohesive understanding was achieved. Furthermore, meticulous training and guidance were provided to those involved in data collection and analysis processes to minimize potential biases or inconsistencies introduced by different individuals involved in the research, contributing to the overall reliability of the study. Validity, on the other hand, refers to the extent to which the study measures what it claims to measure. Various strategies were implemented to enhance the validity of the research, ensuring that the data collected accurately reflected the characteristics and usability of internationalized children's songs in English language education.

The content validity of the online questionnaires was rigorously addressed during the design phase, with questions crafted to align with the research objectives. Additionally, the questionnaires were pre-tested with a small sample to identify any potential issues or ambiguities, and adjustments were made accordingly to enhance the content validity. Expert interviews with Onur Erol, a distinguished musician and expert in composing children's songs, added face validity to the research, ensuring that the selected songs indeed possessed international characteristics, contributing to the overall validity of the study.

In the qualitative phase, the use of lexical analysis strengthened the construct validity of the study, allowing for a systematic exploration of linguistic nuances, cultural references, and pedagogical elements in internationalized children's songs, aligning with the research's construct validity objectives. The triangulation of data sources, combining insights from expert interviews, focus group discussions, and participant questionnaires, further bolstered the overall validity of the research, capturing a holistic and accurate representation of the characteristics and usability of internationalized children's songs in English language education (Yin, 2003).

3.7. Summary of the Chapter

The methodology chapter provides a detailed overview of the research design, procedures, and techniques employed in this study on the integration of internationalized children's songs into language education. The chapter begins by explaining the rationale

behind selecting lexical analysis as the primary research methodology, highlighting its suitability for examining the phenomenon under investigation. Subsequently, the chapter enumerates the participants involved in the study, providing relevant demographic information. It then delves into the instrumentation utilized for data collection, outlining the tools and techniques employed to gather pertinent data from participants. Following this, the chapter describes the data collection procedures, elucidating the systematic steps taken to ensure the reliability and validity of the collected data. Finally, the chapter focuses on the data analysis section, presenting the methods and techniques utilized to analyse the collected data, thus offering a comprehensive overview of the methodological framework employed in this research. Through these detailed discussions, the methodology chapter sets the foundation for the subsequent analysis and interpretation of the research findings.

CHAPTER FOUR

FINDINGS

4.1. Introduction

The findings section of this research presents the results of the investigation into the integration of internationalized children's songs into language education. This section provides a comprehensive analysis of the data collected through lexical analysis, participant observations, and other relevant research methods. By examining the outcomes of these analyses, this section aims to shed light on the efficacy, challenges, and implications of incorporating songs from diverse cultural backgrounds into language learning contexts.

Moreover, this section pays particular attention to the perspectives and experiences of the participants involved in the study, providing rich qualitative data that elucidates the lived realities of language learners and educators. By incorporating direct quotations and anecdotes from participants, the findings section aims to capture the voices and viewpoints of those directly impacted by the integration of international children's songs into language education. Overall, the findings presented in this section contribute to a deeper understanding of the potential benefits and challenges associated with utilizing songs from diverse cultural backgrounds as a pedagogical tool in language education. By synthesizing empirical evidence with theoretical insights, this section offers valuable implications for practice, policy, and future research in the field of language education.

4.2. Findings on the Participants

This study engaged a total of 125 participants, comprising both practicing EFL teachers and teacher candidates. The participants, aged between 20 and 46 years old (see Figure 5), were drawn from diverse backgrounds and possessed varied experiences. This diverse demographic ensured a comprehensive exploration of the research topic, allowing for insights from individuals with differing perspectives and levels of expertise in language

education. By encompassing a wide range of ages, backgrounds, and experiences, the study aimed to capture a rich and nuanced understanding of the subject matter.

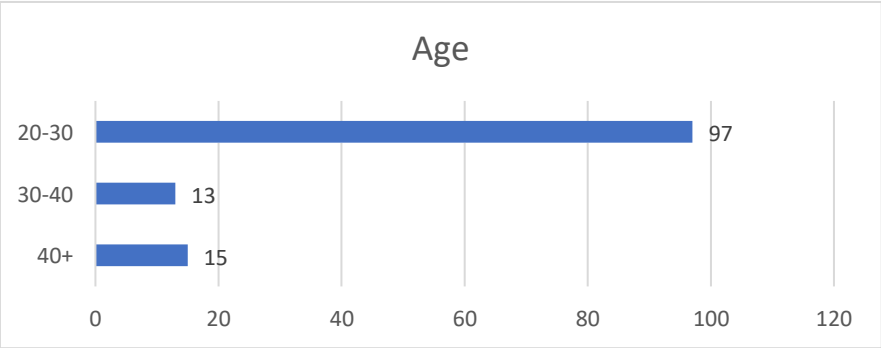


Figure 5. Demographics of the participants (Age)

As it can be seen from Figure 5, the age distribution of the participants spanned from 20 to 46 years old. Among them, 97 participants fell within the age range of 20-30 years old, 13 were aged between 30-40 years old, and 15 were above the age of 40. Within the participant group, there was a diverse representation of genders. Among the total sample size, 85 participants identified as female, while 40 participants identified as male (see Figure 6).

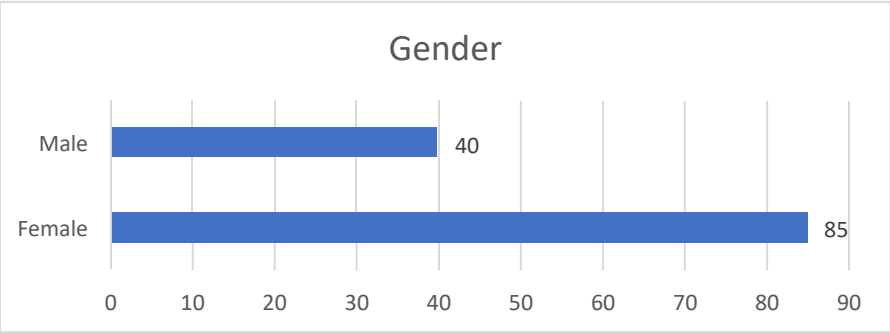


Figure 6. Demographics of the participants (Gender)

According to the Figure 6, gender distribution of the participants ensured a balanced representation, facilitating a comprehensive examination of perspectives and experiences across different gender identities. By incorporating diverse gender representations, the study aimed to capture a broad spectrum of insights and viewpoints, contributing to a more nuanced understanding of the research topic. The participant sample was characterized by a blend of diverse proficiency levels and teaching experiences, contributing to the study's

comprehensive insights. This varied mix of participants, spanning from prospective student-teachers to seasoned professionals, offered a multifaceted understanding of the research topic (see Figure 7).

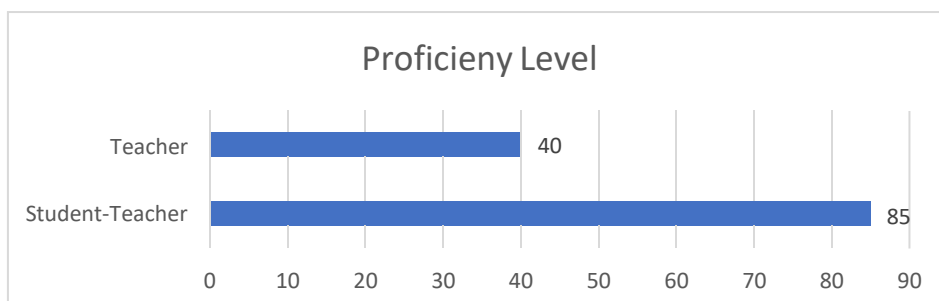


Figure 7. Demographics of the participants (Proficiency Level)

Among the participants, 85 individuals were actively enrolled in teacher training programs, representing the cohort of student-teachers. In addition, 40 participants were established practitioners, currently employed as EFL teachers. Their firsthand experience and expertise in the field added valuable depth to the study's perspectives. In addition to the participant questionnaires, the research methodology included expert interviews to provide further depth and insight into the study's focus. An interview was conducted with Onur Erol. Furthermore, focus group interviews were conducted with two distinguished academics recognized for their contributions to ELT, along with two experts in Music Education. These interviews were instrumental in garnering expert perspectives and enriching the qualitative analysis, offering valuable insights into the intersection of language, music, and pedagogy.

4.3. Findings of the First Research Question

In order to answer the first research question "What steps can be taken to internationalize a children's song", expert interviews and questionnaires for EFL teachers were conducted. Several key steps were undertaken to ensure the successful translation and adaptation of the selected song for international audiences. These steps encompassed a systematic approach aimed at achieving linguistic accuracy, cultural relevance, and pedagogical effectiveness.

4.3.1. Expert Interview

During the expert interview, Onur Erol, renowned for creating some of Türkiye's most popular children's songs, presented three unique song options. From these options, the most suitable song for translation and adaptation was chosen during the initial focus group session.

4.3.2. First focus group interviews

The selected song underwent a translation process, ensuring harmony in syllables and meaning, leading to the creation of an initial draft. Table 2 presents both the initial draft of the translated version and the original Turkish rendition of the song.

Table 4.

Original song and draft translation

Verses	Balta Balta Song	Stop Axes Song (Draft Translation)
Verse 1	Balta balta vur vur	Axes axes hit hit
Verse 2	Oduqları kır kır	Woods woods cut cut
Verse 3	Doldur doldur küfeye	Baskets fill fill
Verse 4	Haydi yükle eşıęe	Donkey load load
Verse 5	Ai Ai eşıęek	Ai Ai donkey
Verse 6	Sırtındaki yük pek	Your back is too heavy
Verse 7	Sana yardım edelim	Please let help you carry
Verse 8	Seni hafifletelim	Let's make your job easy
Chorus	Balta balta	Axes Axes
	Balta balta	Axes Axes
	Bir balta	One ax ax
	İki balta	Two axes
	Üç balta	Three axes
	Dört balta	Four axes
	Beş balta	Five axes
	Dur balta	Stop axes

The song "Balta Balta Stop Axes" embodies themes of collaboration and mutual support, which are not only pertinent to language instruction but also valuable for fostering

values like teamwork and empathy among students. This song offers a meaningful context for exploring cultural dimensions, and its translated lyrics maintain the essence of the original Turkish version, making it an invaluable tool for cross-cultural exploration (Keskin, 2011).

The steps were thoroughly explained so that it can be shown to the teachers as a guideline for teachers. After evaluating the first draft version of the translation, the focus group interviewees accepted the draft to be sent to the EFL teachers for further suggestions. However, they suggested one minor change. Specifically, the researchers emphasized that onomatopoeic words, such as the sound made by a donkey, should also be adapted to English. This adaptation is necessary because animals produce different sounds in different languages, and ensuring accuracy in these onomatopoeic representations enhances the authenticity and comprehensibility of the translated material.

4.3.3. EFL Teachers' Suggestions on the Translation of the Song

Participants evaluated Verse 1 of the song, focusing on the phrase “Balta balta vur vur.” Among the suggestions, 114 out of 125 individuals expressed agreement with the translation “Axes axes hit hit,” finding it appropriate for conveying the intended meaning. However, beyond this majority choice, 12 alternative suggestions were proposed by participants, reflecting the diversity of interpretations and linguistic preferences within the group. These alternatives were carefully considered in the context of the song’s themes and cultural nuances, adding depth to the discussion on translation accuracy and cultural relevance (see Table 5).

Table 5

Percentages of the first verse

Suggestion	Frequency
Axes Axes hit hit (draft translation)	114
Chop (it/wood) with the axe axe	2
Hit it with the axe axe	2
Ax ax hit hit	1
Axes axes chop chop	1
Axes axes smash smash	1

Table 5 continued

Axes axes strike strike	1
Chop, chop, chop away	1
Hatchets Hatchets hit hit	1
Hey axes, hit hit	1
Hit hit the ax ax	1

In the analysis of the first verse, both teachers and student teachers provided feedback on the initial translation, “Axes axes hit hit,” with 91.2% of participants expressing agreement with its appropriateness. Despite this consensus, participants offered diverse suggestions for alternative translations, proposing variations such as “hatchets” instead of “axes” and a range of verbs including “chop,” “strike,” and “hit.”

As the evaluation progressed to Verse 2, which features the phrase “Odunları kır kır,” 101 participants endorsed the translation “Woods woods cut cut” as accurately conveying the intended meaning. Alongside this majority preference, participants provided 24 different suggestions for alternative translations, indicating a breadth of interpretations and linguistic considerations within the group. These varied suggestions contributed to a comprehensive examination of translation options and enriched the discussion on linguistic nuances and cultural relevance (see Table 6).

Table 6

Percentages of the second verse

Suggestion	Frequency
Woods woods cut cut (draft translation)	101
Cut cut the woods woods	4
Cut the woods cut the woods	3
Chop the woods chop the woods	2
Cut the tree’s wood wood	2
Cut the woods cut cut	2
Woods woods chop chop	2
Woods woods crack crack	2
All woods cut cut	1

Table 6 continued

Break break the woods woods	1
Cut cut the woods the woods	1
Start chopping logs today	1
Woods cut cut	1
Woods cut them cut them	1
Woods woods cut them	1

In analysing the second verse, “Woods woods cut cut,” a consensus emerged among 101 participants, representing 80.8% of the total, in favour of retaining the original translation. Despite this majority preference, participants provided a range of alternative suggestions, showcasing the diversity of interpretations.

These included variations such as “All woods cut cut,” “Woods woods chop chop,” and “Woods woods crack crack.” Furthermore, participants proposed adjustments in sentence structure, offering alternatives like “Cut cut the woods the woods” and “Cut the woods, cut cut.” This feedback highlights the adaptability of translating the Turkish phrase “Odunları kır kır,” demonstrating the array of linguistic options available to convey the concept of cutting woods in English.

During the evaluation phase, Verse 3, containing the line “Doldur doldur küfeye,” underwent thorough scrutiny. The majority of participants, totalling 105 individuals, confirmed the adequacy of the translation “Baskets fill fill” in accurately conveying the intended message. However, participants also provided 18 alternative suggestions, indicating a range of perspectives and interpretations. (see Table 7).

Table 7

Percentages of the third verse

Suggestion	Frequency
Baskets fill fill	105
Fill fill the baskets	7
Fill them into basket	2
Load load the baskets	2
Backpack fill fill	1

Table 7 continued

Baskets baskets fill fill	1
Baskets baskets make them full	1
Fill in baskets fill fill	1
Fill the- fill the baskets!	1
Fill up the baskets	1
Fill up the baskets, do not delay	1

In the analysis of the third verse, which translates to “Baskets fill fill,” 84% of the participants, totalling 105 people, agreed with the initial translation. However, 2 participants found the translation inappropriate; nonetheless, they did not propose any alternative suggestions. Feedback from the respondents introduced a range of alternative expressions, such as “Fill up the baskets,” “Fill fill or load load baskets,” and “Fill the baskets, do not delay.” Participants also suggested variations in sentence structure and wording, including “Fill fill in the basket” and “Fill them into basket/Fill into the basket.”

During the assessment process, Verse 4, containing the phrase “Haydi yükle eşeğe,” underwent thorough review, with 101 individuals confirming that the translation “Donkey load load” accurately represents the intended meaning, as determined by the participants. However, 23 participants shared different suggestions (Table 8).

Table 8
Percentages of the fourth verse

Suggestion	Frequency
Donkey load load	101
Let's load the donkey	3
Let's load on the donkey	2
Let's load to the donkey	2
Load load the donkey	2
Load to the donkey	2
Cmon, load them on the donkey	1
Donkey ship ship	1
Give it on donkey	1
Load donkey hey hey hey	1

Table 8 continued

Load it on the donkey	1
Load it up, it is time to sway	1
Load the donkey with wood	1
Load the wood to/on the donkey	1
Load them on the donkey	1
Put on the donkey	1
To donkey load load	1
To donkey load load	1

In the examination of the fourth verse, corresponding to “Donkey load load,” 101 participants, constituting 80.8% of the participants, expressed agreement with the initial translation. Despite this consensus, 2 participants found the translation inappropriate; however, they did not provide alternative suggestions.

The suggestions offered by other respondents exhibited a variety of alternatives, including “Let’s load to the donkey,” “Load it up, it is time to sway,” and “Load donkey hey hey hey.” Some participants offered creative variations, acknowledging the adequacy of the original translation while considering potential alternatives for musical or rhythmic reasons. Additionally, expressions like “Load the wood on donkey/Load the donkey with wood” indicated a focus on contextual specificity. It is evident that participants prioritized placing the verb first and emphasized it in their translations. Verses 5 and 6, encompassing the phrases “Ai Ai eşek” and “Sırtındaki yük pek,” were subject to scrutiny, with 120 participants concurring that the translations “Hee-haw hee-haw donkey” and “Your back is too heavy,” respectively, aptly conveyed the intended meanings. However, 6 different suggestions were provided by participants, suggesting a degree of variation in interpretation and linguistic expression (see Table 9).

Table 9

Percentages of the fifth and sixth verse

Suggestion	Frequency
Your back is too heavy	120
Your load is too heavy	3
Package on your back is too heavy	2

In the assessment of the fifth and sixth verses, corresponding to “Hee-haw hee-haw donkey” and “Your back is too heavy,” respectively, an overwhelming agreement was reached by 120 participants for both translations, constituting 96% of the participants. Only one participant found the translation inappropriate but did not provide any alternative suggestions. However, the feedback from the remaining teachers provided a spectrum of alternative expressions, such as “Hee-haw hee-haw donkey, your load is too heavy,” demonstrating the versatility of the word “load” as both a verb and a noun. Some participants suggested variations for musical or rhythmic reasons, proposing alternatives like “Your bag is too heavy might be better.”

Verse 7, featuring the line “Sana yardim edelim,” underwent evaluation, with 100 participants concurring that the translation “Please let help you carry” effectively captures the intended meaning. However, 25 other suggestions were provided by participants, indicating a range of interpretations and linguistic variations (see Table 10).

Table 10
Percentages of the seventh verse

Suggestion	Frequency
Please let help you carry	100
Let us help you carry	11
Please let us help you carry	3
Let’s help you to carry	2
Please let us help you carry that heavy	2
We should/must help you carry	2
Let us help you carry carry carry	1
Let us help you carry it	1
Let us help you dear friend	1
Let’s help you (for carrying)	1
Please let me help you carry	1

In the analysis of the seventh verse, corresponding to “Please let help you carry,” 80% of the participants, totalling 100 individuals, reached a consensus in agreement with the initial translation. However, the feedback provided a range of alternative expressions, such as “Let us help you carry,” “Let us help you carry it,” and “Please let us help you carry that heavy.” These suggestions indicate considerations not only for linguistic accuracy but also

for rhythmic and stylistic elements. Participants emphasized the politeness in the translation, with variations like “Please let us help you carry.” Notably, 11 out of the 25 participants who provided suggestions for the translation on this subject suggested the phrase “Let us help you carry.”

Verse 8, containing the phrase “Seni hafifletelim,” was reviewed, with 112 participants concurring that the translation “Let’s make your job easy” accurately conveys the intended meaning. However, 8 different suggestions were provided by participants, reflecting a diversity of interpretations and linguistic variations (see Table 11).

Table 11
Percentages of the eighth verse

Suggestion	Frequency
Let’s make your job easy	112
We will help you carry	2
It/That will help you greatly	1
Let us bear your burden	1
Let’s make it less heavy	1
Let’s make your back lightly	1
Let’s make your job easier	1
We’ll make your job easy	1

In analysing the eighth verse, which corresponds to “Let’s make your job easy,” a consensus was reached among 112 participants, comprising 89.6% of the total participants, regarding the initial translation. However, the feedback provided a range of alternative expressions, reflecting diverse perspectives within the group. Suggestions such as “We’ll make your job easy,” “Let’s make it less heavy,” and “Let us bear your burden” emerged, each offering a nuanced approach to conveying the idea of easing the task. Additionally, some participants proposed alternatives like “It/That will help you greatly,” indicating a focus on expressing the concept of lightening the load in a more subtle manner. The variety of recommendations highlights participants’ attention to both literal accuracy and contextual appropriateness when translating the Turkish phrase “Seni hafifletelim” into English, enriching the discussion on translation choices and linguistic nuances.

4.3.4. Second Focus Group Interviews

After gathering the feedback from EFL teachers regarding the initial draft of the song translation, the second focus group interview was conducted in order to review the suggestions and determine the last translation of the song. This session involved the analysis of the frequencies of responses provided by EFL teachers and their suggestions for each verse. The focus group comprised two EFL instructors (referred to as E1 and E2) along with two Music instructors (referred to as M1 and M2). Together, they scrutinized the input from the EFL teachers and deliberated on potential refinements to the translation, ensuring a comprehensive review of the proposed changes.

Verse 1: All researchers unanimously agreed a 100% that the translation “Axes axes hit hit” accurately conveyed the intended meaning of the phrase “Balta balta vur vur.”. As it is important for the structure of the song, the suggestion that was similar in rhymes as in the Turkish version of the song was used.

Verse 2: Despite receiving 24 suggestions from the EFL teachers regarding the translation of the second verse, the phrase “Woods woods cut cut” was unanimously accepted by all researchers. This consensus among the researchers highlights the clarity and appropriateness of the chosen translation, which retained the original meaning of the Turkish phrase “Odunları kır kır” while maintaining consistency with the thematic elements of the song.

M1: “*‘Woods woods cut cut’ sounds better for the melody*”

E1: “*‘It is important for the flow of the song to have a binary structure, so ‘axes axes hit hit, woods woods cut cut’ makes sense.*”

The suggestions included different versions of the phrase; however the focus group interviewees chose the suggestion that is similar in syllable with the first verse.

Verse 3: Although “Baskets fill fill” was accepted by 105 EFL teachers, the focus group interviews took a deeper dive into the suggestions offered by 18 teachers to ensure the most appropriate translation. This collaborative approach aimed to refine the translation

further, leveraging the diverse perspectives and recommendations provided by the participating teachers. Through this iterative process, the focus group sought to achieve a translation that accurately captured the essence of the original Turkish phrase “Doldur doldur küfeye” while aligning with the thematic context of the song.

M1: *“It sounds harsh, it is very hard to sing.”*

E2: *“We can check the rhyme, reversing the order might make sense.”*

M2: *“‘Fill them into basket’ might sound good, considering melody alignment.”*

E2: *“‘Fill fill the basket’ is better for pronunciation, especially for young learners.”*

Following a thorough review of the suggestions, “Fill fill the basket” emerged as the preferred choice, achieving unanimous agreement among the researchers.

Verse 4: For this verse, suggestions were provided by 23 EFL teachers, which were subsequently reviewed by the focus group to evaluate their suitability.

M2: *“‘Ship ship’ would be fun and a pleasant word.”*

M1: *“I think we should stick with ‘load load’”*

E1: *“I am not sure of the usage of the word ‘ship’, is the meaning appropriate?”*

E2: *“Considering the usage of ‘ship’, it could add a playful element, making it more enjoyable.”*

M2: *“It also works well with diaphragmatic sound production.”*

M1: *“Like a breathing exercise, with sh (/) sound.”*

After thorough review and discussion of the suggestions, the focus group reached a decision to adopt the phrase “Ship ship the donkey” for this verse.

Verse 5-6: The verses “Hee-haw hee-haw donkey, your back is too heavy” remained unchanged, as they were accepted by 96% of the EFL teachers. Furthermore, the focus group unanimously agreed to retain these verses, ensuring consistency and alignment with the majority perspective.

Verse 7: EFL teachers provided numerous suggestions for revising the phrase ‘Please let help you carry,’ indicating a notable level of feedback and engagement with the translation process.

E2: *“For young learners, ‘let us help you carry’ suggestion is excellent. It is much easier to say and sing.”*

M1: *“I think ‘we should/must help you carry’ is also good, ‘should’ is preferable.”*

M2: *“‘Should’ is more comfortable to say, creating a smooth flow for young learners.”*

E1: *“‘We should help you carry’ seems more comfortable. Moreover, ‘Let’s’ is harder to say and learn, they already know the word should.”*

In response, the instructors meticulously reviewed these suggestions, aiming to identify a more suitable translation that accurately conveys the intended meaning of the original Turkish lyrics. Final decision was “We should help you carry” with complete consensus.

Verse 8: While 112 EFL teachers reached a consensus on “Let’s make your job easy” as a potential translation, the instructors diligently examined all suggestions to identify a translation that not only resonated with the majority but also ensured clarity and ease of understanding.

E2: *“‘Let’s make’ might be a bit challenging for them to pronounce.”*

M2: *“‘We’ll make your job easy’ would be nice.*

E2: *“Using ‘Let’s’ caused difficulties, ‘we will make’ is more familiar.”*

M1: *“We will make is smoother and easily pronounceable. How about ‘we will make it easy?’”*

M2: *“I agree, “we will make it easy” is much better.”*

After careful consideration of the suggestions, the instructors reached a consensus on “We will make it easy” as the most suitable translation.

4.4.5. Finalizing the Song Through Suggestions

In addition to the insights gathered during the focus group interviews, participants were invited to provide comprehensive feedback on the song as a whole, identifying specific aspects that warranted attention from the researchers and suggesting potential additions.

M1: *“The use of phrases like ‘Axes, axes hit hit’ and ‘Woods woods cut cut’ may not be educationally sound. It could be suitable for preschool but might not resonate internationally. However, I believe it is suitable for children, and by expanding these efforts, translations for different songs could also be created. Also, the theme involves axes, cutting trees and loading donkeys, will you create awareness regarding this topic?”*

E1: *“Actually, the song ends with a strong message: ‘Stop Axes.’ We want to highlight this line because it is not just the end of the song; it is the main point we want to make. Naming the song ‘Stop Axes’ will be a simple way to grab attention and send a clear message. It makes the song more meaningful, creating awareness and encouraging positive action.”*

M2: *“From an educational and musical perspective, the song appears well-suited for both preschool settings and a broader audience. Its folkloric rhythm contributes to its versatility, making it engaging for young learners while also resonating with a wider audience in the popular music scene.”*

E2: *“In one of our lessons, we implemented the initial version of the song with prospective teachers and preschool students. While they could easily sing the initial parts, they faced difficulties in the last lines. In this discussion, updating those lines and adjusting them according to the young learners’ level proved to be valuable. It will make it easier for them to learn and sing. I think it is a very nice piece of work, and we had a lot of fun during the implementation.”*

As a result of this feedback, modifications were made to the title of the song, now referred to as “Stop axes,” positioned strategically at the conclusion of the song. This alteration aimed to underscore the song’s primary objective and draw attention to its critique of negative behaviours. Furthermore, participants’ positive feedback regarding the song’s

suitability and the quality of its translation affirmed its appropriateness and applicability, reinforcing the initial findings from the focus group discussions.

Based on the comprehensive analysis of the final comments gathered from participants, the song underwent a series of revisions and refinements, resulting in its latest version. These revisions were informed by the insights and feedback provided during the interviews, allowing for a more nuanced and polished rendition of the song.

By synthesizing the diverse perspectives and recommendations offered by the participants, the song was carefully rearranged and transformed to better align with the desired objectives and thematic elements identified in the study. This process of refinement ensured that the latest version of the song encapsulated the collective input and preferences of the participants, enhancing its overall coherence and effectiveness as a teaching resource (see Table 12).

Table 12

Original song, draft, and the last version of the translation

Verses	Original Song	Stop Axes Song (Draft Translation)	Stop Axes Song (Last Version)
Verse 1	Balta balta vur vur	Axes axes hit hit	Axes axes hit hit
Verse 2	Odunları kır kır	Woods woods cut cut	Woods woods cut cut
Verse 3	Doldur doldur küfeye	Baskets fill fill	Fill fill the basket
Verse 4	Haydi yükle eşeğe	Donkey load load	Ship ship the donkey
Verse 5	Ai Ai eşek	Ai ai donkey	Hee-haw hee-haw donkey
Verse 6	Sırtındaki yük pek	Your back is too heavy	Your back is too heavy
Verse 7	Sana yardım edelim	Please let help you carry	We should help you carry
Verse 8	Seni hafifletelim	Let's make your job easy	We will make it easy
Chorus	The same chorus as in the Table 4.		

These changes reflect the evolution of the translation process, with each version undergoing scrutiny and adjustment to ensure linguistic accuracy, cultural authenticity, and pedagogical relevance. The final version of the translated song embodies a harmonious blend of linguistic fidelity and educational utility, poised to engage.

4.4. Findings of the Second Research Question

By exploring the perspectives of EFL teachers, the research sought to gain valuable insights into the practical implications of integrating a specific song within language lessons. Participants were specifically queried about the attributes commonly found in internationalized songs, such as linguistic simplicity, cultural relevance, and melodic appeal, and whether the selected song exhibited these characteristics. Additionally, participants were asked to provide feedback on the song's potential effectiveness in enhancing language learning outcomes and engaging students in meaningful language practice. The resulting data, depicted in Figure 8, offers a quantitative overview of the participants' perceptions regarding the chosen song's suitability for language instruction. By illustrating the count of participants who identified key features and attributes in the song, such as clear pronunciation, comprehensible lyrics, and thematic relevance, the table provides valuable insights into its potential pedagogical value. Moreover, the data serves to inform educators and curriculum developers about the practical considerations involved in selecting and integrating songs into language teaching curricula.

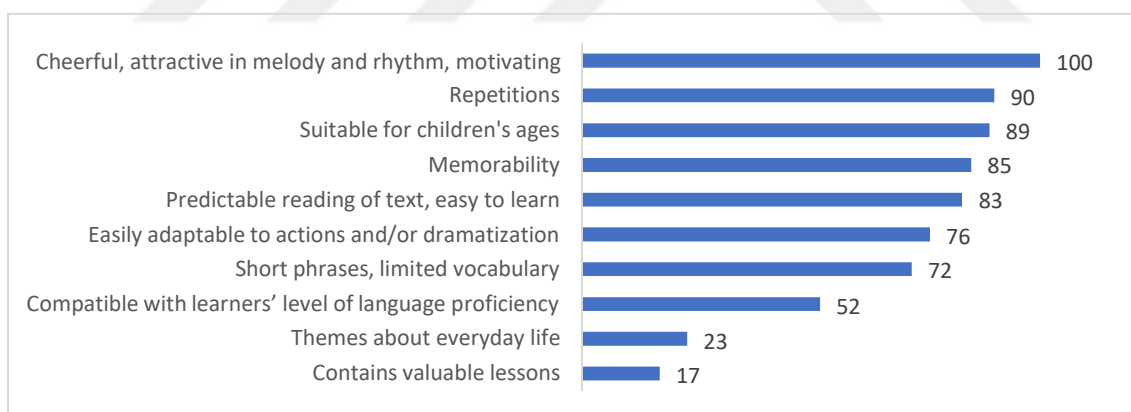


Figure 8. Qualifications of the internationalized song

Regarding the song's attributes, a significant majority of participants, constituting 80%, perceived it as motivating ($n=100$). Furthermore, 72% of respondents identified the song as repetitive ($n=90$), suggesting a potential for reinforcing language elements. Age-appropriateness was acknowledged by 71.2% of participants ($n=89$), highlighting its relevance across different age groups. Moreover, 68% recognized the song's high retention value ($n=85$), indicating its effectiveness in aiding memory recall. Interestingly, 66.4% of

participants found the song easy to learn due to its predictable lyrics ($n=83$), facilitating comprehension and memorization. Additionally, 60.8% of respondents ($n=76$) perceived the song as easily adaptable to actions and dramatization, enhancing its interactive potential in language lessons. About 57.6% observed the use of limited and short phrases in the song ($n=72$), which could aid in comprehension and retention. 41.6% of participants ($n=52$) indicated its suitability for students' language proficiency levels, suggesting its versatility in catering to learners' needs. Lastly, 18.4% noted the incorporation of daily life topics in the song ($n=23$), potentially enriching students' cultural and contextual understanding. Additionally, 13.6% recognized valuable lessons embedded within the song ($n=17$), underscoring its potential for holistic learning experiences.

4.4.1. When to Use

As participants considered the song's applicability, they were presented with various proficiency levels as options. Specifically, they were prompted to indicate at which proficiency levels they believed the song could be effectively utilized. This inquiry aimed to gather insights into the perceived suitability of the song across different levels of language proficiency, facilitating a comprehensive understanding of its potential educational value (see Figure 9).

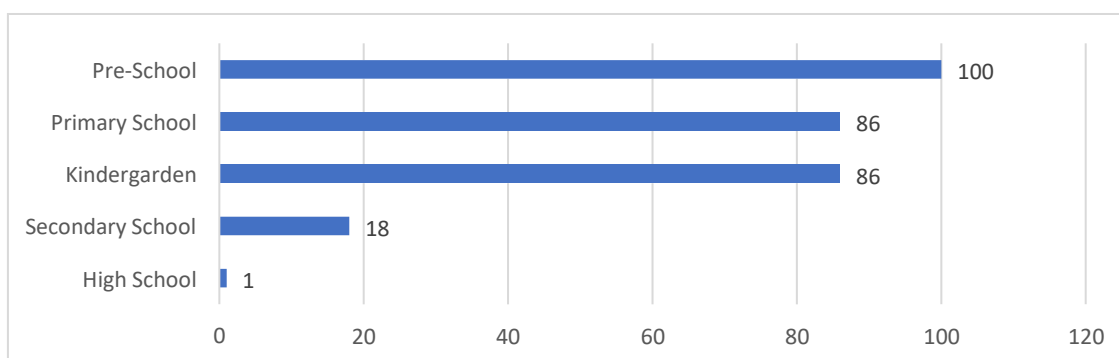


Figure 9. Proficiency levels of the learners

Examining proficiency levels, a significant 80% ($n=100$) of participants advocated for the song's suitability for preschool use. Moreover, a considerable 68.8% ($n=86$) of respondents extended this endorsement to include both kindergarten and primary school levels. Surprisingly, a notable 14.4% ($n=18$) perceived no hindrance in utilizing the song at

the secondary school level. Conversely, only a marginal 0.8% ($n=1$) of participants suggested its potential application in high school settings.

4.4.2. Where to Use

In response to inquiries regarding the song's applicability, teachers were prompted to identify specific subject areas or grammatical concepts where the song could be integrated. Participants were given the option to select various linguistic elements, including grammatical items like verbs, adjectives, and nouns, as well as numbers, imperatives, new vocabulary items, or daily life themes such as routines. This comprehensive approach aimed to capture the breadth of potential applications for the song within language instruction settings, enabling educators to tailor its usage to diverse learning objectives and contexts (see Figure 10).

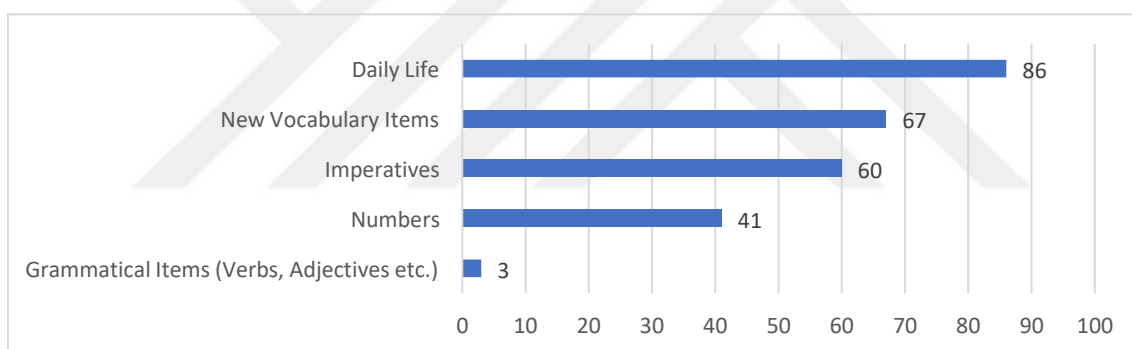


Figure 10. Themes and units for the song to be used

In terms of thematic integration, the majority of teachers, comprising 68.8% ($n=86$) of respondents, recognized the song's applicability within daily life-related themes, indicating its effectiveness in contextualizing language learning. Additionally, 53.6% ($n=67$) of participants endorsed its utility for introducing new vocabulary, highlighting its role in expanding learners' lexicon. Furthermore, 48% ($n=60$) of teachers acknowledged the song's potential for teaching imperative sentence structures, emphasizing its capacity to reinforce language functions. Moreover, 32.8% ($n=41$) of respondents identified opportunities to incorporate the song into lessons focused on numerical concepts, underscoring its versatility in diverse instructional contexts. Interestingly, a minority of participants, constituting 2.4%

($n=3$) of the sample, suggested utilizing the song for grammar instruction, including verbs and adjectives, reflecting its potential for addressing various language components.

4.4.3. How to Use

Participants were actively engaged in sharing their perspectives on the practical application of the song within language teaching contexts. Through structured inquiries, they were prompted to reflect on the various stages of the language course where the song could be effectively integrated to maximize its pedagogical impact. This process aimed to elicit insights into the strategic utilization of the song as a versatile teaching resource across different phases of language instruction. The resulting data, depicted in Figure 9, provides a visual representation of participants' preferences and recommendations regarding the strategic integration of the song within the course curriculum. Through a collaborative decision-making process, participants were empowered to select the most suitable sections or units of the curriculum for the incorporation of the song, based on their professional judgment and pedagogical expertise. (see Figure 11).

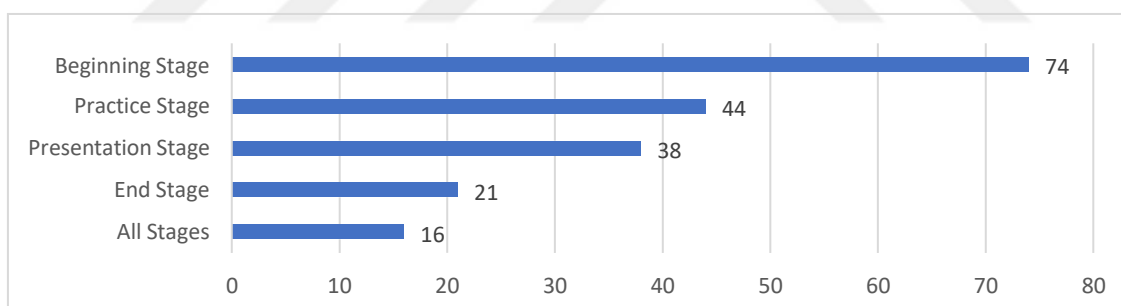


Figure 11. Stages of the lesson

When considering the optimal stage of lesson integration for incorporating songs, insights from teachers revealed varying preferences. Most teachers (59.2%, $n=74$) advocated for utilizing the song at the beginning of a lesson, while 35.2% ($n=44$) suggested its implementation during the lesson's progression, and 30.4% ($n=38$) proposed integrating it during the presentation stage. A smaller percentage (16.8%, $n=21$) recommended placing the song at the lesson's end, with 12.8% ($n=16$) highlighting its versatility across all lesson sections.

The diverse suggestions provided by teachers proved invaluable, offering insights into potential applications across different units, subjects, and proficiency levels. English language educators identified a range of uses for the translated song, making it suitable for various classroom contexts. For beginners, it serves as an engaging warm-up activity, introducing basic vocabulary related to tools and actions.

Meanwhile, for more advanced students, the song becomes a creative platform for exploring themes such as teamwork, cooperation, and problem-solving. Integrating the song into classroom activities offers students meaningful language practice in an enjoyable manner. Moreover, it serves as a catalyst for discussions and creative projects tailored to different proficiency levels, ensuring its versatility as a valuable tool for language teaching (Arevaro, 2010). Out of the participants, 110 teachers expressed a preference for using this song in their classes, while only 15 indicated they would not incorporate it into their lessons.

4.5. Summary of the Chapter

The findings chapter provides a comprehensive analysis of the data collected in this study on the integration of internationalized children's songs into language education. Organized thematically, the chapter presents key insights and patterns identified through lexical analysis, participant observations, and other research methods. Each thematic subsection explores specific aspects of the integration process, offering nuanced understandings of efficacy, challenges, and implications. Drawing on both qualitative and quantitative data, the chapter contextualizes findings within existing literature, highlighting areas of convergence and divergence. Rich qualitative data, including participant perspectives and experiences, enhances the depth of understanding. Overall, the findings chapter contributes valuable insights for practice, policy, and future research in language education, offering implications that extend beyond the scope of this study.

CHAPTER FIVE

DISCUSSION

5.1. Introduction

The discussion chapter serves as the interpretative core of this research, offering a critical analysis and synthesis of the findings presented in the preceding chapters. Building upon the empirical evidence and thematic insights outlined in the findings chapter, this section delves deeper into the implications, significance, and broader theoretical implications of the study's findings. Through a comprehensive examination of the research findings in light of existing literature, theoretical frameworks, and educational practices, this chapter aims to provide a nuanced understanding of the integration of internationalized children's songs into language education. The discussion chapter aims to synthesize the key findings of the study, contextualize them within the broader literature, and offer insights that contribute to theoretical advancement and practical application in language education. Through this critical analysis and synthesis, the chapter seeks to deepen understanding of the integration of international children's songs into language education and provide guidance for future research and educational practice in this area.

5.2. Overview of the Study

5.2.1. Internationalizing a Local Children's Song

The process of internationalizing a local children's song is a multifaceted endeavour that requires a deep understanding of the cultural, linguistic, and pedagogical nuances involved. In this pursuit, conducting a comprehensive review of existing literature becomes paramount. Fonseca-Mora et al. (2011) have delved into the realm of adapting songs for broader audiences, shedding light on various features and approaches commonly employed in the internationalization process. Their insights provide valuable guidance for researchers and educators alike, offering a roadmap for navigating the complexities inherent in this transformative journey.

By synthesizing the findings of these seminal works, researchers can gain a nuanced understanding of the strategies and methodologies that have proven effective in the

adaptation of children's songs. Whether it is the selection of culturally resonant themes, the modification of lyrics to suit different linguistic contexts, or the incorporation of interactive elements to enhance engagement, the literature offers a wealth of knowledge to draw upon (Franzon, 2008; Low, 2005).

5.2.2. Translation of the Selected Song

EFL teachers' involvement in the translation process extends to offering valuable perspectives on cultural nuances and linguistic sensitivities. The utilization of questionnaires allows educators to articulate their considerations regarding the suitability of specific vocabulary and phrasing within the context of their students' linguistic proficiency and cultural background (Davanellos, 1999; Garcia-Conesa & Juan-Rubio, 2015). By engaging in this collaborative endeavour, teachers contribute to ensuring that the translated song resonates authentically with the target audience while retaining its intended message and thematic essence.

Furthermore, the translation process benefits significantly from the iterative nature of focus group sessions. Through these sessions, educators engage in detailed discussions and deliberations, meticulously examining each aspect of the translated song to refine its clarity, coherence, and cultural relevance (Danacı et al., 2022; Dolean & Dolean, 2014). Feedback obtained from these sessions serves as a valuable catalyst for revisions, enabling the translation team to address any potential ambiguities or discrepancies in meaning. This iterative refinement process underscores the collaborative effort involved in crafting a translation that effectively transcends linguistic and cultural barriers.

Moreover, the involvement of EFL teachers in the translation process fosters a sense of ownership and investment in the final product. As active participants in shaping the linguistic and cultural adaptation of the song, educators are more likely to integrate it seamlessly into their instructional practices, thereby enhancing its pedagogical impact (Güler & Bozkurt, 2021; Kobiljonkizi & Solohiddinovna, 2020). This sense of ownership not only strengthens teachers' commitment to utilizing the translated song but also reinforces its alignment with the educational objectives and instructional contexts within EFL classrooms.

5.2.3. Suitability of the Internationalized Song for EFL Classes

The evaluation of the internationalized song's characteristics by EFL teachers offers valuable insights into its potential as an effective teaching resource. Through linking literature review with the findings, systematic assessment, educators gauge various attributes such as motivation, repetitiveness, and age-appropriateness, providing a comprehensive understanding of the song's suitability for language instruction (Güler & Bozkurt, 2021; Kobiljonkizi & Solohiddinovna, 2020). The findings from these evaluations suggest that the song possesses qualities that are highly conducive to language learning. Firstly, its motivational aspects are highlighted, indicating that the song can effectively engage and inspire learners, fostering a positive learning environment (Güler & Bozkurt, 2021). This motivational factor is crucial in sustaining students' interest and enthusiasm throughout language learning activities.

The song's repetitiveness emerges as a significant feature contributing to its efficacy in language instruction. Repetition serves as a fundamental mechanism for reinforcing language elements, facilitating the internalization of vocabulary and grammatical structures (Kobiljonkizi & Solohiddinovna, 2020). By incorporating repetitive patterns and phrases, the song provides learners with ample opportunities for practice and consolidation, enhancing their language proficiency over time. Additionally, the song's age-appropriateness is underscored, indicating its relevance and appeal across different age groups within the EFL classroom (Millington, 2011). This aspect ensures that the song resonates with learners, catering to their developmental needs and interests effectively. By aligning with learners' age and cognitive abilities, the song can effectively capture their attention and promote active engagement in language learning activities.

Furthermore, the song demonstrates ease of learning, which is essential for facilitating comprehension and retention among learners (Murphey, 2013). It is simple and straightforward lyrics, coupled with catchy melodies, make it accessible and enjoyable for students of varying proficiency levels. This ease of learning encourages learners to actively participate in language activities, fostering a supportive learning environment conducive to their linguistic development. Moreover, the song's adaptability to actions and incorporation of daily life topics further enhances its suitability for language instruction (Murphey, 2013).

By integrating movements and gestures into the song, educators can promote kinaesthetic learning experiences, catering to diverse learning styles and preferences. Additionally, the inclusion of everyday themes and scenarios in the song's lyrics enables learners to connect language learning with real-life contexts, fostering deeper comprehension and cultural understanding.

5.2.4. Applicability Across Proficiency Levels

Participants in the study recognize the song's remarkable versatility in addressing the needs of learners across various proficiency levels within the EFL classroom. This acknowledgment underscores the song's potential as an inclusive and adaptable teaching resource capable of accommodating the diverse linguistic abilities of students (Kibret, 2022; Kristyana & Suharto, 2014). From the insights gathered, it becomes evident that the advocacy for the song's utilization extends beyond a specific age group or language proficiency level. Rather, there is a consensus among participants regarding its efficacy in catering to learners from preschool to primary school settings. This broad applicability emphasizes the song's capacity to transcend linguistic barriers and engage students at different stages of language development (Knagg & Ellis, 2012; Listiyaningsih, 2017). Moreover, the song's adaptability to different age groups highlights its versatility as a pedagogical tool. Regardless of whether students are at the early stages of language acquisition or have already attained a certain level of proficiency, the song offers valuable opportunities for engagement and language practice. Its ability to resonate with learners of diverse ages underscores its effectiveness in creating inclusive learning environments where all students can actively participate and benefit from language instruction (Knagg & Ellis, 2012; Listiyaningsih, 2017).

Furthermore, the song's capacity to cater to various proficiency levels aligns with the principles of differentiated instruction, which advocates for tailoring teaching strategies to meet the individual needs of learners. By offering opportunities for scaffolding and differentiation, the song enables educators to address the diverse learning styles, preferences, and abilities present within their classrooms (Knagg & Ellis, 2012; Listiyaningsih, 2017).

5.2.5. Integration into Language Teaching

Teachers recognize the multifaceted applicability of the internationalized song within various thematic units, illustrating its versatility as a pedagogical tool. By incorporating the song into language lessons, educators leverage its capacity to effectively teach daily life-related themes, providing students with practical language skills applicable to real-world scenarios (Murphey, 1992; Orlova, 2003). Whether exploring topics such as family dynamics, community interactions, or everyday routines, the song serves as a conduit for language acquisition, enabling students to contextualize vocabulary and grammar within relevant contexts.

Moreover, insights from educators offer valuable perspectives on the practical application of the song within language teaching contexts. Nuraeni (2019) and Moon (2000) emphasize the pivotal role of songs in engaging students and fostering language acquisition. By integrating the song into lessons, teachers create dynamic learning environments that captivate students' attention and promote active participation. Through singing and engaging with the song's lyrics, students not only enhance their linguistic proficiency but also develop essential communication skills, such as pronunciation, intonation, and fluency.

Furthermore, the song serves as a catalyst for interactive language learning activities, stimulating meaningful interactions among students. Through collaborative tasks such as role-plays, discussions, and group projects inspired by the song's themes, students engage in authentic language use, reinforcing their comprehension and communicative abilities (Gushendra, 2017). Additionally, the incorporation of multimedia resources, such as music videos or lyric sheets, enhances students' engagement and comprehension, providing visual and auditory support for language learning (Miranda, 2011; Mobbs & Cuyul, 2018).

5.2.6. Optimal Stage of Lesson Integration

Preferences vary among teachers regarding the optimal stage for integrating the song into lessons, reflecting differing pedagogical approaches and instructional objectives. Some educators advocate for utilizing the song at the beginning of a lesson as a means to engage students immediately and set a positive tone for learning (Murphey, 2013; Nunan, 2011). By

starting with a catchy and interactive song, teachers can capture students' attention from the outset, creating a conducive environment for language learning. Moreover, incorporating the song early on can serve as a motivational strategy, stimulating students' interest and enthusiasm for the lesson ahead (Güler & Bozkurt, 2021).

Conversely, other educators emphasize the adaptability of the song across different stages of the lesson, recognizing its potential to enhance various instructional components (McKay, 2006; Nicholas & Lightbown, 2008). Integrating the song during different phases of the lesson allows for a more nuanced and dynamic teaching approach. For instance, during the presentation stage, the song can serve as an engaging introduction to new vocabulary or grammatical structures, providing context and scaffolding for subsequent learning activities (Millington, 2011). In contrast, during the practice stage, the song can be used as a reinforcement tool, allowing students to apply newly acquired language skills in a meaningful and interactive manner (Kristyana & Suharto, 2014).

The song's flexibility as a teaching tool enables its seamless integration into diverse instructional contexts, catering to the varying needs and preferences of both teachers and students (Kobiljonkizi & Solohiddinovna, 2020). Whether used to kickstart the lesson with energy and enthusiasm or to reinforce key language concepts throughout the instructional sequence, the song serves as a versatile resource for language educators.

By strategically incorporating the song at different stages of the lesson, teachers can maximize its pedagogical impact, fostering a dynamic and engaging learning environment (Knagg & Ellis, 2012). Moreover, the song's adaptability ensures its relevance across different proficiency levels and instructional settings, making it a valuable asset in language teaching practice (Listiyaningsih, 2017). Overall, the optimal stage of lesson integration depends on factors such as lesson objectives, student needs, and instructional context, highlighting the importance of flexibility and creativity in utilizing songs effectively within language teaching.

5.3. Summary of the Chapter

The discussion chapter delves into the multifaceted process of internationalizing a local children's song and its integration into EFL classes. Through a comprehensive literature review, effective strategies for adapting songs to appeal to broader audiences are explored, providing valuable insights into the adaptation process. This foundational understanding serves as a springboard for examining the translation of the selected song, with input from EFL teachers playing a crucial role in refining the translation to ensure cultural and linguistic appropriateness. The discussion also delves into the suitability of the internationalized song for EFL classes, assessing its attributes and applicability across different proficiency levels. Insights from educators reveal the song's potential as an engaging and effective teaching resource, with its motivational, repetitive, and age-appropriate qualities highlighted. Additionally, the discussion underscores the song's adaptability to various thematic units and grammatical structures, offering educators flexibility in its integration into language teaching.

Moreover, preferences regarding the optimal stage for integrating the song into lessons are examined, with varying perspectives highlighting its versatility as a teaching tool. Whether utilized at the beginning of a lesson to captivate students' interest or integrated throughout different stages to reinforce language concepts, the song proves to be a dynamic and adaptable resource for language educators. Overall, the discussion underscores the importance of carefully considering the adaptation, translation, and integration of songs within EFL classes, highlighting their potential to enhance language learning outcomes and engage students in meaningful language practice. By leveraging the diverse attributes of songs, educators can create dynamic and interactive learning environments that cater to the needs and preferences of diverse learners.

CHAPTER SIX

CONCLUSION

6.1. Introduction

This concluding section presents a comprehensive overview of the study's findings concerning the internationalization of a local children's song for EFL instruction. Additionally, it discusses the limitations encountered during the research process and offers recommendations for future studies to further explore this fascinating area of inquiry. Through a synthesis of the study's outcomes, challenges, and future directions, a nuanced understanding of the implications of the research is provided, contributing to the ongoing discourse on the integration of songs in language education.

6.2. Overall Conclusions

The research embarked on a journey to explore the process of internationalizing a local children's song and its integration into EFL instruction. Through a meticulous examination of existing literature and empirical investigation, several key findings emerged, shedding light on effective strategies, the translation process, and the song's suitability for language teaching. The study elucidated various adaptation strategies employed in internationalizing songs, drawing from insights gleaned from prior research. By synthesizing common features and approaches, educators gain valuable guidance on how to adapt songs to resonate with diverse cultural and linguistic contexts. Additionally, the investigation into the translation process highlighted the importance of collaboration with EFL teachers to ensure linguistic accuracy and cultural relevance. Through iterative refinement, the translated song evolved to embody the desired characteristics essential for effective language instruction.

Furthermore, the research provided insights into the suitability of the internationalized song for EFL classes, elucidating its motivational, repetitive, and age-appropriate qualities. Educators recognized its potential to engage students across different proficiency levels and integrate seamlessly into various thematic units and grammatical

structures. The song's adaptability and versatility emerged as key strengths, offering educators flexibility in tailoring instructional approaches to meet diverse learning needs.

The research underscores the significance of songs as dynamic and versatile resources in EFL instruction. By embracing effective adaptation strategies, engaging in collaborative translation processes, and leveraging the inherent qualities of songs, educators can create vibrant and interactive learning environments conducive to language acquisition. As we navigate the complexities of language education, the integration of internationalized songs stands as a promising avenue for fostering linguistic proficiency, cultural awareness, and learner engagement.

6.3. Limitations of the Study

Despite the valuable insights gained, the research encountered certain limitations. The study's focus on a specific song and participant demographic may restrict the generalizability of the findings. Additionally, the translation process, while collaborative, may still contain inherent biases or nuances that warrant further exploration. Moreover, the study primarily relied on qualitative data, leaving room for quantitative research to complement and validate the findings. The teachers were consulted regarding the usability and integrity of the song, but they were not asked why they might prefer international songs over original ones. Due to time constraints, the song was not introduced in young learner classes. However, it could be implemented with young learners in the future to gather their feedback on whether they like the song or not.

In light of these limitations, several recommendations for future research emerge. Firstly, conducting comparative studies across different songs and participant demographics could provide a broader understanding of effective adaptation and integration strategies. Secondly, exploring the impact of internationalized songs on language proficiency and cultural competence through longitudinal studies would offer valuable insights into their pedagogical efficacy. Lastly, investigating the perceptions and experiences of students in language classrooms could deepen our understanding of the role of songs in language learning and teaching.

6.4. Suggestions for Further Research

Further research in this area can build upon the findings and limitations of the current study to advance our understanding of the integration of internationalized songs in language education. First of all, future investigations could explore the effectiveness of different adaptation strategies across a wider range of songs and cultural contexts. Comparative studies could provide valuable insights into the relative efficacy of various approaches and their impact on student engagement and language learning outcomes. By examining adaptations of songs with diverse themes and linguistic features, researchers can develop a more comprehensive understanding of effective adaptation techniques. Secondly, longitudinal studies are warranted to examine the long-term effects of internationalized songs on language proficiency and cultural competence. Tracking students' language development over an extended period would offer insights into the sustained impact of incorporating songs into language instruction. Additionally, longitudinal research could explore the transferability of language skills acquired through song-based activities to real-world communication contexts.

Furthermore, future research could delve deeper into the process of collaborative translation and its implications for language teaching. Investigating the roles of translators, educators, and students in the translation process could shed light on power dynamics, cultural sensitivities, and pedagogical considerations. By exploring the intricacies of collaborative translation, researchers can develop best practices for ensuring linguistic accuracy and cultural relevance in internationalized songs. Moreover, studies examining the perceptions and experiences of students in language classrooms could provide valuable insights into the effectiveness of internationalized songs from the learner's perspective. Qualitative inquiries into students' attitudes, motivation, and language learning strategies when engaging with songs could inform instructional practices and curriculum design. Additionally, investigating the impact of song-based activities on student confidence, fluency, and intercultural communication skills would offer valuable insights into the broader benefits of integrating songs into language education.

Students' feedback on the use of international songs in classes is crucial, particularly for young learners. Gathering their feedback can be effectively facilitated through the use of

emoticons, which are easily understandable and engaging for them. Emoticons provide a visual and simple way for children to express their feelings and preferences about the songs they listen to in class. This method not only encourages participation but also enables educators to gauge students' enjoyment, comprehension, and interest levels. By incorporating such interactive feedback mechanisms, teachers can tailor their song selections to better align with the learning needs and preferences of their young learners, fostering a more effective and enjoyable language learning experience.

In conclusion, further research in this area has the potential to enrich our understanding of the role of internationalized songs in language teaching and learning. By exploring different adaptation strategies, conducting longitudinal studies, investigating collaborative translation processes, and examining student perspectives, researchers can contribute to the development of evidence-based practices that enhance language education outcomes and foster intercultural competence.

6.5. Summary of the Chapter

The concluding section of this study provides a comprehensive summary of the research findings regarding the internationalization of a local children's song for EFL instruction. It discusses the encountered limitations during the research process and offers recommendations for future studies to delve deeper into this intriguing area of inquiry. By synthesizing the study's outcomes, challenges, and future directions, it offers a nuanced understanding of the implications of the research, contributing to the ongoing discourse on the integration of songs in language education.

The research journey explored the process of internationalizing a local children's song and its integration into EFL instruction. Through meticulous examination and empirical investigation, key findings emerged, shedding light on effective adaptation strategies, the translation process, and the song's suitability for language teaching. The study elucidated various adaptation strategies, offering valuable guidance on adapting songs to resonate with diverse cultural and linguistic contexts. Collaboration with EFL teachers ensured linguistic accuracy and cultural relevance, essential for effective language instruction. Insights into the suitability of the internationalized song for EFL classes highlighted its motivational and age-

appropriate qualities, along with its adaptability across proficiency levels and thematic units. Despite valuable insights gained, the research faced limitations such as focus on a specific song and participant demographic, as well as reliance on qualitative data. Recommendations for future research include comparative studies across different songs and demographics, longitudinal studies to examine long-term effects, and investigations into collaborative translation processes and student perceptions.

In conclusion, the research underscores the significance of songs as dynamic resources in EFL instruction. By embracing effective adaptation strategies and leveraging songs' inherent qualities, educators can create engaging learning environments conducive to language acquisition. Further research in this area can build upon the findings to advance our understanding of the integration of internationalized songs in language education.

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APPENDICES

APPENDIX 1: Questionnaire

25.02.2024 23:57

Translation of Onur Erol's Most Famous Children Song: Internationalization through EFL Teachers' Views

Translation of Onur Erol's Most Famous Children Song: Internationalization through EFL Teachers' Views

Dear participants,

This research is conducted by Çanakkale Onsekiz Mart University graduate student Gökçe Nur Türkmen and her advisor, Assoc. Prof. Dr. Kürşat Cesur.

The aim of the research is to bring one of Onur Erol's children's songs into English education, and to suggest how it can be used in the classroom.

Thank you for your participation.

* Indicates required question

1. Gender *

Mark only one oval.

- ☐ Female
- ☐ Male
- ☐ Prefer not to say

2. I _____ a teacher of English. *

Mark only one oval.

- ☐ am
- ☐ will be

3. Age *

If you do not know the song, please listen to the **original version** of it, before suggesting your words for the translation of the song.

The song with its video below is the most known and sung children's song among Turkish children's songs, watched more than 66,000,000 times on YouTube. It is aimed to bring this song to the literature of English children's songs.

Balta Song: Lyrics/Music by Onur Erol



[http://youtube.com/watch?](http://youtube.com/watch?v=3LnZNR0478M)

[v=3LnZNR0478M](http://youtube.com/watch?v=3LnZNR0478M)

Axes Axes Song.

First Translation:

Please listen to the **translated version** of the song and provide your suggestions.
Click "I have another suggestion" on the verse if you want to change it.



[http://youtube.com/watch?](http://youtube.com/watch?v=coBDJ5FTGws)

[v=coBDJ5FTGws](http://youtube.com/watch?v=coBDJ5FTGws)

Verse 1

4. 1. Balta balta vur vur - Axes axes hit hit *

Mark only one oval.

☐ It is okay.

☐ I have another suggestion. Skip to question 11

Skip to question 5

Verse 2

5. 2. Odunları kır kır - Woods woods cut cut *

Mark only one oval.

☐ It is okay.

☐ I have another suggestion. Skip to question 12

Skip to question 6

Verse 3

6. 3. Doldur doldur küfeye - Baskets fill fill *

Mark only one oval.

☐ It is okay.

☐ I have another suggestion. Skip to question 13

Skip to question 7

Verse 4

7. 4. Haydi yükle eşeğe - Donkey load load *

Mark only one oval.

☐ It is okay.

☐ I have another suggestion. Skip to question 14

Skip to question 8

Verse 5-6

8. 5-6. Ai Ai eşek, Sırtındaki yük pek - Ai ai donkey, Your back is too heavy *

Mark only one oval.

- ☐ It is okay.
☐ I have another suggestion. Skip to question 15

Skip to question 9

Verse 7

9. 7. Sana yardım edelim - Please let help you carry *

Mark only one oval.

- ☐ It is okay.
☐ I have another suggestion. Skip to question 16

Skip to question 10

Verse 8

10. 8. Seni hafifletelim - Let's make your job easy *

Mark only one oval.

- ☐ It is okay. Skip to question 18
☐ I have another suggestion. Skip to question 17

Skip to question 18

Suggestion Verse 1

11. Suggestion for: Balta balta vur vur - Axes axes hit hit *

Skip to question 5

Suggestion Verse 2

12. Suggestion for: Odunları kır kır - Woods woods cut cut *

Skip to question 6

Suggestion Verse 3

13. Suggestion for: Doldur doldur küfeye - Baskets fill fill *

Skip to question 7

Suggestion Verse 4

14. Suggestion for: Haydi yükle eşeğe - Donkey load load *

Skip to question 8

Suggestion Verse 5-6

15. Suggestion for: Ai Ai eşek, Sırtındaki yük pek - Ai ai donkey, Your back is too heavy *

Skip to question 9

Suggestion Verse 7

16. Suggestion for: Sana yardım edelim - Please let help you carry *

Skip to question 10

Suggestion Verse 8

17. Suggestion for: Seni hafifletelim - Let's make your job easy *

EFL Teachers' Opinions on the Use of the Song

18. 1. Which of the following **features** do you think the song above has? *
Please tick each option that applies.

Check all that apply.

- ☐ Predictable reading of text, easy to learn
- ☐ Repetitions
- ☐ Themes about everyday life
- ☐ Cheerful, attractive in melody and rhythm, motivating, fun
- ☐ Memorability
- ☐ Contains valuable lessons
- ☐ Suitable for children's ages
- ☐ Short phrases, limited vocabulary
- ☐ Compatible with learners' level of language proficiency
- ☐ Easily adaptable to actions and/or dramatization
- ☐ Other: _____

19. 2. What grade level do you think the Balta (Ax) song is suitable for? *

Check all that apply.

- ☐ Kindergarden
- ☐ Pre-school
- ☐ Primary school
- ☐ Secondary school
- ☐ High school
- ☐ University
- ☐ All Groups

20. 3. Which theme/topic do you think the Balta (Ax) song is suitable for? *

Check all that apply.

- ☐ Numbers
☐ Imperatives
☐ Animals
☐ New vocabulary items
☐ Other: _____

21. 4. Which stage of a lesson do you think the Balta (Ax) song is the most suitable *
for?

Check all that apply.

- ☐ Beginning stage
☐ Presentation stage
☐ Practice stage
☐ End stage
☐ All stages

22. 5. Would you use the Balta (Ax) song in your classes? *

Mark only one oval.

- ☐ Yes
☐ No
☐ Other: _____

Thank you for your support!

23. Do you have anything to add?

APPENDIX 2: Research Ethics Committee Approval



T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Etik Kurulu
Bilimsel Araştırma ve Yayın Etiği



Sayı : E-84026528-050.01.04-2300243961
Konu : Başvuru İncelenmesi

08.10.2023

Sayın Doç. Dr. Kürşat CESUR

Yürütücülüğünüzü yapmış olduğunuz 2023-YÖNP-0656 nolu projeniz ile ilgili Bilimsel Araştırmalar Etik Kurulu'nun almış olduğu 05.10.2023 tarih ve 12/59 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

KARAR 59- Sorumlu yürütücülüğünü **Doç. Dr. Kürşat CESUR**'un yaptığı ve proje araştırmacısı **Gökçe Nur TÜRKMEN** tarafından gerçekleştirilen “Translation of Onur Erol's Most Famous Children's Song into English: Internationalization of A Song Through EFL Teachers' Views” başlıklı araştırmanın, Bilimsel Araştırma ve Yayın Etiği Komisyonu ilkelerine **uygun** olduğuna oy birliği ile karar verilmiştir.

