T.C.
GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

THE EFFECT OF SONGS ON PRONUNCIATION OF YOUNG EFL LEARNERS

MASTER OF ARTS THESIS

GİZEM SALDIRANER

GAZİANTEP
January, 2020

GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

THE EFFECT OF SONGS ON PRONUNCIATION OF YOUNG EFL LEARNERS

MASTER OF ARTS THESIS

GİZEM SALDIRANER

Supervisor: Assoc. Prof. Dr. Emrah CİNKARA

GAZİANTEP

January, 2020

APPROVAL OF THE JURY

Student	: Gizem SALDIRANER
University	: Gaziantep University
Graduate School	: Graduate School of Educational Sciences
Department	: English Language Teaching
Thesis Title	: **The Effect of Songs on Pronunciation of Young EFL Learners**
Thesis Date	: **28.01.2020**

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU
Head of the Department of Foreign Languages Teaching

I certify that I have read this thesis and have found that it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Assoc. Prof. Dr. Emrah CİNKARA
Supervisor

I certify that I have read this thesis and have found that it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Examining Committee Members	**Signature**
Assoc. Prof. Dr. Emrah CİNKARA	.....
Assoc. Prof. Dr. Filiz Yalçın TILFARLIOĞLU	.....
Asst. Prof. Dr. Ceyhun YÜKSELİR	.....

It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School Educational Sciences.

Dr. Erhan TUNÇ
Director

RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

Signature: .....

Name and Surname: Gizem Saldıraner

Student ID Number: 201622754

Date: 28.01.2020

DEDICATION

I firstly dedicate this study to my beloved grandfather, Zeki Kayalar, who passed away three years ago. He was my first friend in almost every game that I had played as a child. He was my first teacher and advisor beginning from my early ages until end of my school years. He was the biggest supporter during my childhood after I lost my father to cancer. He was a special person for me, and I miss him a lot.

I also want to dedicate this study with my deepest affection to my beloved little son Alp. He is the best and the most precious thing in our lives. He made the date "December 21st" the most different and meaningful day that I have ever had. It is my biggest wish for him that he will have such a life that full of health, happiness, good family ties, success, responsibility, self-confidence, and lots of some other positive outcomes.

PREFACE

This study investigated the effects of pop songs in pronunciation teaching in a young learners ELT classroom. Experimental study design and cluster sampling are carried out along with some statistical calculations. The participants were students from a state school in Gaziantep, Turkey. The study revealed that the use of songs is beneficial for students and their pronunciation skills. It is worthwhile for teachers and all educational staff members to consider while developing and implementing teaching policies.

I would like to express my sincere and deepest thanks to my advisor, Assoc. Prof. Dr. Emrah Cinkara, for always being helpful, supportive, tolerant and encouraging. He always helped me when I have a question, or a problem and he was supportive through this research study. Apart from encouraging psychologically, he also improved me academically in every aspect of this study. Also, I thank to Assoc. Prof. Dr. Filiz Yalçın Tilfarlioğlu and Asst. Prof. Dr. Ceyhun Yükselir for their nice and valuable comments on my thesis.

I would like to thank to my dear husband, Kürşat Saldıraner, for his patience, gentle humor, support, deepest love, best friendship, and empathy even the hardest and the most stressful times of us.

I owe and thank to my sister and my mother for their unconditional help during the writing process of this thesis. I am grateful to them for their support, which made it possible for me to allow enough time for my thesis.

I also thank to raters who spared their time for listening to lots of voice records and grading all of them cautiously with their best efforts.

Finally, I would like to express thanks to my students taking part in my study, for doing their best in all stages of the study, and for being so nice students.

ABSTRACT

THE EFFECT OF SONGS ON PRONUNCIATION OF YOUNG EFL LEARNERS

SALDIRANER, Gizem

MA Thesis,
Foreign Languages Teaching Department
English Language Teaching Program
Supervisor: Assoc. Prof. Dr. Emrah CİNKARA
January-2020, 117 pages

Pronunciation is an important part of language teaching for a clear and understandable communication in the target language. It does not have to be native-like but intelligible and comprehensible pronunciation is a requirement for an understandable communication. How to teach pronunciation in a foreign language classroom matters because the effectiveness of the activities determines the success of learners. Instead of uncommunicative and old-fashioned pronunciation activities, the use of music in language teaching is not a new trend. Music has lots of beneficial effects on language teaching from motivation to recalling learned items better and easily. In this study, the effects of songs on young learners' pronunciations have been investigated. Participants formed two groups, experimental and control group. Experimental group were taught by six different songs and control group received texts for pronunciation teaching during two 40 minutes lessons. All participants pronounced target words before and after teaching sessions. Two native speaker evaluators graded pretest and post-test pronunciations of the all participants. Results of ANCOVA analysis showed that experimental group's post-test scores significantly different from those of control group, which means that use of songs in pronunciation teaching has a positive effect on learners' pronunciation.

Key Words: pronunciation teaching, songs, songs in ELT classroom, young learners

ÖZET

ŞARKILARIN GENÇ ÖĞRENCİLERİN TELAFFUZU ÜZERİNE ETKİSİ

SALDIRANER, Gizem

Yüksek Lisans Tezi,
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili ve Eğitimi Programı
Tez Danışmanı: Doç.Dr. Emrah CİNKARA
(Ocak-2020, 117 sayfa)

Telaffuz öğretimi, yabancı dilde açık ve anlaşılır bir iletişim kurabilmek için dil öğretiminin önemli bir bölümüdür. İyi bir iletişim için anlaşılır bir telaffuz gerekliliktir. Yabancı dil sınıflarında yapılan aktivitilerin etkililiği, öğrencilerin başarısını etkilediğinden sınıflarda telaffuzun nasıl öğretildiği önem teşkil etmektedir. Dil öğretiminde iletişimsel olmayan ve modası geçmiş eski tarz telaffuz aktiviteleri yerine müziğin kullanılması yeni bir yönelim değildir. Motivasyona olan etkisinden, öğrenilen öğeleri daha kolay ve daha iyi hatırlamaya kadar müziğin dil öğretiminde birçok faydalı etkisi vardır. Bu çalışmada, şarkı kullanımının genç öğrenicilerin telaffuzları üzerine olan etkisi araştırılmıştır. Katılımcılardan deney grubu ve kontrol grubu olmak üzere iki grup oluşturulmuştur. Deney grubundaki katılımcılar 40 dakikalık iki ders boyunca altı farklı şarkıyla ders görürken kontrol grubu metinler üzerinden telaffuz çalışmışlardır. Tüm katılımcılar hedef kelimeleri, derslerden önce ve sonra telaffuz etmişlerdir. Ana dili İngilizce olan iki farklı değerlendirici ilk test ve son test sonuçlarını puanlamıştır. ANCOVA analiz sonuçları, deney grubunun son test puanlarının, kontrol grubunun puanlarından anlamlı oranda farklı olduğunu göstermiştir. Bu da şarkı kullanımının, öğrencilerin telaffuzlarında olumlu bir etki yarattığını ortaya koymuştur.

Anahtar kelimeler: telaffuz öğretimi, şarkılar, dil sınıfında şarkılar, genç öğrenciler

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

L1: First language or mother language of a person

L2: Second language of a learner

CAH: Critical Age Hypothesis

ESL: English as a Second Language

SE: Standard English

WE: World Englishes

ELF: English as a Lingua Franca

EIE: English as International English

NSs : Native speakers

NNSs: Non-native speakers

CMA: Contemporary Music Approach

GTM: Grammar Translation Method

CLT: Communicative Language Teaching

CHAPTER ONE
INTRODUCTION

1.1. PRESENTATION

This study aims to reveal if there are any effects of use of songs on the pronunciation of students. The study will show if it is possible to improve pronunciation teaching by using songs and how much pronunciations of students can improve by studying on songs. In this chapter, background information about the subject of the study will be presented. Linked with background information, the purpose and the significance of the study will be expressed as well as statement of problem, research questions and assumptions.

1.2. BACKGROUND OF THE STUDY

During the long years of foreign language teaching, grammar and vocabulary teaching took precedence over pronunciation teaching. Changing perspectives of language teaching methods on speaking and communication skills created some changes on this pronunciation teaching phenomenon. New trends in language teaching require and necessitate speaking skills, communication proficiency and intelligibility, which put more importance on pronunciation. However, it is still not possible to claim that there are enough research studies done on teaching pronunciation (Foote, Trofimovich, Collins & Urzua, 2013; Derwing & Munro, 2005). Pronunciation teaching requires more attention when compared to other skills because there are some linguistic differences between English and native languages of some EFL learners. Stress and intonation patterns, phonological features of a language require more effort and practice to acquire the pronunciation system of the language properly.

Among the other problematic issues which makes pronunciation teaching demanding for language teachers is that many teachers do not feel confident

themselves to teach pronunciation to their students. Instead, they may choose to ignore this skill of the language due to their feeling of incompetence. Foote, Holtby and Derwing (2011) investigated practices and beliefs of teachers on pronunciation teaching in Canada and they found that there were many teachers feeling not satisfied with themselves to teach segmentals and prosodic features of pronunciation. The researchers also reported that 75% of the teachers wished there had been more pronunciation training.

Even the teachers admit the necessity of including pronunciation training in their language courses and they do not feel confident about their own pronunciation skills. There remain a few big questions: How to teach pronunciation? Which techniques to include? Is studying on segmental features or suprasegmental features of pronunciation better for language learners? Should there be some differences between adult language classes and young learner's language classes, and if so what are those differences? How to teach pronunciation in a foreign language classroom matters because the effectiveness of the activities determines the success of learners.

Young learners' characteristics require some precautions for language teachers because young learners feel more energetic, usually much more eager to learn when compared to older ages and also more susceptible to demotivation during the lessons. Below are some important principles that are compiled from resource books in the field of young learners (Halliwell, 1992; House, 1997; Moon, 2000; Phillips, 1993; Pinter, 2006; Rixon, 1999; Scott & Ytreberg, 1990; and Slattery & Willis, 2001 as cited in Haznedar & Uysal, 2010, pp 6-7).

- "Listening and speaking should be taught first.
- The primary focus should be on meaning rather than form.
- Activities should be fun and enjoyable.
- Activities should involve "doing" or performing tasks.
- Activities should create a need or desire to communicate.
- Young learners should feel relaxed in the classroom.
- Language use should be illustrated by use of objects, pictures, actions or gestures.
- Suitable activities include use of rhymes, songs, stories, poems, drama, project/ theme-based approaches and TPR activities.
- The use of chunks of language should be promoted.

- Lessons should be conducted in the L2 as much as possible.
- There should be a variety of activities.
- Classroom routines should be established.
- Activities should use children's sense of imagination.
- Tasks should be simple enough for children to understand what they are expected to do.
- Activities should be demanding, but not too demanding, and must be achievable"

As researchers underline many times young learner language classrooms should be fun, creative, motivating and interesting. When it comes to create a student-friendly and stress-free atmosphere in a language course for pronunciation teaching, one of the solutions that teachers first come up with is the use of songs. Instead of uncommunicative and old-fashioned pronunciation activities, the use of music in education especially in language teaching is not a new fashion. As Domoney and Harris (1993) stated that involvement of students in lessons is a huge problem and the use of music can solve this problem by increasing motivation of learners. They also mentioned that music is everywhere in all learners' and teachers' lives, so it creates an authentic material for learners to talk about.

The use of music for educational purposes does not only increase learner motivation but also it has some beneficial effects on brain development. Frank Wilson, a neurologist, declared that "music more fully involves brain functions in both hemispheres than any other activity" (cited in Yoon, 2000, p. 4). The use of music in broader sense has some cognitive advantages in other subjects as well as language learning, too. Butzlaff (2000) found in his meta-analysis study that reading / verbal tests and music are correlated. Schlaug, Jancke, Huang, Staiger and Steinmetz, (1995) explain that they revealed that musicians' corpus callosum size is bigger than others', which causes stronger relationships between two hemispheres of the brain. As a result, the stronger connections between hemispheres of the brain, the more successful individuals in their use of brain.

Research studies in the field of language teaching reveal that songs can be used for many purposes in a language classroom. They make easier for learners to grasp the target vocabulary, grammar structure and also pronunciation. If the songs are selected accordingly, they are very rich in terms of input in the target language. According to

results of the survey that Ulate (2008) carried out students themselves regard listening songs as useful to study pronunciation.

Another advantage of the use of music in the classroom is that it minimizes the stress of learners and helps them to be more receptive to new information. Krashen's affective filter hypothesis argues that affective filter of a learner should be low so as to learn more easily. The affective filter is something which is influenced by the atmosphere of the learning environment and attitudes of the teacher. Therefore, creating a relaxed learning environment to lower the affective filters of learners to teach pronunciation is crucial, otherwise language learners may feel stressed and shy while practicing pronunciation by trying to utter the correct sounds. Engh (2013) claimed that literature review on the relationship of the use of music and affective filter reveals that music helps students feel more relaxed and less stressful and so more open to learning.

Related research studies usually showed in the literature that songs have a positive effect on students' pronunciation either causing them to remember and learn easily or at least increasing their motivation, feeling relaxed and developing a positive attitude towards the language (Jolly, 1975; Claerr & Gargan, 1984; Ulate, 2008; Farmand & Pourgharib, 2013; Rubio & Conesa,2015).

1.3. STATEMENT OF THE PROBLEM

People learning English should be intelligible to other people, which is defined as being comprehensible by listeners to be able to maintain their communication (Munro & Derwing, 1995). This intelligibility principle inevitably requires teaching and studying pronunciation although there is a debate whether an accented pronunciation can be an example of good pronunciation. Abercrombie (1949) discusses in his very early work that people except prospective secret agents and teachers do not need to have a perfect pronunciation. He states that if other speakers of the language can understand the language learner easily, with minimum effort, that is enough for an ordinary language learner's pronunciation.

Most teachers and other educators admit the necessity of having a comprehensible and clear pronunciation but what is the best way to acquire it? There are some controversial views of researchers about explicit and formal pronunciation teaching and its effects on final achievements of learners. Pennington and Richards

(1986) mention that there are some research studies conducted on pronunciation teaching, but the results are not satisfying in terms of certainty and consistency because some studies confirm that formal teaching has positive effects on learners' pronunciation, while others refute that.

While studying pronunciation with young learners, classes should be stress free and relaxing because young learners can easily get bored and demotivated. Therefore songs, role plays, dramas, and some other communicative and fun activities should be frequently preferred by the teachers. Generally, and unfortunately most teachers in Turkey prefer some methods and techniques derived from Grammar Translation Method even if they do not implement that method firmly. Pronunciation is usually taught by reading by the teacher and repeating by students, which cause many students to repeat without knowing what and how to pronounce or even worse they do not repeat anything at all!

These facts from the research studies in the field and the conditions in schools and language teaching mentioned briefly above pose some questions in pronunciation teaching in language classes. This research tries to compare two different techniques to focus on pronunciation of words and tries to find which effects these two techniques have on students' learning.

1.4. PURPOSE OF THE STUDY

This study aims to find if there is a relationship between songs and pronunciation. That's to say, the study tries to reveal that how the use of songs affects students' pronunciation skills and success. Since pronunciation is important part of communicative competence (Morley, 1991; Ketabi & Saeb, 2015) and communicative competence is indispensable for learning English, teaching pronunciation becomes more important within the years. However, Suter (1980) states that there is a little relationship between pronunciation teaching in the classroom and attained pronunciation. On the other hand, there are some studies which show using songs in language classroom effect students' pronunciations. Lynch (2000) states that students can hear and learn an accent to which they are normally exposed. Also, related research studies and articles in the literature highlight the importance and effects of songs in a language classroom on motivation, stress free learning atmosphere and retention and retrieval of information. Based on those different results of experimental research

studies conducted on the relationship between pronunciation skills and songs, this study also tries to report if using songs in pronunciation teaching can help learners improve themselves more than the use of texts which is an example of traditional listen and repeat technique.

1.5. SIGNIFICANCE OF THE STUDY

This study investigates and emphasizes one of the most highlighted and popular areas in modern era of language teaching. Different perspectives on standard pronunciation, pronunciation teaching and pronunciation teaching methods in language learning and teaching are among popular subjects in last a few decades. If the necessity of teaching pronunciation is admitted, the most accepted principle is that pronunciation teaching should be implemented in a new communicative and authentic way instead of mechanic repetition drills. Among those new techniques music and song usage hold an important place. However, studying pronunciation is among the most neglected parts of language teaching in Turkey due to some reasons such as phonological differences between Turkish and English, lack of self-confidence of teachers in English speaking, the lack of practice in daily lives of students, the huge burden of national exams and curriculum in Turkey.

There are lots of articles which summarizes different researchers' views on positive effects of songs on foreign language learning based on language learning and teaching theories and practices in the field. As Berk states (n.d.) research studies done to investigate the effectiveness of music on learning is common but the problem is that they mostly conducted on reading and mathematics skills generally with preschool and elementary school students. Although there are some studies going into the effectiveness of using songs in pronunciation teaching, this study is different in terms of its treatment of the use of songs. Other experimental research studies mostly investigate the effectiveness of songs without doing any comparison to any other technique. However, this study analyzes two different technique, their effects on students' attitudes / motivations in classes and their improvements in pronunciation, and lastly differences of these techniques in pronunciation teaching if there are any. Songs are the basis of intervention lessons of this study and this is a good way to investigate effects of songs by eliminating confounding variables related to teaching techniques apart from songs. While evaluating the pronunciation of words, there were

no external researcher in this study. The researcher was the teacher of both groups, experimental and control groups but the evaluators were two different native speakers and pronunciations of students were evaluated outside of the classroom, which is a good to create a relaxed atmosphere in the classroom for assessment part of the study.

This study is also significant in terms of target group of the research. Most studies on pronunciation teaching in the literature largely deal with university students and some other adult learners. To find studies carried out with younger learners is possible but they are rare. This study is important and will contribute to the literature considerably because its target group is not very young learners (ages 3-7) or adult learners to which lots of studies have references, however, the study is performed with the group in between that's young learners (ages 8-12). Since sample group of the study is teenagers (young learners), the results will be more remarkable for teaching pronunciation because the younger learners are, the better results will be attained in language teaching. With its results, this study will make a great contribution to the field of language teaching by relating pronunciation teaching, and song usage in the classroom to young learners. Also, it will yield some pedagogical implications for president and prospective EFL teachers to take into account in their teaching plans and processes. In the light of the results, the study tries to offer some concrete steps that should be taken for teaching pronunciation in an EFL classroom.

1.6. STATEMENT OF THE RESEARCH QUESTIONS

The research questions that are aimed to be answered are below:

1. Does the way pronunciation is taught (via songs or text) affect the pronunciation skills of students in a young learners EFL classroom?
2. If songs affect the pronunciation skills of students, is there a statistically significant difference between post-test scores of song group and text group?
3. Are there any difference between two groups in terms of students' affective and motivational states?

1.7. ASSUMPTIONS

It is assumed that the choice of classes that are selected for the lessons during the experimentation of this study will not affect the results of the study in a negative way since cluster sampling has been used as a type of random sampling.

Students in both experimental and control groups are believed to do their best during intervention lessons of the study, otherwise it might create some problems regarding to results of their pronunciation tests. Researcher took some precautions to prevent students' indifference to lessons and activities and to prompt them to be a part of the lesson such as reminding frequently students that they will be responsible from the texts, songs, words, or announcing that their performances will be tracked by the teacher although they will not be given grades directly based on their performances.

1.8. LIMITATIONS

The number of students in both experimental group and control group may be a weakness for the study. Both groups totally included 72 students because of the practicality principle, however, if the study is replicated with a wider sample, results can be more generalizable. Moreover, weekly schedule for treatment lessons was limited to two lessons per week in this study, which means that the teacher had to study pronunciation according to the plan designed for the study only twice a week. If it had been possible to allocate more time, the results obtained from the treatment may have been different. If there were more raters, the results would be more reliable. Also, there were only six songs and working on pronunciation via songs or texts did not last throughout the whole term or year. The time allocated for pronunciation during the education year may change the results, too. Finally, each song included 8-12 target words because the number around 10 is ideal for young learners.

CHAPTER TWO
LITERATURE REVIEW

2.1. PRESENTATION

This part of the study displays related and necessary theoretical background knowledge associated with the main parts of the study. It firstly starts with which place pronunciation teaching holds in foreign language teaching, referring to the importance of pronunciation in communication, which pronunciation forms as a result of World and International Englishes to teach and how to teach pronunciation to achieve better results. Literature review of this study then relates the young learners' characteristics, young learner classrooms' dynamics and the use of music especially songs in teaching to the pronunciation teaching.

2.2. THE IMPORTANCE OF PRONUNCIATION TEACHING

2.2.1. Is it Necessary to Teach?

Pronunciation teaching has sometimes been called as the "Cinderella" of ELT (Seidlhofer,2009) during long years because it is usually the neglected part of second and foreign language teaching. Excluding the pronunciation teaching from language teaching process is in fact totally an irrational attitude because language itself certainly requires communication and speaking in it. However, different reasons cause pronunciation teaching to be Cinderella of ELT. Among them are the teachers' perspectives on necessity of pronunciation teaching and self-confidence on their own pronunciation. If the teacher believes in grammar or vocabulary should come first in language teaching, it is inevitable that he or she will neglect pronunciation teaching in his or her teaching philosophy.

Another factor preventing pronunciation teaching to get necessary importance from teachers is what Kelly (2004) calls as paradox. He talks about a hesitation in how

to teach pronunciation and an unwillingness to teach it. He states that experienced teachers usually feel a lack of knowledge about pronunciation and pronunciation teaching theories while trainees and new teachers are more enthusiastic about pronunciation teaching, however, they still give more priority to grammar and vocabulary.

Different varieties of English may be a reason for teachers to underestimate to value of pronunciation teaching because they may feel that they are not capable of capturing of all those different varieties. Nonetheless, Kelly (2004) puts forward a basic solution to this problem. He states that teachers should teach what they know and use, and they should try to be familiar with other forms as much as they can do instead of leaving the pronunciation part of language untouched.

2.2.2. Age Factor in Pronunciation Teaching

Whether there is a critical age or not for language learning is in disagreement between researchers because there are lots of research studies on this area comparing adult and child attainments in language acquisition and some support the critical age hypothesis of Lenneberg while others do not validate the theory. Critical Age Hypothesis (CAH) assumes that there is a critical age period which ends with or after puberty and beyond that it is not possible to acquire a language as well as before. Therefore, children are seen as better learners of L2 than adults and this belief is especially widespread for native like pronunciation acquisition. The well-known Genie case in language research, which is a 13 years old girl's inability of acquiring language after spending 13 years without having any contact and without being exposed to language, is the basis of CAH. The Genie case is a supporting evidence for CAH in L1, however, there is still not any consensus on CAH for L2. Finding opposite evidence for CAH, Olson and Samuels (1973) suggest that researchers should discriminate between CAH in L1 and CAH in L2 as Lenneberg did because there are some biological factors in L1 learning which are important and also have an effect in language acquisition process, nevertheless, they do not carry so much weight in L2 learning.

Snow and Hoefnagel-Höhle (1977) found a negative proof of CAH both in their laboratory and naturalistic studies. In laboratory experiment, younger participants got lower scores than adults in pronunciation tests. In the naturalistic study, younger participants could not achieve higher scores than adults, too, at the beginning,

however, younger ones became more proficient in pronunciation of some sounds after spending 10-11 months. Krashen, Long and Scarcella (1979) also states that adults and older children learn a language faster than young children, which is an opposition to CAH, but young children close the gap between two groups in one year and they become better than older groups in their final attainment of language especially in pronunciation.

Cook (2008) briefly talks about his postgraduate students and asserts that they were worried about whether their children would manage to be successful in English, however, Cook tells that they were then not much pleased with outcome because their children were speaking better than themselves. Busa (n.d.) support CAH and she asserts that it is not very likely for learners to achieve native like speech patterns if they start learning the language after early childhood and the high amount of exposure does not make the situation better. Oyama (1976) came to conclusion in her study that there is an inverse relationship between the age and accent of language learners. It means that the younger someone starts learning the language, the less accent he will have. As quoted in Zhang (2009), Nation and Newton indicates that:

"Usually, if the learner began to speak in the second language before the age of six there will be little or no accent. If the learner began to speak between the age of seven and eleven, the learner is likely to have a slight accent. If the learner began to speak after age of 12, the learners almost always have an accent." (p. 38)

Although the degree to which age affects pronunciation and language acquisition after or in puberty as CAH prescribes has not been certainly verified or disproved yet, the research studies in the literature apparently show that there are so many factors involved in the learning process and its relation to age that it is not easy to prove or confute CAH.

2.2.3. Identity and Pronunciation Teaching

As Widdowson (1994) asks the big question that who as a country or culture should have the right of claiming to be possessor of English and he clarifies this questionable matter by stating that it is not practically possible for anyone to maintain an ownership of English because many people all around the world make use of English to realize their needs and communication. Also, that English is an international language brings

about its being diverse. English has roles both in group allowing people to execute their communications and in society indicating people's identity in society.

Seidlhofer (2009) explains identity disclosure in two different dimensions as individually and communal. People express themselves and present their identities through their language individually and their identity is a sign of a membership of a group or community in the society. Since different kinds of pronunciations are the basis of people's being intelligible or not, identity and intelligibility can sometimes be at odds. Morley (1991) asserts that intelligibility, which is generally seen as the required feature for a well-established communication, is not always the thing that learners of English prefer to achieve at the end because of their wish to display their identity on purpose, otherwise, they may feel that they are disloyal to their L1 community.

How we pronounce words affect how other people see us and therefore it makes possible to get some judgments about people and the culture or community they belong to. Moreover, some people willingly prefer to maintain their L1 accent in L2 because they do not believe that it is crucial to acquire native-like pronunciation to be able to keep communicating in it (Pennington & Richards, 1986; Habib, 2013). Two studies, which belong to Wahid and Sulong (2013) and Jindapitak (2015), in the literature are good examples to identity maintenance issue in terms showing how participants in both studies are of the opinion that they should keep their accent. Some of the participants mentioned in questionnaires that they are pleased with their accent, they don't need to adopt native-like pronunciation and want others to recognize their own accents.

Finally, the effects of accent are not always positive or desirable. The accent of someone determines which society or group he or she belongs to, so it may cause being accepted by a group or being excluded from a group because of L1 identity (Levis, 2005). Since pronunciation has an affective part as in the identity domain, pronunciation teaching trends should bear some importance to these domains today (Hişmanoğlu, 2006).

2.3. FACTORS AFFECTING PRONUNCIATION TEACHING

When teachers or researchers agree on that teaching pronunciation deserve crucial importance and it should occupy sufficient place in language teaching syllabuses, there

comes the big controversial point: There are lots of different accents, distinct English forms such as World Englishes (WE), English as a Lingua Franca (ELF), and International English (IE) due to widespread usage of English all around the world. Many of them are not the same as the way native speakers (NSs) speak, so which forms should learners of English from different L1 backgrounds and English teachers adopt to learn or teach? Must they try to acquire the native like pronunciation at all costs or are there any other approaches to pronunciation and accent phenomenon?

Hedge (2000) indicates that teachers firstly make a decision about which variety of English they will teach to their students before they make any plans of pronunciation teaching. It is not very easy to decide which form to choose for teachers because there are many influencing factors. For instance, a Japanese teacher of English can choose any of British, American and Australian English and the country has relationship with three of them or his students can travel any of these countries, which make possible and appropriate to teach of any English form among those. Since there are lots of difficulties and sometimes political reasons in choosing the most appropriate English form, many international books do not make any explicit reference to any form of pronunciation. Moreover, L1 backgrounds of learners due to phonological features of and differences between languages; learners' perspectives related to accentness, native(like) pronunciation, and the relationship between accent and identity; teachers' beliefs on the pronunciation, self-image and self-confidence in their own pronunciation skills are also among the factors shaping the pronunciation teaching materials, rituals, techniques and choices being implemented in a language classroom.

2.3.1. Definitions of Different English Forms

2.3.1.1. Standard English (Standard variety)

Standard English is defined as "the variety of a language which has the highest status in a community or nation and which is usually based on the speech and writing of educated native speakers of the language" by Richards and Schmidt (2002) in Longman Dictionary of Language Teaching and Applied Linguistics (p. 509). They stated that standard English is generally used in news, literature, books for education including dictionaries and grammar, and in foreign language teaching programs. Also, Trudgill (1995) lists some features of standard variety:

- "Usually used in print

- Normally taught in schools
- Learned by non-native speakers
- Spoken by educated people
- Used in news broadcasts" (pp. 5-6)

Although standard English is defined in the literature and having been seen as the target of language learning and teaching, it is important to keep in mind for the sake of this study that there is also another term called "accent" and it is closely related to standard English and pronunciation teaching. Wardhaugh and Fuller (2015) mentions that differences in accent are mainly comprised of differences in pronunciation not in grammar and vocabulary.

2.3.1.2. World Englishes (WE)

Being a language spoken and accepted as a sign of professionalism around the world, English is not only limited to countries where it is spoken as mother tongue. World Englishes defined by Richards and Schmidt (2002) as "There are multiple and varied models of English across cultures and that English is not limited to countries where it has traditionally been regarded as a mother tongue." (p. 591).

Kachru proposed a theory supported by a circle model of English and it describes different English forms called as World Englishes. This proposition of Kachru includes three concepts: Inner circle, outer circle, and expanding circle. Inner circle includes the countries which have English as the mother tongue; outer circle countries are those which have a different mother tongue, but they use English as a second language due to their historical relationships to inner circle countries. Finally, expanding circle is comprised of countries which uses English as neither mother tongue nor second language, however, English has an important place in those countries as a foreign language and used in business, technology and contacts to other countries.

2.3.1.3. English as a Lingua Franca (ELF)

Lingua franca is defined as the language that people from different language backgrounds use in their contacts with each other as a way of communication. A language's status that is used as a lingua franca, here is English, can vary from context

to context. That is to say that English can be a native language of some speakers, while some other speakers can use it as a foreign or second language but all of them speak English as a lingua franca in their contacts (Wardhaugh and Fuller, 2015). Davies and Patsko (2013) touch on an important topic about ELF. They assert that students learning ELF do not need to have a native like pronunciation but instead they need intelligibility as much as they can, which shows that teaching and learning purposes and priorities must be designed according to learners' needs.

2.3.1.4. English as an international language

As the name of the term suggest, it implies a language that is spoken in the worldwide. In the Longman Dictionary of Language Teaching and Applied Linguistics, international language is defined by Richards and Schmidt (2002) as "a language in widespread use as a foreign language or second language" (p. 269). They also declare that English as an international language (EIL) is used for business, communication, travel, trade etc. between speakers from different L1 backgrounds around the world. This term necessitates that there are some different varieties of English except that one which is used as a native tongue in some countries. Also, people do not have to express themselves in that native forms for their communications with different L1 speakers. Instead, the varieties of English they are communicating in will take different forms in line with their L1 backgrounds and the purposes for which they are communicating.

2.3.2. Which Pronunciation Forms to Teach?

Since there are millions of speakers of English around the world in a lot of countries, there are many different English accents and also different English forms. Those accents are affected by L1 backgrounds and some conditions such as learning age, type of instructions if there are any (formal or unformal / explicit or implicit), the years being exposed to English etc, under which English is learned. Different varieties of English are shaped by L1 background and features of mother tongue of the country and they can show some deviations from what is called as standard English in grammar and vocabulary of English.

2.3.2.1. Nativeness versus intelligibility and comprehensibility in pronunciation teaching

There are so many different possible versions to teach to learners of EFL in each country, but which position should teachers take toward language teaching especially for pronunciation teaching? Scholars of linguistics and language teaching focus on two criteria in language teaching: Intelligibility and comprehensibility. Intelligibility is defined as "the degree to which a message can be understood" in the Dictionary of Language Teaching and Applied Linguistics by Richards and Schmidt (2002, p. 263).

Comprehensibility is another term used for identifying speech from nonnative speakers. It is very similar to intelligibility, but they do not convey the same meanings. Comprehensibility is, on the other hand, "a judgment of how easy or difficult an individual's pronunciation is to understand, and it can be measured on a scale." (in Derwing, 2010, p. 29). These are two crucial concepts in language teaching to prevent international speakers from any misunderstandings during their communications. Although standard English requires all learners to acquire native-like proficiency in pronunciation, many researchers are of the opinion that native like pronunciation is neither obligatory nor possible in many language learning situations (Morley, 1991; Jenkins, 1998; Levis, 2005; Wahid & Sulong, 2013; Jindapitak, 2015).

Levis (2005) proposes two different approaches towards pronunciation teaching in language teaching: nativeness principle and intelligibility principle. First one emphasizes that native like pronunciation should be the aim of pronunciation teaching for a second or foreign language, however, the problematic area of that principle is that there are some constraints which prevent learners from acquiring a native like mastery. Lenneberg (1967) proposes there is an age constraint in native like pronunciation (cited in Levis, 2005), which reveals the low chance of native like pronunciation competency for learners.

On the other hand, the second principle of Levis highlights that native like pronunciation is not achievable for most of the time and more important thing is that what learners need is to be able to speak in an easy way to be understood by others even if their pronunciation is accented. Morley (1991) states that native like pronunciation is not something that most ESL learners can easily attain, instead, it is acquired by few learners, which shows that getting native like pronunciation in language learning requires making every effort for both teachers and learners.

Especially taking account of some other varieties of English, the intelligibility principle attracts much more supporters among researchers, however, there are still some teachers and learners that advocate nativeness principle. Jindapitak (2015) investigated learners' views on pronunciation in his study. He firstly began with pronunciation listening and making related attributions to them, then there were some questionnaire and interview parts in the study to reveal what learners think about different accents and pronunciations. The questionnaire of the study showed that 78.45% of participants think that they can get native like pronunciation with enough practices. Moreover, 63.79 % of them favor native like pronunciation and 56.89% of the participants see their own accent negatively.

Similarly, Timmis (2002) examined both teachers' and students' preferences about international English and native speaker norms with 180 participants from 45 different countries. He presented two student profiles showing he/ she has a native like pronunciation and the other one has a clear and understandable English but still has accent. Except students from Pakistan, India, and South Africa, most of the students uttered that they want to have native pronunciation (60-67 %). Interview with students showed that some students see native pronunciation as "benchmark" of learning English. However, there was a student saying that since he was not born in Britain, it is not possible for him to speak like a native, but he still tries to do his best. Among teachers, there were also "no preference" option and the results were a little different. They preferred "accented intelligibility" more than students. On the other hand, rates of their three choices were closer to each other. Teachers expressed that native pronunciation is not possible for nonnative speakers and it is not realistic, so they preferred the reality and they said that accent is a part of people's identity and personality. More strikingly in terms of its rates than other studies, Derwing (2003) came to conclusion in her study that 95% of her L2 immigrant respondents would like to speak like a native speaker. As well as having some little differences in rates of preferences, those studies show that native pronunciation and nativeness principle, although it was so popular until 1960s, are still holds prestige in the eyes of people.

Intelligibility is a pervasive term in current pronunciation teaching research. It basically anticipates that learners from different L1 backgrounds and with different accents can have a communication with each other without having any misunderstandings. It is described as "an essential part of communicative competence"

by Morley (1991, p. 488). It is defined as how understandable a speech is from a perspective of a listener and it implies some degree or extent although there is not clear-cut ways of assessing intelligibility (Munro & Derwing, 1995; Derwing & Munro, 1997; Habib, 2013; Derwing, 2010). Accent has been seen as a threat to intelligibility until now, but many recent research studies show that accent does not necessarily cause miscommunication. Munro & Derwing 1995; Derwing & Munro, 1997; Derwing & Munro, 2005 investigated the relation between accentness and intelligibility. Native listeners listened to some records of NNSs and they evaluated and rated them according to their accentness and intelligibility. Apart from those, in some research designs transcriptions were also asked from NSs. The analysis of accentness and intelligibility ratings in each study showed that accentness is not a major handicap to communication between NSs and NNSs. Although evaluators rated the records as accented, they also expressed that they are sufficiently intelligible. The interesting thing Derwing and Munro (2005) state is that unintelligible and incomprehensible utterances are always recognized as accented, however, the accented utterances are not always thought as unintelligible and incomprehensible. Accent is seen as a way of sustaining speakers' own identity. Many nonnative speakers believe that accent is a sign of their own country and identity, not something to be refrained from. By maintaining their own L1 identity thanks to their accent, speakers suppose that they do not betray to their L1 language and culture (Pennington & Richards, 1986; Morley, 1991; Widdowson, 1994; Timmis, 2002; Setter & Jenkins, 2005 in Habib, 2013; Wahid & Sulong, 2013).

2.3.3. Teacher Beliefs on Pronunciation Teaching

When it is asked to teachers whether pronunciation teaching is important or not, the most widely accepted opinion is the necessity of it, however, pronunciation teaching in practice is not so widespread. Foote, Holtby and Derwing (2011) assert in their study that their questionnaire showed 70 % of participant teachers could spare time and they could give place to pronunciation teaching. When they were reflecting on their colleagues' practices, 46% of them reported they think their colleagues integrate pronunciation their lessons, while 36 % of them did not know what others do on that issue.

Teachers often avoid from teaching pronunciation and among the reasons why language teachers do not prefer to teach pronunciation is negative beliefs and opinions of teachers about their self-confidence and competence in pronunciation (Breitkreutz, Derwing & Rossiter, 2001; Derwing & Munro, 2005; Derwing, 2010; Kelly, 2004; Macdonald, 2002; Thomson, 2013; Wahid & Sulong, 2013). Beliefs in teachers' own lack of knowledge related to pronunciation teaching and a desire and necessity of more material or training programs for teachers on pronunciation teaching are commonly found in the literature. Wahid and Sulong (2013) assert that teachers could not seem to have much technical knowledge related to pronunciation and how to teach pronunciation. Thomson (2013) conducted a questionnaire with teachers about their pronunciation teachings and learned that 75% of teachers feel competent in teaching pronunciation and 67% need some training for themselves although all teachers in the study mentioned they teach pronunciation in their lessons. It is stated in literature that teachers feel incompetent in teaching pronunciation and they do not know where to start, moreover, they do not regard themselves or they are not qualified enough to choose the correct activities and computer software to teach pronunciation (Derwing and Munro,2005; Derwing, 2010).

Foote, Holtby and Derwing (2011) came to conclusion in their questionnaire with teachers that only 58% of them feel they are comfortable to teach segmentals and 56% of sample teachers feel comfortable to teach all aspects of prosody (suprasegmentals), and also 75% of them desire more training in pronunciation teaching, which shows that there are some teachers who feel competent themselves in pronunciation teaching and still need more training. Burns (2006) reached similar results with Foote, Holtby and Derwing (2011). Burns found that teachers regard themselves more confident in teaching segmentals but less confident in teaching suprasegmentals. No matter how much confidence they feel in teaching pronunciation, they believe in the necessity of support for a more qualified pronunciation teaching.

Macdonald (2002) sent a questionnaire to 176 teachers from two programs and asked about their attitudes and practices of pronunciation teaching. He chose eight participants to interview them. Those six participants mentioned that they do not like teaching pronunciation and they also feel incompetent in teaching pronunciation except only two participants (one feels okay, and the other is good). Those teachers indicated that their curriculum restricts pronunciation teaching and they do not have

any clear objectives related to pronunciation teaching. Teachers also complain about the lack of enough materials related to pronunciation teaching. Macdonald states that teacher training programs for pronunciation teaching is required to compensate the ongoing situation of pronunciation teaching in ESL programs. It is necessary both for pre-service teachers and teachers on duty as a professional development course.

To overcome their hesitations or deficiencies if there are any, and to teach pronunciation Kelly (2004) suggest to teachers to have:

- "A good grounding in theoretical knowledge,
- Practical classroom skills,
- Access to good ideas for classroom activities." (p. 13)

2.4. HOW TO TEACH PRONUNCIATION: A PAST AND A PRESENT PHENOMENON

Speaking is very important in terms of communication in the language and intelligibility of a person. Speaking in a language requires intelligibility on behalf of speakers at some point to have a mutual communication. This is only possible when speakers have a comprehensible pronunciation. Pronunciation mistakes are examples of deviations from the standard language, but it may not necessarily hinder the intelligibility of the communication. Then arises a big question: Should we behave pronunciation mistakes as language mistakes or not? Heaton (1990) asserts that there may be some people who make some phonology errors, but they can manage to express themselves, and on the other hand there may also be some people who do not make any pronunciation errors but do not express themselves effectively and appropriately. It is clear that teaching pronunciation at some point is necessary so as to help learners have a clear, comprehensible and mutual communications, however, the effectiveness of the pronunciation teaching can vary across situations.

Teaching pronunciation has always had a different place throughout the second and foreign language teaching history. During some years it was completely neglected, and it gained some importance later on. The reason behind those changes is contrastive attitudes of different language teaching approaches. While some methods and approaches put pronunciation teaching and communicative function of the language in the first places, some others choose to emphasize vocabulary and / or grammar teaching. There is no need to say that it is not possible to choose the best method and

approach because it changes according to the needs and goals of the learners. However, it is possible to examine the perspectives of different methods on pronunciation teaching.

One of the earliest methods, Grammar Translation Method, puts the grammatical forms and vocabulary lists in the first place so teaching a language involves explicit grammar teaching, memorization of vocabulary lists with the aim of reaching the proficiency of reading the literature of the language. As the name suggests, translation is one of the crucial points of GTM. Communicative parts of the language are neglected and therefore there is not any focus on pronunciation teaching. GTM is similar to the language teaching methods in the earlier years when Latin was popular and being taught. At those years, the aim of teaching the target language was not speaking in it, on the contrary, the only oral activity that learners experience was reading aloud translated sentences. When "modern" languages appeared on the stage, these practices were continued to be used in GTM (Richards and Rodgers, 1986). Therefore, teaching pronunciation and communicative skills of the language does not hold any place in GTM. Since GTM does not include any goal to teach communicating in the target language (Freeman and Anderson, 2013), pronunciation does not hold any importance in this method.

Within the upcoming years after GTM, there was a change in the focus of the language teaching. This shift had caused a new dynamism called Reform Movement. Reform Movement was among the movements which gave the highest prestige to pronunciation (Ketabi & Saeb, 2015). It altered the focus in language teaching and also led to the establishment of phonetics by Henry Sweet, Wilhelm Vietor and Paul Passy. Additionally, "The International Phonetic Association was founded in 1886, and its International Phonetic Alphabeth (IPA) was designed …" (Richards and Rodgers, 1986, p. 7). During those years speaking and good pronunciation has gained importance. As stated in Richards and Rodgers (1986), the proponents of this reformist movement advocated that speaking should be the primary aim of language teaching, the phonetics should be used in language teaching and teacher training.

Direct Method, founded according to the principles of natural methods, is another method which has some principles related to speaking and pronunciation. F. Franke, a German scholar, prescribes that pronunciation is the first step in teaching language, which has become one of the underlying principles of Direct Method.

Among the principles of Direct Method is that correct pronunciation deserves to be involved into the language teaching process (Richards and Rodgers). Freeman and Anderson (2013) state that communication in the target language should be one of the main purposes of the method and the native language should be forbidden in the class so as to increase communication in the target language. Also, working on the pronunciation should be one of the initial duties administered in the class from the beginning.

The attempts of linguists to put the direct method principles in a more scientific background end up with Oral Approach and Situational Language Teaching. The Situational Language Teaching is based on an assumption similar to behaviorist habit-learning theory. It assumes that language teaching should start with oral teaching instead of presenting the written materials. The lessons begin with a pronunciation session and some drills are also used in the language teaching procedure because not only grammar but also pronunciation is seen as very important in language teaching (Richards and Rodgers, 1986).

Being not very different from British Oral Approach, Audiolingual Method was an effect of the immense attention given to the foreign language teaching in America after Army Method. Linguists proposed with the appearance of Audiolingual Method that speaking skills is necessary because the underlying principle of this method was based on the belief that "language is what its native speakers say, not what someone thinks they ought to say." (Rivers, 1964, p. 5 as quoted in Richards and Rodgers). Since the oral competency is valued in Audiolingual Method, it required a language lesson to include pronunciation practice. To improve oral skills, generally drills and repetitions are used in Audiolingual Method while pronunciation on its own is studied, too. The proficiency in speaking skills is equated with correct pronunciation, stress, intonation and quick and correct answers to questions, so mistakes in grammar and pronunciation are accepted that they should be fixed immediately (Richards and Rodgers, 1986).

Some other methods such as The Silent Way, Desuggestopedia, Community Language Learning and Total Physical Response somehow care about speaking skills in language teaching, but it is not first priority for all of them. Silent Way emphasizes the speaking skills and it includes studying target language sounds in the class, though reading is studied from the very beginning, too. Desuggestopedia also aims to make

students use target language to communicate but it has some other important principles such as lowering psychological barriers interfering with language learning, making students relaxed and unstressed enough to realize their full potential to learn. Community Language Learning assumes that language is for communication and it requires creating a friendly atmosphere and tries to "counsel" the learners. It makes use of repetitions and student- produced sentences for other skills. Finally, Total Physical Response gives privilege to vocabulary and grammar rather than other skills. Speaking skills are not tried to be acquired immediately because what this method aims is to wait for students to speak until they feel ready (Freeman and Anderson, 2013).

Due to the artificiality of the drills and memorization techniques of Audiolingual Method, new insights into language teaching began to be investigated. As results of new arguments of linguists, Communicative Language Teaching emerged as new trends in the language teaching history. In the first years of Communicative Teaching, pronunciation was neglected because it is believed that native like pronunciation is not possible to achieve and pronunciation is a really demanding part of language learning, which may have adverse effects on learners' self-confidence (Habib, 2013). Although Communicative Teaching does not put the pronunciation teaching at the first place, it has somehow admitted that pronunciation is important in communication (Hişmanoğlu, 2006). However, Communicative Language Teaching has changed its position regarding to pronunciation later on. As Çimenli (2015) states Communicative Language Teaching is outstanding throughout the foreign language teaching history because it ascribes the most extensive meaning and importance to communication in the target language. Therefore, speaking skills are admired a lot in Communicative Language Teaching. As Hişmanoğlu (2006) states Communicative Language Teaching does not necessitate that "perfect" pronunciation should be acquired by all speakers, on the other hand, it aims for speakers to gain self-confidence, intelligibility, communicability, and ability of using the language out of the classroom by help of emphasis on pronunciation. Games especially in small groups are important teaching aids for speaking skills in CLT because it requires some communication to carry out the necessary steps in the game. Small groups also increase the amount of communication per student. However, CLT demands from teachers not to handle errors immediately during the communication, instead it requires errors to be treated later without intervening with the communication (Freeman and Anderson, 2013).

Teaching of pronunciation holds the most prestigious time during this method. It is still widely used and valued due to the fact that it assigns a high priority to communicating in the language and consequently to speaking skills and pronunciation teaching.

When it comes to current perspectives on pronunciation teaching, it is clear that they value it enough theoretically but there are some shifts in implementation of it in some language classrooms.

2.5. CHARACTERISTICS OF YOUNG LEARNERS' CLASSROOMS

The term "young learners" includes learners between ages 3 and 15 although it can be divided into some categories according to learners' developmental stages (Nunan, 2011). Young learners have shorter attention spans than adults, they like being active and having fun during the lessons. Therefore, fun activities such as games, dramas, songs, plays, stories, puppets, rhymes and chants can be used to maintain young learners' motivation and attention in the lessons. Young learners favor singing songs so they can be good alternatives to make lessons fun for young learners as well as teaching necessary parts of language. Creating a fun environment is a way to keep learners motivated and motivation is an important criterion to manage young learner classrooms although it is very susceptible to lose for young learners in any behavior or word of the instructor. (Gürbüz, 2010, pp. 135-150). Garton, Copland, and Burns (N.d.) states that young learners lose their interest very easily and teachers of young learners need a large variety of materials in their lesson to make students motivated throughout the lesson.

Young learners in a classroom do not have a good proficiency in writing and reading skills even in their first language, they cannot analyze the language, instead, they enjoy fantasy, imagination and movement (Nunan, 2011, p. 3). Therefore, teaching a young learners classroom requires some knowledge and training for teachers to be able to create efficient lesson plans.

Children pass through some developmental stages and during which they acquire new skills in all areas. Young learners' teachers should be aware of those stages to get to know learners properly. Jean Piaget describes those developmental stages as sensori-motor, pre-operational, concrete-operational, and formal-operational. The first two years of a child are known as sensori- motor stage. In those

years, children start to manipulate the environment to learn the world and the first examples of the real language appear.

During the pre- operational stage (2-7 ages), children start to think logically in a limited way, and they grasp most of the target grammar system of their language. Moreover, these years are called as "egocentric" because children in that stage believe that everything in the world for their own sake. Concrete-operational stage consist of the years from 7 to 11 and children improves their logical thinking and making generalizations about their environment.

Finally, children experience formal-operational stage starting from 11 age until puberty years. In that stage, children improve their abstract thinking and it enables them to generalize and differentiate what exists in the outer world in their environment (Nunan, 2011, pp. 4-6).

2.6. MUSIC AND BRAIN

2.6.1. Effects of Music on Brain

Researchers have proposed that music /songs come earlier than speech in human being's developmental sequences. As evidence they show that homosapiens sang before they spoke; that motherese speech used toward babies also have some musical features and that children firstly imitate speech according to its intonation patterns, which can be accepted as "music of the speech" (Jesperson, 1925; Livngstone, 1973; Rousseau 1781/1968 cited in Murphey, 1990 and Kuhl, 2004; Vihman, 1996 cited in Milovanov, Huotilainen, Valimaki, Esquef, Tervaniemi, 2007).

It is being currently asserted that music may have some positive effects on brain and brain development apart from influencing individuals' moods positively. Neuropsychologists investigate whether music has any effects on brain's development. Schlaug, Jancke, Huang, Staiger and Steinmetz (1995) found that control group who have not any musical experience and musicians have different size of an area of corpus callosum in their brain, which is the area responsible from interhemispheric communication. Groussard et al., (2014) hypothesized that music has different effects on the brain according to time spent with music. They found that different areas of the brain are activated during music involvement due to their different intrinsic plasticity features and different cognitive processes experienced at different stages of musical involvement. Lathom - Radocy (2002) argued that people being exposed to music from

the very beginning have relatively higher brain density and they are better in math and logic (cited in Lee & Lin, 2015, p. 14). Similarly, Berk (n.d.) stresses in the light of previous studies in the literature that music is effective in learning because it relates both right and left hemispheres at the same time.

2.6.2. Musical and Linguistic Aptitudes

Apart from having influences on brain, music has also a relationship with language. There is a growing research interest in the relationship between language and music. Some recent research studies confirm that language and music have an association in the brain and processing of one in the brain stimulates the other one's responsible area. Patel (2003) asserts that there is some neuroimaging research that illustrates the mutual activation of brain areas responsible from music and language. He states that "musical syntactic processing activates 'language areas' of the brain." (p. 675). Similarly, Moreno (2009) claims that there is a connection between language and music and so musicians often have a higher ability of language learning. Bangert et al. (2006) points out that although Broca's area of the brain was previously associated only with language skills, it has been recently found that Broca's area can have a role in musical processing, too.

In the same vein, Milovanov et.al. (2007) found that children who have better linguistic skills also have better musical skills and this suggest that there may be a common neurological mechanism used by both linguistic and musical skills. They implemented Seashore musical aptitude test to their participants and analyzed its relation with linguistic skill especially in terms of pronunciation skills of subjects. Participants who are better in pronunciation skills outperformed the others in pitch discrimination test. Wu and McMahon (2013) investigated effects of musical intelligence e-learning approach in pronunciation teaching and compared it to traditional way of pronunciation teaching. They found that learning with musical approach have a positive effect on improving the quality of teaching pronunciation to Chinese English learners.

2.6.3. Music and Learning

Research studies conducted on effects of music on learning and especially on remembering the items which are already taught, imply that music generally improves

learning and also in foreign languages, too. As Anton (1990) mentions big companies make use of this helpful effect of music on memory. They invest huge amount of money on their slogans and advertisements which mostly include music and they are very well aware that their investment will serve for their purpose by sticking in many people's minds and catching them.

Being one of the most famous TV programs for children, Sesam Street made use of positive effects of music. It included catchy melodies and educational lyrics related to almost everything necessary for children. It really simplified learning and remembering for children. It is not very surprising that Fisch and Truglio (2001) talk about some studies about Sesame Street which revealed children did not continue watching the program when the music parts of dialogues disappeared (cited in Berk, n.d.).

Anton (1990) also describes a method called Contemporary Music Approach (CMA) and it is developed for teaching Spanish by using music. There are some important steps introduced to learners one by one. In the introduction phase, songs are introduced to students based on some activities such as listening to song, dictation exercises, analyzing the song and homework. When this phase is completed, students are given two weeks to memorize the lyrics of the song and then they are asked to sing the song by heart usually as groups. In the meantime, students study grammar based on the song with the help of instructor. Finally, students write an original song in Spanish for the same melody of the song learned previously. Anton and his project team used this approach and commented on the approach about how it affected student learning. When all stages of the approach were completed, they carried out a questionnaire to students. Results of the questionnaires show that 93% of students liked CMA; 98% believed that CMA was a helpful approach to learn Spanish; 92% made their family and friends listen to the songs taught in this approach. These rates were a clear indicator of positive effects CMA approach on language learning. The underlying motives of positive effects of music in language teaching in general are a few: Firstly, music makes learning process more enjoyable and desirable due to its fun effect on students. Secondly, music makes the remembering the items easier, which results in less troublesome learning process. Also, music triggers different mental processes, which in fact belong to different hemispheres, at the same time causing an interaction between left and right hemispheres of the brain. This helps students to keep

in mind grammar items effectively. Finally, students learn pronunciation, intonation and rhythm authentically. It is a kind of more permanent learning for them and easier to imitate.

Murphy (1990) describes a situation that everybody experiences in their daily lives when they hear a song somewhere repeatedly as "song-stuck-in-my-head (SSIMH) phenomenon". He gave a questionnaire to 49 people and found that all of them experienced SSIMH phenomenon in some language. Only two beginner learners of English did not experience it specifically in English. When considered this effect of songs, it is quite straightforward to speculate that there is a huge potential for language teachers to benefit from this SSIMH phenomenon. Crooning the song taught in the last lesson, students can learn target grammar, vocabulary and pronunciation in a more effective way.

As stated before, music has a positive influence on remembering more easily and it has been investigated in teaching environments. That's to say, researchers try to draw some conclusions if music can stimulate recall of information. Mora (2000) speculates that music helps remembering easily because it enables people to learn unconsciously. It is less demanding for learners to remember the items with the help of music since musical perception exists even before people are born. Wallace (1994) assumed that a text and a melody when presented together lead to more accessible connections and so they can be remembered more easily than an ordinary text before she conducted necessary experiments at the beginning of her study. After implementing her experiments in which she tested different variables to be certain about her conclusions related to effects of melody, she found that melody helps remembering a text more easily; however, there are some crucial factors to get this effect, too. For instance, the melody/ music should be repeated enough to be learned, otherwise it is not much possible to help recall of the text and it will be only a burden on learners. Moreover, the features of music such as being easy enough to be learned immediately and having repetitions in its melody affect the degree of recalling.

It becomes obvious that when planned and used appropriately to the necessary conditions mentioned, learning process takes the advantage of recalling effect of music. No matter in which field learning take place, students learn and remember effectively a text when it is presented with a melody. The important thing for teachers

is that listening to a song/ melody only once facilitates neither learning nor recalling. The text should be presented with a melody which is repeated and simple.

Salcedo (2010) is among researchers conducting some experimental studies on music and its effects on remembering, too. She regards music as a crucial pedagogical aid in teaching and learning. She examined two groups' recalls based on three songs. The music group listened to the song and they were allowed to sing aloud; the text group listened to the lyrics of the same song but not as a song. They instead listened to the lyrics in the form of recorded speech and they were allowed to read aloud. She examined recalling, delayed recalling and din of the participants. Din is the repetition of the material in one's mind involuntarily. Murphy (1990) describes it as Song Stuck in My Head Phenomenon (SSIMHP) and it is an important sign that learning is taking place because learners need to remember to repeat the material. After the analyses, Salcedo found that text recalling of music group was significantly better than the text group except for song 2. Delayed recalling was better in music group, but it was not significantly different than the text group. Associating with previous studies on delayed recall, Salcedo concluded that a long-time break, for instance more than two weeks, is needed to see effects of music. Finally, the rate of experiencing din was significantly higher in music group than in the text group.

2.7. MUSIC IN THE CLASSROOM

2.7.1. Affective Filter Hypothesis and Motivational Factors

Being one of Krashen's five SLA theories, affective filter hypothesis is about effects of learners' emotional states on language learning. It proposes that if affective filter of a learner is low, that is if affective state of a learner is positive, optimum learning can occur. As Yang (2012) mentions according to Krashen, affective filter of learners can ease or hinder language learning. Motivation, self-esteem and anxiety are factors that influence affective filter of language learners. High motivation, high self-esteem and low anxiety are important elements of low affective filter and the lower affective filter means the more learning experience occur in language classrooms. Both Schoepp (2001) and Yang (2012) express that teachers should undertake the duty of lowering affective filter of their learners in their classrooms because affective filter is usually bound to classroom atmosphere.

As cited in Yang (2012) Oxford puts forward some strategies for teachers to create a good atmosphere in terms of affective filter of learners. He states that students should experience being successful, they should have a friendly and cheerful classroom atmosphere with the help of music and games, and they should have numerous and different learning activities. Creating a good atmosphere and the usage of songs at that point are some good ways of lowering affective filter and anxiety of learners to manage the learning (Schoepp, 2001 &Yang, 2012) because songs and music have an influence of lowering affective factors and maximizing language learning (Boothe and West, n.d.). Nath, Mohamad and Yamat (2017) describe some activities as out-of-class activities in language learning. Among them are watching movies and television shows, listening to music and singing, reading and writing for leisure, playing games, using the internet. They concluded that these out-of-class activities increase learners' motivations since they focus on the content of the materials. Students have higher self-confidence in these activities because learners realize that they learn new items and they are able to use that knowledge. Finally, learners are more relaxed during these activities because the materials are authentic. All these factors, motivation, self-confidence and anxiety are conditions of lowering or increasing affective filter of learners. Since learners have lower affective filters when they are engaged with out-of-class activities, they become more open to language learning.

2.7.2. Multiple Intelligences in a Language Classroom

Proposed by Gardner, Multiple Intelligence Theory has caused many educators and teachers to redesign their own and national philosophies of teaching. Gardner advocated that there are seven different types of intelligences and then he added the eight type of intelligence (cited in Larsen-Freeman and Anderson, 2013). The types of intelligences are below:

1. "Logical / mathematical- the ability to use numbers effectively, to see abstract patterns, and to reason well.
2. Visual / spatial- the ability to orient oneself in the environment, to create mental images, and a sensitivity to shape, size, color.
3. Body / kinesthetic- the ability to use one's body to express oneself and to solve problems.

4. Musical/ rhythmic- the ability to recognize tonal patterns and a sensitivity to rhythm, pitch, melody.
5. Interpersonal – the ability to understand another person's moods, feelings, motivations, and intentions.
6. Intrapersonal – the ability to understand oneself and to practice self-discipline
7. Verbal / linguistic – the ability to use language effectively and creatively.
8. Naturalistic – the ability to relate to nature and to classify what is observed." (p. 191).

Each learner has different types of intelligences developed more than other types, which means that learners may have differences in their best way of learning according to their most developed types of intelligences. Larsen-Freeman and Anderson (2013) advise that language teachers should know which activity triggers which intelligence types, and consequently they can be aware that if there are any intelligence types they overemphasize or ignore in their classes. Being related to intervention of this study, playing music and singing activities are good examples of activities based on musical intelligence. However, Altan (2012) clarifies that it is not very easy and even possible to include each and every intelligence types in one lesson. Teachers should try to include different types of activities based on multiple intelligences, but one class time cannot have all of them. Instead, teachers had better plan their unit or topic by separating it into small units and each small unit including different intelligence-based activities.

2.7.3 Songs in EFL Learners' Classrooms

There is a positive effect of songs and music on language learning as well as making learners more engaged in language learning activities in the classroom (Boothe & West, n.d.). As Farmand and Pourgharib (2013) declare, there are lots of important benefits teachers can get from songs according to research studies which say that music;

- "Improves memory,
- Improves concentration,
- Causes learning English to be fun,
- Removes stress,

- Improves a sense of community to a group,
- Improves motivation." (p. 841).

Tegge (2017) states in her survey that most of teachers believe that songs as language teaching tools are useful to use in the classes and they use them in their lessons. Since students have a chance to encounter with songs outside the classroom and to experience a "stuck in the head" phenomenon, songs help students learn the language. 69% of the teachers use songs to teach vocabulary, 56% of them use for pronunciation / prosody and more than half teach grammar through songs.

Stating that studies usually showed that teachers' beliefs are not compatible with their practices despite of some opposing findings, Alisaari and Heikkola (2017) investigated teachers' beliefs and their practices regarding to singing, listening to music and reciting poems as teaching techniques in their language classes. Teachers were found to believe that listening to songs is primarily the most effective technique but others (singing and reciting poems) were also thought as highly effective. Teachers' answers implied in a statistically significant way that singing is more effective in word recalling than reciting poems. When it comes to comparing teachers' beliefs and their practices, the researchers found that although most of the teachers hold positive opinions about benefits of three techniques, for instance stating that music creates positives feelings for students and increases togetherness, "singing and reciting poems are seldom or never used and listening to songs is seldom used or only used occasionally." Almost only half of teachers having positive attitudes toward these three techniques expressed that they use the techniques occasionally or often. On the other hand, teachers using these techniques displayed more compatible behaviors with their beliefs. For instance, all of the teachers using singing often consider singing as an appropriate technique for teaching pronunciation as well as for other techniques with high percentages. Moreover, teachers usually use singing for introducing or practicing vocabulary or pronunciation. Teachers also think that melody, rhythm, and rhymes help students for their remembering.

Klimek (2017) investigated the effect of music on vocabulary learning and more generally language acquisition for young learners. Her study totally included 84 young learners (61 kindergarten and 23 second grade students). There were two groups, music and no music groups for each grade. She analyzed a state-governed exam results to examine whether there are any differences between scores of music

and no music groups. Also, she conducted interviews with teachers and a director. Analysis of the exam results showed that the use of music does not create any statistical difference between music and no music group scores. Although it is not achieved that music causes any difference in language learning, teacher and the director expressed in their interviews that music may be beneficial for young learners in language learning.

Albaladejo, Coyle and Larios (2018) conducted a study to display if there are any effects of vocabulary presentation type on young learners' vocabulary learning. She formed three presentation groups namely songs, stories and combination of both. According to the results of the study, the researcher came up with the conclusion that story group was the best among three. Moreover, combination group did better in post-test than song group. There was statistically significant difference between scores of pre-test, immediate post-test and delayed post-test of story and combination groups but song group's scores did not improve significantly. Forster (2006) implies that the use of songs and chants with young learners enable them to be better at rhythm, intonation and pronunciation. Chants and songs have a vital importance for young learners to learn oral skills of the language such as intonation, pronunciation and speech rhythm.

Farmand and Pourgharib (2013) investigated the effect of songs on 15-17 years old learners' pronunciations if there are any. Learners are taught the same words from the same song text while the treatment for experiment group included 15 minutes song sessions eight times during the study to create a relaxed classroom atmosphere. The results of the experimental study indicated that pronunciation test scores of the experimental group was better that those of control group, which supported the notion that the use of songs have a positive effect of foreign language learners' pronunciations. Researchers also concluded that learners in the experimental group had fun in the lessons and increasing motivation towards oral parts of language lessons. Those learners expressed that music brings some enjoyment to the classroom and songs help them learn more easily.

Racette and Peretz (2007) designed a study consisting of two experimental stages and tested whether songs would increase word recall. In their first experiment, they found that music did not enhance word recall. Singing prevented hesitations during recall because when people remembered one line of the song, they could

remember the next line more easily due to fluency found in songs. Also, there was not any positive effect of music on the word recall in the long run. Results of the second experiment displayed that word recall was lower in sung/ music condition although the difference between sung and spoken conditions is not significant. As in the first experiment, music did not cause any increase in word recall in the second experiment, too.

2.7.4. Students' Opinions about the Use of Music in the Classroom

The positive effects of the use of music on learners are undeniable because no matter how old a learner is, it is probable that he/she enjoys music in every aspect of his/her life. When it comes to learning especially language learning, music creates a positive environment by motivating students. Especially young learners having poorer attention spans need motivating learning environments more.

According to results of a survey answered by 36 intermediate and advanced learners of English in Japan, Jones (2010) came up with the conclusion that all learners liked listening to music, but they preferred different kinds of music. 86 % of them expressed that they listen to music while studying. Among the reasons why learners preferred listening to music while studying was to feel motivated, to focus on their material, to relax and to feel good since they like music. However, the rate of learners who liked listening to music in the classroom was a bit lower than the previously mentioned one because 69.4% of them enjoyed music in the classroom.

Jones also investigated what effects students think music has on their learning. Results displayed that most of the students believe that music improves their mood. The beliefs that music has an effect on English vocabulary recalling and that students have better language skills due to music are successively most chosen answers following the mood choice.

2.7.5. Young Learners and Music

Learners from different ages display some characteristics peculiar to their developmental stages, which means that teachers should not use the same techniques or methods for each age group. Being aware of the developmental stages of their

students, teachers will be more beneficial to students not only as an instructor but also as a mentor guides learner to regulate their own learning.

It is very well-known fact that young learners are usually more eager to learn a new language and more willing to take risks. However, it is a requirement for language teachers to ensure that young learners are provided with necessary conditions for their learning to take place. As Çakır (2004) clarifies that teaching young learners is a special area which necessitates some knowledge and training for teachers. Language teachers should firstly know that motivation is important for young learners and it is possible to increase their motivation by equipping learners with enjoyable and interesting activities. Among the most suitable activities for young learners are said to be games, songs, and hands-on activities. Learner emotions also need to be taken into account while creating a relaxed atmosphere for young learners in a language classroom.

Young learners are mostly agreed having an advantage in language learning especially for oral skills although there are some counter arguments. However, it is mentioned in "Characteristics of Young Learners" (2009) that hoping young learners can acquire naturally without needing any condition for their learning is not very realistic. Teachers should keep in mind some necessary factors to improve young learners' language acquisition. Language teachers had better know learners' developmental stages of their ages, learning differences, motivational factors, and multiple intelligence theory to teach productively. For instance, it is written in the chapter that when students are grouped according to characteristics of their ages, the sixth graders are said to dislike being treated as children. They like dealing with real life topics such as "music, pets, and sport teams" and activities created about those topics are intriguing enough for them to use the language as they enjoy doing so.

Music has a great value for young learners to learn a foreign language. Forster (2006) states that young learners do not differentiate between music types in the classroom, which means that teachers can use any type of music, chants and songs to teach vocabulary, grammar and some communication acts (p. 65). Among the advantages of the use of music in a language classroom primarily comes the motivation issue of the learners. Motivation tightly related to affective filter of a learner as Krashen mentions. Lee and Lin (2015) states that music has a positive effect on increasing young learners' motivation and their attention time. Also, it creates a chance

for shy students to participate in the lessons and music helps young learners be more independent and creative. Lee and Lin confirmed in their study, in which they used musical activities to teach a foreign language to young learners (4 years old), that songs are the best alternatives to teach a foreign language to young learners because songs have repetition and it eases young learners' language learning. Apart from making language learning better, songs and musical activities contribute to adaptation of new language and culture (Lee, 2002).

Azadi (2015) compared musical texts to read aloud texts with young learners in terms of retention of the words. He created two experimental groups and one control group. Except the treatment which included singing for the music group, everything was the same. Unlike most of the studies in the literature, results showed no advantage in immediate and delayed word retention for music group over speech group. Instead, speech group performed significantly better than music group in two songs. There was not a statistically significant difference for the last song, but music group still had lower score in the test.

2.8. SUMMARY

It has been found in the literature that pronunciation teaching is important in language teaching to attain an intelligible pronunciation, however, there are many different factors such as different English forms, age constraint in pronunciation learning, nativeness, intelligibility, and comprehensibility principles affecting the teaching process. Moreover, teacher beliefs and their self-confidence among the determining factors of pronunciation teaching process.

Music has beneficial effects on the brain, and it helps learning and remembering easily. Therefore, it is pedagogically appropriate and useful for language teachers to use songs in young learners' language classes. Young learners have high levels of energy and they need to be motivated during the lessons to be able to follow the courses. Also, affective filter hypothesis suggests that learners should have lower levels of stress and anxiety to learn more effectively. At that point songs are good alternatives to increase motivation and to lower the stress of learners in the classes. However, there is a lack of related study to the comparison of pronunciation teaching through traditional ways and though the use of songs in young learners' language classrooms.

CHAPTER THREE
METHODOLOGY

3.1. PRESENTATION

This chapter introduces the methodology used in this research study. Firstly, it gives brief information about research methods of the study. It sheds lights on which methods and how these methods are applied. This chapter also presents participants, context and sample of the study. In this part, what instruments are used in the research, how these instruments are utilized, and how they are analyzed will be explained in detail.

3.2. RESEARCH DESIGN

This research was carried out in accordance with the requirements of mixed method research design. There was an experimental group receiving an intervention during the study and there was a control group which receives no intervention but helps researcher compare the results and test the hypothesis. As being a type of quantitative research, experimental studies are good examples of research studies that establish some scientific cause-effect relationships if there are any. Teacher diary notes were used as an example of qualitative research design. Dörnyei (2007) states studies combining both quantitative and qualitative methods are called as mixed method research (p. 42). After the analysis of the data collected from both experimental and control group, the relationship between the use of pop songs and students' acquisition of pronunciation will be revealed.

3.3. RESEARCH CONTEXT, PARTICIPANTS AND SAMPLING

This study was conducted in a state secondary school named Kocatepe Secondary School in Gaziantep, Turkey. During the study, students in the sample group continued their routine lessons. There were not any differences except their additional lessons as

a requirement of their being control or experimental group members. Both experimental and control group have three hours English classes and two hours selective English course in a week. Since all hours are given by the same teacher, these two different courses (English and selective English) are taught as a single course and therefore students may be thought as having five hours English lessons in a week. All students have similar background related to English learning history. They have been learning English since the second grade and their English levels are mostly the same. However, both experimental and control group have the same conditions related to English levels.

All participants in two groups are between 10-12 years old. The average age of experimental group is 11, while that of the control group is 11.5. Since the classes are already formed by school principle by controlling total numbers of males and females in all classes, there was not any researcher effect on the numbers of males and females in each group. Experimental group had 25 males and 12 females; on the other hand, the control group had 18 males (except one student missing from the study) and 17 females. The sample group totally had 72 students.

In the sampling process of the research, cluster sampling was used. Students study in a secondary school in certain classes, so it was the only option for researcher to use cluster sampling to be able to study with those students. Dörnyei (2007) describes cluster sampling as "…to select some larger groupings or units of the populations and then examine all students in those selected units" (p. 98). While the sample was chosen, it was important to be good representative of the students. The researcher had five different classes to teach and they are similar to each other in many aspects. Among five classes, two were chosen as the sample of the research. In the process of determining two classes, their level of English, their interest in the course, their enjoyment and enthusiasm for English classes were considered. As a result, 6/G was chosen as experiment group, and 6/S was chosen as the control group.

3.4. INSTRUMENTS

For the data collection of this study, six different assessment texts were used to evaluate students' pronunciations of the target words and teacher diary notes were used to reveal students' motivations towards their own group's lesson routines which were employed as a necessity of the research.

3.4.1. Assessment Texts for Pronunciation

These texts included target words that are selected from the songs used in the intervention of the study. Before creating the assessment texts, the target words were selected from each song. It was important for the target word selection that pronunciations of the target words should not be predicted easily by learners when they have a look at the words even if they have a little familiarity with those words. Moreover, the target words needed to be pronounced differently enough from their spelling to prevent Turkish learners readily guess the pronunciations. Since the learners in this study were not upper level students, most of the target words were completely new words for them. The rest of the words were possible for some students to know or meet somewhere beforehand. However, the research aims to find and compare the improvements of the both groups in pronunciation, so some familiar words to both groups are not a threat to the sake of the study.

All songs included 9-12 target words and a different text was created for each song. All texts were written originally by the researcher. Those texts involved some high-level phrases and sentences because it was surely hard to combine the target words which have no common point but chosen according to their pronunciation.

Those texts were read by students twice during the treatment. First, they read as a pre-test, and they read for the second time as a post-test. Voice records of the students while reading the assessment texts were taken to evaluate pronunciations of the students.

3.4.2. Teacher Diaries for Students Motivation

The researcher monitored the students to follow their interest and motivation toward the classes in each group every week. Normally, those students liked interactive and communicative activities more than following a course book. However, their choice for pronunciation teaching was not clear because they had not had a fully pronunciation-based lesson before. The researcher kept a teacher diary and took notes about students' enthusiasm, motivation and the names of the students participated in the lessons. While students were completing their exercises on the worksheets, the researcher wrote her notes. Aiming to increase motivation in experimental and control groups, the researcher also told the students that she would write the names of the

students participating in the lesson to give some extra credits. The reason why the researcher did not implement any interview with students was that students would have some hesitations to express their discontent, if they had any, over the way lessons were taught because the researcher was the teacher of the classes.

3.5. PROCEDURE

The study included a treatment session during the research, which made necessary to prepare some conditions for the treatment. Initially, two classes were chosen for the study and they were divided into groups. The overall class sizes of each class are 36-37, so each group included 6 students except for the last group which were inevitably 7 students. As a result, each class had 6 groups with 6-7 students. Groups of both experimental and control classes were named by numbers consecutively such as "Group 1". These groups will be mentioned as "treatment groups" in this research.

Secondly, 6 different pop songs were decided to make use of in the research. However, this was among the most time-consuming and challenging parts of the preparation for the research. Lems (2001) states in her article there are some factors to be dealt with while selecting a song such as clarity of lyrics, appropriateness of vocabulary in terms of learners' level, and absence of inappropriate implications of problematic content. Lyrics of pop songs are not always suitable for young learners. Apart from lyrics, there are some other factors which deter a language teacher from using a song for his/ her young learners. Video clips of the songs often include some images representative of profanity, nudity, smoking and use of alcohol. All mentioned factors are inappropriate for young learners. Video clips are important for the study because students were charged with practicing the song at home for one week, which makes very probable for learners to watch the video clips. Furthermore, the rhythm of the songs is also important because young learners get easily motivated or demotivated due to the rhythm of the songs. Paying attention to the lyrics, rhythm, and video clips of the songs, the songs were chosen to be used in the study.

The study aimed to investigate differences in pronunciations of control and experimental group students, and therefore students had to know that their pronunciations were important and would be assessed. The students told before treatment of the study that their teacher intended to improve their speaking ability, increase their courage in speaking in English. To overwhelm their fear of speaking last

year, the teacher did not focus on grammatical or pronunciation mistakes much unless they were really crucial. They were also told that they achieved what they aimed mostly last year and so this year would be "pronunciation time". Students were aware that their pronunciations would always be assessed in class and they had to be very careful about pronunciations of every word. This was necessary to make students take treatment lessons seriously. It was told students that there would be some recordings to assess their pronunciations by groups and they would receive some feedback when the pronunciation time finished. However, students were also told that they would not receive any grades / marks / points while being assessed in order not to make students over-stressed.

After preparing students for the treatment courses, the teacher created worksheets for each text of the control group and for each song of the experimental group. The worksheets were presented in attachments part. The teacher taught the treatment lessons two hours in a week and rest of the lessons were the same for both classes. Necessary permissions from school principal and provincial directorate of national education in Gaziantep were received for recordings. There were two recording sessions for each student as pre-test and post-test. Before starting the treatment lessons, pre-recordings of all students in the sample were taken on the same day. Firstly, students called out group by group while the rest of the students were continuing their routine classes with another teacher. Students' voices were recorded one by one outside the classroom. It was carried out on purpose, otherwise students might have felt nervous and shy in front of their friends because some students never hesitate to mock others. It would have been possible to affect their pronunciation if they had not been alone with the teacher. That could have affected the results of the study adversely. When pre-recordings of students finished, post-recordings were taken after each treatment session. It means that first text of the control group and first song of the experimental group were completed; students had a week to practice; and finally, post-recordings of the first group were taken before starting new text and song. The treatment of the study was planned to take 6 weeks, however, there were a lot of factors resulting in extension of time. The school that the study was conducted adopted a common exam schedule for all students. It means students will have that exam even if their normal course is something different. This exam schedule and some other achievement tests carried out throughout the term many times prevented the researcher from finishing the treatment process as planned beforehand. Students did not come to

school regularly towards the end of the term. Since there were a lot of students missing at that time, the treatment process had to have a short break. The treatment process almost took 10 weeks except mid-term holiday. Detailed information about the treatment process will be explained under the title of "Treatment".

At the end of 10 weeks, it was time for assessment. The researcher did not evaluate the recordings to be able to remain loyal to objectivity. Moreover, she was not a native speaker and did not live abroad long enough, which is an important factor for pronunciation because there are some phonological differences among languages which are sometimes hard to detect and imitate even after long years. There were two native speaker raters for pronunciations. First one was born in London, England and grew up in a Turkish family. She as educated in London till the age of 18 and she had to return to Turkey at the age of 19. The other evaluator was born and raised in Melbourne, Australia. He also grew up in a Turkish family and came back to Turkey for university education.

They listened to recordings of students' pronunciations and gave points between 1 and 10, which made a thorough evaluation possible. Each one evaluated the recordings without knowing which point the other evaluator gave. The average points were calculated after evaluations.

3.6. TREATMENT

The treatment of the research required two lessons time per week for each group. Because they had five hours English in a week, the rest three hours were the same for both groups and these lessons was taught according to the national curriculum. During the treatment days, which were Thursdays, each group received different lessons.

Experimental group started with the pre-listening activities and continued with songs, listening activities based on the songs and karaoke practices. The teacher brought a worksheet for each song and the lessons were governed by worksheets. When the class time is over, students were told to rehearse the song for karaoke activity next week. When it was next Thursday, students first did karaoke with little groups and the groups were organized according to places they were sitting in classroom at that moment. Since the aim is only practicing the karaoke version of the song, the grouping stage was not important. When little groups rehearsed the karaoke, the treatment group of the song performed their karaoke. The teacher took some notes

about students' performances so that they took the karaoke activity seriously and they practice the songs at home. After finishing the karaoke of the previous song, the teacher introduced new song. The routine was the same for the new song, too. They studied the new worksheet prepared by the teacher. When they have finished with the worksheet, the teacher called the students of previous song's treatment group. Students read aloud the assessment text of that song outside the classroom and the teacher took voice recordings of the post-test of the previous song.

The control group started with pre-reading activities because their lessons included reading texts instead of songs. The texts were the same texts as the ones used for assessment. The teacher prepared worksheets and the lessons were based on these worksheets as in the experimental group's lessons. During the classes, either in pre-listening activity or in main activity, students listened to vocalization of the texts by an online voice readout website and then by the teacher. There are different websites vocalizing texts and "https://www.ingilizceturkce.gen.tr/yaziyisesecevirme.html" was used for this study. Similarly, each lesson certainly included a read-aloud session to equalize conditions with the experimental group because they had songs and they practiced pronunciations by listening and singing. As a result, conditions were equal but not the same for both groups of the study. Students also answered some comprehension questions in each worksheet, and some included other text or word / phrase exercises, too. At the end of the lessons, students were told to study the texts because they would read in the class next week. When it is next Thursday, class began with the practice of the previous text similarly to the experimental group's lesson. The teacher first started to read and then students continued. Volunteer students did not read whole of the text, but they read a few sentences and someone else maintained reading. It was aimed to give chance to more students. Later, the teacher brought new text and its worksheets. Students studied the new worksheet prepared by the teacher. When they have finished with the worksheet, the teacher called the students of previous text's group. Students read aloud the assessment text outside the classroom and the teacher took voice recordings of the post-test of the previous text.

The same songs and the same texts based on the song were not used for all groups in experimental or control group for 10 weeks. The same song was not used for all treatment groups (little groups mentioned before) to have some variation in the classroom and it would not be fair for students taking post-tests later because they

would have a chance to practice the song more. Similarly, the same situation would be valid for control group, too. To implement the post-tests to 36-37 students and taking voice records from all members of the experimental group on the same day just after the treatment, was not possible due to some practical reasons and some obligations of the school as a teacher of English for researcher.

3.7. DATA ANALYSIS

There were 37 and 36 students in experimental and control group successively at the beginning of the study. One student from control group dropped out of the study since he was absent on the treatment day and the study completed with an experimental group consisting of 37 students and with a control group including 35 students. Each student in both groups received four grades between 1 and 10, the first one as pre-test score and the second one as a post-test score for the words they pronounced. There were two different native speaker evaluators, and both scored the students in experimental group and the control group. For the analysis, the mean scores of all pre-test scores of all words given by only one evaluator for the experimental group were calculated. The same calculation was repeated for post-test scores of the experimental group and then for pre-test and post-test scores of the other evaluator. The same process was carried out for the control group words. Finally, there were two pre-test means and two post-test means calculated from scores of two evaluators for control group and experimental group.

A correlational statistic was calculated to check whether concordance between the scores of two raters exists. It showed that if two different scores were consistent with each other. Also, it was necessary to know whether the data set normally distributed or not to decide correct statistical tests for research questions. The data set underwent some descriptive statistics and Shapiro- Wilk test is used for normality.

Since the experimental and control groups of the study were formed according to cluster sampling and the researcher did not have any chance to change class of any student, there were always a risk for any of the groups to be better in pronunciation at the beginning although the levels of the classrooms are very similar. It is an important factor affecting the results of the study if it is not considered while calculating the statistics of the study. Therefore, it is assumed that pre-test scores of both groups were neglected and analysis of covariance test (ANCOVA) was carried out to decide if there

is any statistically significant difference between post-test scores of groups given by each evaluator independently as a result of treatment.

CHAPTER FOUR
FINDINGS

4.1. PRESENTATION

This chapter summarizes the results of data analysis and includes some tables to reveal and visualize the answers of research questions. In the chapter, mean scores of the groups, the consistence between two raters, normality of the data set, and the results of ANCOVA test will be presented.

4.2. DESCRIPTIVE STATISTICS

This study carried out with totally 72 students within two groups. There were six little groups in each research group. Students in little groups took pre-test and post-test independent of other little groups. Since there were two different raters for pre-test and post-test scores, descriptive values are achieved as two different sets. For the first rater, mean score and other descriptive statistics of all pre-test scores within experimental group and then control group were calculated. The same statistics were repeated for the post-test and for the other rater. For the first rater, the mean of pre-tests of experimental group and control groups successively were 2.48 and 1.66 while post-test means were 3.70 for experimental group and 2.69 for control group. Experimental group and control group had the same minimum values for pre-test, which was 1, however, maximum values are 4.18 and 2.27. When it comes to post-test, minimum values of the experimental group and control group were 2.5 and 1.1, on the other hand, maximum values are 6 and 3.64. Table 4.1 and Table 4.2 below show the related data.

Table.4.1.
Descriptive Statistics for Means of Pre-test (rater 1)

Group	Mean	Std.Deviation	Minimum	Maximum

Bpre-test	1	2.48	.80	1.00	4.18
	2	1.66	.32	1.00	2.27

Table.4.2.
Descriptive Statistics For Means of Post-test (rater 1)

	Group	Mean	Std.Deviation	Minimum	Maximum
Bpost-test	1	3.70	.87	2.50	6.00
	2	2.46	.68	1.10	3.64

According to results of the descriptive statistics based on the scores of the second rater, the mean of pre-tests of experimental group and control groups consecutively were 2.86 and 2.54 while post-test means were 3.45 for experimental group and 3.42 for control group. Minimum and maximum values of groups were a bit different in terms of their improvement scores when compared to those of the first rater, nonetheless, it is not possible to comment on the significance of this difference by examining only these values. Minimum values of the experimental and control group were 1.56 and 1.09 for pre-test, while maximum values were 4.55 and 5. For the minimum values of post-test, experimental group scored 1.55 while control group had 2.10, which was interesting and different from the first rater situation. Similarly, maximum values were reported as the same for two groups which was 5.09. Table 4.3 and Table 4.4 below show the related data.

Table.4.3.
Descriptive Statistics for Means of Pretest (rater 2)

	Group	Mean	Std.Deviation	Minimum	Maximum
Opre-test	1	2.86	.70	1.56	4.55
	2	2.54	.79	1.09	5.00

Table.4.4.
Descriptive Statistics for Means of Post-test (rater 2)

	Group	Mean	Std.Deviation	Minimum	Maximum
Opost-test	1	3.45	.78	1.55	5.09
	2	3.42	.71	2.10	5.09

To test whether the data set was normally distributed or not, Shapiro-Wilk test was implemented for four groups of data that are two pre-test sets and two post-tests sets from each evaluator. According to the results of the test, the data sets are normally distributed except only post-test score set of the experimental group belonging to the first rater (p = .005). On the other hand, remaining sets were found to normally distributed since p>.05. Table 4.5 displays values of all data sets.

Table 4.5.
Test of Normality

Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Bpre-test	1	.08	37	.20*	.98	37	.73
	2	.09	35	.20*	.95	35	.15
Bpost-test	1	.12	37	.15	.91	37	.00
	2	.12	35	.18	.95	35	.12
Opre-test	1	.08	37	.20*	.96	37	.20
	2	.15	35	.03	.93	35	.05
Opost-test	1	.07	37	.20*	.98	37	.90
	2	.09	35	.20*	.97	35	.70

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

4.3. ANALYSIS OF RESEARCH QUESTIONS

4.3.1. Results of the First Research Question:

Does the way pronunciation is taught (via songs or text) affect the pronunciation skills of students in a young learners EFL classroom?

When the treatment sessions and gradings of voice records are completed, it was obvious that there are some differences between scores of the groups. They were not equal and their mean scores or minimum and maximum scores are mostly different, too. There were some slight improvements in post-test scores of both groups.

However, it is not possible to say which technique, use of songs or texts, outperformed the other one just by looking at mean scores since some statistical tests were required. Since there would some confounding variables related to beginning level of the learners, pretest means of both groups were controlled and post-test means were the dependent variable. The answer of the question that which technique affects pronunciation scores of the students positively was investigated as the second research question. If the dependent variable was significant in ANCOVA test, it would mean that songs have a significant positive effect on pronunciation.

4.3.2. Results of the Second Research Question:

If songs affect the pronunciation skills of students, is there a statistically significant difference between post-test scores of song group and text group?

Before conducting ANCOVA test, the correlation between two raters was investigated by Pearson Product Moment Correlation in SPSS. The results of the test revealed that there is a statistically significant correlation between two raters for both pretest (r = .76, N=72) and post-test (r= .79, N=72) (r>.05). The values of correlation analysis show that two raters' scores are highly correlated with each other, which is a good thing for the sake of the study because it means that both raters gave similar points for each item. Table 4.6 below presents r values of the tests.

Table 4.6
Correlation between Two Raters

Correlations

		Bpre-test	Bpost-test	Opre-test	Opost-test
Bpre-test	Pearson Correlation	1	.84**	.76**	.52**
	Sig. (2-tailed)		.00	.00	.00
	N	72	72	72	72
Bpost-test	Pearson Correlation	.84**	1	.52**	.79**
	Sig. (2-tailed)	.00		.00	.00
	N	72	72	72	72
Opre-test	Pearson Correlation	.76**	.52**	1	.78**
	Sig. (2-tailed)	.00	.00		.00
	N	72	72	72	72

Opost-test	Pearson Correlation	.52**	.79**	.78**	1
	Sig. (2-tailed)	.00	.00	.00	
	N	72	72	72	72

**. Correlation is significant at the 0.01 level (2-tailed).

4.3.2.1. Statistical significance of rater 1

Two raters' scores were examined and the mean scores of each student for pretest and post-test based on all the words they pronounced were calculated. After determining the means for tests, ANCOVA test was carried out to see whether there was a statistical significance between song group and text group. Statistical analysis was conducted independently for each raters' scores to detect if there were any notable contrast between two raters. ANCOVA results uncovered F(1,69)=9.32 , *p*=.003. Given F value means that there is a difference between variables, and it is not very likely to be by chance. Partial Eta Squared value .11 indicated that there was a small effect of the treatment. The results also showed that there is a statistically significant difference between post-test scores of experimental and control groups (p< .05). Table 4.7 displays all values below.

Table 4.7.
Results of Tests of between Subjects Effects for the First Rater

Tests of Between-Subjects Effects

Dependent Variable: Bpost-test

Source		Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	Hypothesis	6.39	1	6.39	12.38	.03	.78
	Error	1.70	3.30	.51[a]			
Bpre-test	Hypothesis	25.51	1	25.51	96.73	.00	.58
	Error	18.20	69	.26[b]			
Group	Hypothesis	2.46	1	2.46	9.32	.00	.11
	Error	18.20	69	.26[b]			

a. ,115 MS(Group) + ,885 MS(Error)
b. MS(Error)

4.3.2.2. Statistical significance of rater 2

When ANCOVA test was executed, F(1,69) =4.25, p=.043. Similar to the first rater, F value pointed out that null hypothesis was rejected and there was a difference. Partial Eta Squared value .05 indicated that there was low effect of the treatment. According to the results of statistical analysis, it was concluded that there was a statistically significant difference between experimental and control groups. In Table 4.8. the values of the analysis are given.

Table 4.8.
Results of Tests of between Subject Effects for the Second Rater

Tests of Between-Subjects Effects

Dependent Variable: Opost-test

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	Hypothesis	8.28	1	8.28	32.47	.00	.69
	Error	3.59	14.094	.25[a]			
Opre	Hypothesis	25.06	1	25.06	121.50	.00	.63
	Error	14.23	69	.20[b]			
Group	Hypothesis	.87	1	.87	4.25	.04	.05
	Error	14.23	69	.20[b]			

a. ,073 MS(Group) + ,927 MS(Error)

b. MS(Error)

4.3.3. Results of the Third Research Question:

Are there any difference between two groups in terms of students' affective and motivational states?

For this research question, the researcher as the teacher of students made some observations in both experimental and control group during the interventions. According to the diaries the researcher kept it was discovered that instruction through songs caught students' attention more than texts. It was clear in the classroom that there were more students participating in the lessons in the experimental group. However, there were less students and the most hardworking ones taking part in the activities in the control group, which shows that the participation and motivation level

of students have something more to do with their general interest in lessons in the control group. Students in the experimental group were asking when and which song they would study next until the treatment day. There were not any students who wanted to be excluded from activities of the song, on the contrary, they were eager to get prepared for the activities.

When the treatment sessions completed totally, experimental group participants still asked many times if the researcher would teach some other song-based lessons even after a year. It is more interesting to mention that other students except from control and experimental groups asked for having song-based lessons having heard from their friends. All those conditions reveal that the use of songs in an EFL classroom of young learners increase students' motivations and make them more eager and open to learning activities no matter whether songs create a significant difference in students' scores or not.

,

CHAPTER FIVE
DISCUSSIONS

5.1. PRESENTATION

This chapter includes the discussion related to results of the study. Results will be summarized very briefly and then discussed in the lights of previous studies focusing on the use of music for language teaching in the literature.

5.2. DISCUSSION OF THE DESCRIPTIVE STATISTICS

Before starting to do statistical analysis, some statistical analysis procedures were administered to have an overall impression about data sets and also to decide if parametric or non-parametric tests would be used. However, as Dörnyei (2007) states descriptive statistics do not allow us to make generalizations because they just display the values belonging to the sample (p. 209). In the first rater's scoring set, the increases in mean scores between post-test and pretest were 1.22 (3.70-2.48) for experimental group and 0.8 (2.46-1.66) for control group, which shows that the experimental group showed more improvement in their scores. According to the second rater's set, the experimental group performed 0.59 points increase (3.45-2.86) and control group got 0.88 points increase (3.42-2.54) in the means of tests. It is interesting that control group outperformed experimental group in the increase of means from pretest to post-test in the second rater's data set. On the other hand, the experimental group mean scores improved more than control group between pretest and post-test in the first grading set. Moreover, the difference between increase scores of groups between two raters is higher in experimental group (0.63) than control group (0.08).

For the values of SD, all groups (pre-test and post-test scores from both raters) scattered somewhere between .03 and .87, which shows that experimental and control groups were not heterogeneous as stated in Dörnyei (2007, p. 214).

The mean scores were very low for each group in each rater's sets considering that scores were given from 1 to 10. The biggest reason behind this situation is that most of the words (about 70% of them) were totally new for students. Remaining words might have been familiar to some students mostly from some other contexts out of school. It was on purpose to include a word set that was mostly foreign to students because it was more realistic to check improvements in pronunciations of students due to the technique used in the classroom. However, the time allocated for the text-based and song-based lessons were not enough to get a slight change for most of the students, so the mean scores of post-tests were low, too.

Shapiro Wilk test was used for testing normality of the data and results showed a normal distribution of data was achieved. Nonetheless, only one set of data, which was experimental group's post-test data belonging to the first rater, was not normally distributed but the skewness was not very high. Normal distribution is important in statistics because there are different types of tests used for normal and non-normal distributed data sets. As the normal distribution was achieved, ANCOVA analysis was appropriate to conduct. ANCOVA is useful in studies which tries to compare the difference between pre-test and post-test of groups due to the intervention because it controls the pre-test scores which might be different because of learners' background. However, if there was any difference in post-test scores in ANCOVA, it would be the effect of the treatment (Dörnyei, 2007, p. 222).

5.3. THE USE OF SONGS COMPARED TO TEXTS

The current study revealed that the use of songs improves pronunciation of learners and the difference between the use of songs and texts is statistically significant. It means that teachers can improve learners' pronunciation skills, which is very important for an understandable communication, through song- based activities by creating a relaxed atmosphere and some enjoyment in the classroom. The difference between text-based and song-based lessons on pronunciation is significant, however, the effect size of the songs is not very high in this study. As Dörnyei (2007) summarizes the thing which is found to be significant do not have to be very important or even it may not yield practical or theoretical importance.

Tegge (2018) conducted a survey among 398 teachers to find out if they believed songs are useful in language learning and if they use songs in their lessons.

Although most of them were English teachers, the sample included 20 different language teachers. As the current study implied, Tegge concluded that teachers held the opinion that songs are useful in language classes and they improve second language learning.

Although exactly the same format of this study in terms of the use of songs in the classroom could not be found in the literature, there are some similar studies investigating the effect of songs or music in language classrooms. Farmand and Pourgharib (2013) conducted a study with 30 high school students. Both experimental and control group received the same text of songs. Students had a pronunciation test as pre-test and post-test. The experimental group received 8 sessions treatment each lasted 15 minutes. In treatments they listened to songs and sang. However, there were texts of the songs so, the songs were used for motivation and fun. The lessons were not basically based on the songs for the experimental group. The analysis of the results showed that experimental group improved in post-test significantly more than control group, which means that the current study and that of Farmand and Pourgharib (2013) supported the hypothesis that songs can enhance pronunciation learning of the students.

Yusmita and Angraini (2017) searched the effect of songs on the seventh grade learners' pronunciations by forming two groups, one, experimental group, receiving songs in the lessons as a treatment and the other one, control group, receiving no song lessons. Students took pre-test before the treatment and they also took post-test after treatments finished. The tests were about missing lyrics in which learners had to complete the blanks based on the lyrics in three minutes and about phonetic symbols of the words in which students pronounced words in three minutes and their voice was recorded. The instructor used some fun activities such as missing lyrics and homophones activity and games while teaching the song during the treatment. Results revealed that missing lyrics activity helped learners to focus on pronunciation a lot and the post-test scores of the experimental group were higher than control group in a statistically significant level. However, it was not obvious in the Yusmita and Angraini 's study whether the control group received any pronunciation exercises as well as the experimental group and if so, it was not clear in the study how they studied pronunciation. The current study used texts and songs together to study pronunciation and compare the results.

Bjorklund (2002) investigated whether ESL teachers use songs with adult learners; if so, how they use; and what effects songs have on learners. Surveys of students and instructors pointed out that most of the instructors expressed that they (87%) used songs and they also mentioned that they mostly use songs to teach pronunciation and speaking skills. Instructors told that they realized improvement in learners' speaking skills when they use songs in their lessons. Students' survey displayed that songs help learners memorize words and phrases and many of the students believed that songs helped them differentiate between long and short syllabuses, vowels, consonants and stress.

Although it is not on pronunciation, Salcedo (2010) conducted a study to reveal the effects of songs on word recall by creating two treatment groups and one control group all comprised of university students. One of the treatment groups served as song group and they listened to songs; the other one was spoken group and they heard the same song text in a speech format. After the treatment, all students took a cloze test where there were some missing words in the same text used for treatment sessions and students were asked to fill in the blanks as much as they remember. Results of the study showed that there was statistically significant difference between song group and text group for songs 1 and 3, nonetheless song group was better for song 2, too. The researcher also investigated delayed recalling of words after two weeks and found that there was not any significant difference among groups. Salcedo also conducted a survey to students to learn about involuntary mental rehearsal naming din. Students expressed that they repeated songs many times and they had difficulty in getting songs out of their mind. It was an advantageous situation for students to grasp related teaching part from the song.

There are some studies which have opposing results compared to current study on the effect of songs on language learning in the literature. One of them was conducted by Klimek (2017) and she included kindergarten and secondary grade students. Some of them were taught by teachers who use music in their classes including activities like listening, singing, creating and responding to music. The others were not exposed to music in their lessons. The researcher used a national standardized test to see if there was any difference between music and no music group. This exam included listening, reading, writing, and speaking booklets, therefore the study examined overall language learning between groups. Results showed that the

scores of post-tests were lower than pre-test scores in both groups in the second raters. Similarly, there was not any statistically significant difference between music and no music groups of kindergarten students.

Interestingly, Racette and Peretzi (2007) conducted two experimental stages in their study and compared word recall in three groups: Sung-sung version listened to lyrics as form of songs and recalled them by singing. Sung- spoken version participants listened to songs and they repeated lyrics in the form of speech. Lastly divided- spoken condition listened to divided version of lyrics and recalled them in the speech form. Results showed that there was not any superiority of sung- sung condition over other two groups although it was supposed to be. Surprisingly, when researchers completed their second experiment, they concluded that there was little advantage of spoken group over sung group, but it was not statistically significant.

Research studies conducted on the effects of songs usually investigated the relation between songs and vocabulary learning and/ or word recall. Those studies have some controversial results related to positive effects of songs on vocabulary learning, however, songs are generally found to affect pronunciation of learners positively although studies in the literature on pronunciation and songs are found rarely.

5.4. THE MOTIVATION OF LEARNERS IN SONG-BASED LESSONS

Notes in the teacher diary that researcher kept in both classes revealed that the motivation and participation were higher in experimental group while control group students did not show any obvious difference when compared to their ordinary teaching sessions previously.

The results of this study advocated the other studies regarding to the effect of songs or music on learners' motivations in a language classroom. Oxford (as cited in Yang, 2012) asserts that stress prevents learners from grasping the knowledge and teacher should design some music activities to create a stress-free atmosphere in the classroom. The conclusion that musical activities, songs, and singing in the classroom are good activities to increase motivation, to lower anxiety, to create a learner friendly and relaxing atmosphere, and to maximize learning (Schoepp, 2001; Bjorklund, 2002; Yang, 2012; Nath, Mohamad & Yamat, 2017; Boothe & West, n.d.) drawn from current study similar to many other studies in the literature. Similarly, Farmand and

Pourgharib (2013) found in their questionnaire on the use of songs in the lesson and replied by high school learners of English revealed that students thought that music helped them learn and increase their motivation in the lesson (p. 844).

Anton (1990) involved in a team and created Contemporary Music Approach (CMA) which is a way to teach Spanish through songs. CMA included some activities such as singing along the song, singing it by heart, studying some grammar on song and writing a new song for the same melody. Anton investigated opinions of the students and found that 98% of them thought that CMA helped them learn Spanish, 93% liked the approach, 92% played the song for friends and family. All those rates showed that songs used in CMA increased learner motivation.

Dzanic and Pejic (2016) examined the use of songs in a language classroom in terms of improving learners' vocabulary knowledge and their motivation. They used tests for immediate and delayed vocabulary retention and a questionnaire completed by second grade students in a primary school in Bosnia and Herzegovina. Apart from influencing vocabulary retention positively, songs were said to increase motivation for language learning. According to results of the questionnaire, most of the students liked songs in the lesson, they found them fun and they commented that they liked songs in English classes because songs were fun and interesting.

When the literature is reviewed, it is seen that there are only a few studies which implies songs do not have any positive pedagogical value, instead, they affect learners negatively as the study belonging to Azadi (2015) revealed that songs may prevent learners from focusing on the teaching point. Most of the studies in the literature, including the current study, show that songs motivate learners and create a stress free and relaxed learning environment which maximize the final attainment of learners no matter for what skills the songs are used in language classroom.

CHAPTER SIX
CONCLUSIONS AND RECOMMENDATIONS

6.1. PRESENTATION

This chapter firstly introduces overall summary of the study and it explains conclusions deduced from the study. Finally, it includes some implications for teachers and educational staff and some suggestions for upcoming studies based on the implications of current research study.

6.2. SUMMARY AND CONCLUSION OF THE STUDY

This study included two groups of students, experimental and control group, and they consisted of 37 and 35 students successively in a state secondary school in Gaziantep. The sample was formed by cluster sampling and it could include relatively small sample due to practical purposes. The study tried to display if there are any effects of pop songs on pronunciation of learners. There was not any outsider teacher in any classroom in any teaching sessions as a researcher and it created more relaxed atmosphere since students were already familiar with the teacher.

Also, the effect of the songs was investigated directly by fully song-based or fully text-based lessons. It means that neither songs nor texts appeared at only some point of the lessons and some other methods and ways did not replace them in the remaining part of the lesson. It was important because the direct effect of the teaching technique was obvious in every moment of the sessions without any risk of confounding variable related to teaching methods.

There were six different songs for experimental group and six texts based on the words from songs for control group. Students had a pre-test and a post-test, and the researcher recorded their voices. Two different native speakers graded the records between 1-10 and the records were analyzed in SPSS 24. The statistical analyses of the data indicated that the points of two raters were in a relationship and there existed

normal distribution. Results of ANCOVA test uncovered that the use of songs in pronunciation teaching for young learners had a statistically significant difference compared to the use of text for the same purposes. Moreover, there was not any motivational difference from any other English lessons in the control group while the experimental group had an increase in their motivation and enthusiasm during treatment lessons.

6.3. IMPLICATIONS

This study revealed that the use of music has an advantage over texts as a way of traditional pronunciation teaching. The difference between teaching pronunciation through text and songs was statistically significant. It meant that the effect of songs yields enough importance for teachers and teacher training programmers to keep in mind while planning language courses and teacher education programs.

6.3.1. Implications for Teachers

The main problem in EFL classrooms is that teachers are not so willing to teach and focus on pronunciation part of the language. Teachers mostly are of the opinion that pronunciation teaching is necessary but they do not put their opinions into practice due to their low self-confidence in pronunciation and their belief that they are not good enough at pronunciation (Breitkreutz, Derwing & Rossiter, 2001; Derwing & Munro, 2005; Derwing, 2010; Kelly, 2004; Macdonald, 2002; Thomson, 2013; Wahid & Sulong, 2013). It is really ironic for the field that communication is regarded as the biggest aim for language teaching; intelligible and comprehensible pronunciation is necessary for a clear communication; however, pronunciation teaching is among neglected parts of language teaching. At that point, teachers should take all responsibility and start taking concrete steps on pronunciation teaching. As current study suggests, the use of songs can be an efficient way to teach pronunciation. Since songs already have the correct pronunciations, teachers can use them in their lessons without any hesitations supposing that they do not feel competent enough.

Nonetheless, what language teachers may overlook is the choice of songs. In fact, the choice of the songs is base of the technique because if the songs are not interesting for students or if they are not at the appropriate level for students, the way language teachers choose to teach pronunciation may not serve their goals. In the same

vein, songs should not be played just for fun in the classrooms but instead there should be activities based on the song and they should have a purpose. Otherwise, students listen to a song, they may sing along once or twice and then if they turn to some traditional learning practices, it is highly probable that language teachers do not achieve what they have planned. As Azadi (2015) states, using songs may sometimes prevent students from paying attention to the subject (p. 236).

For the treatment of this study, the choice of songs was one of the most time-consuming assignments because rhythm, language level, theme, lyrics, and speed of the song all must be appropriate, amusing and stimulating for students. Activities designed based on the songs are also tried to be formed interesting enough to keep students on the track. Having been presented with the right song and activities, students follow a song-based lesson much more than a lesson based on a text, sentences or drills. The best example was seen after the treatment sessions in the experimental group. When the treatment finished and all the voice records were completed, experimental group students asked for studying through songs. Therefore, the researcher organized a competition among six groups of the experimental group. What they would do to win is to prepare a visual feast like a drama or mini clip related to their group's song. The teacher of the class and two teacher trainees coming to the classroom would score the demonstration of the groups. It was seen that the activity served to the aim as students studied the song, they had to sing good enough for their demonstration, they brainstormed to prepare the best show, they got motivated and enjoyed the lesson. There are lots of such activities which make students motivated and eager to learn and ease teachers' burdens to get students involved in each lesson. Thus, teachers should benefit from advantages of songs by integrating music into their lessons at some point.

6.3.2. Implications for Curriculum Designers in Education

Since many of the language teachers did not get any detailed courses on pronunciation teaching during their university years, they feel inadequate to teach pronunciation. Instead they choose to focus on grammar because it is safe area for them. However, education program makers should take some precautions and include some pronunciation teaching training for teacher candidates. It would help teachers feel competent and spare some time for pronunciation in their language courses. Also, it is

worth mentioning that English coursebooks given by state include songs almost in every unit but most of them do not cause students to focus on the subject more. On the contrary, many students find them ridiculous, which means that authorities should plan lessons interesting enough for learners and they should design books and other materials accordingly not only to motivate students but also to improve learners via songs.

6.4. SUGGESTIONS FOR FURTHER STUDIES

This study included a small sample with 72 students and therefore it is not possible to generalize the results to all young learners in secondary schools. Another study can be conducted with a larger sample and with different teachers teaching the same lessons. Even different schools from different cities can be an option to get more generalizable results. Instead of a secondary school, this study can be replicated in a primary school to compare results among young learners and very young learners.

Apart from an overall improvement in pronunciation tests, sub-skills such as stress, voicing, aspiration, linking, intonation, clusters or some problematic individual sounds for learners can be tested through songs. A survey might be done for students' pronunciation learning history and their feelings. This part can shed a light on teachers' pronunciation teaching practices in secondary schools.

It would be a good alternative for this study to repeat the testing of students' pronunciations after a while to see if the song effect will exist in the long run. When all treatment sessions were completed, a delayed test could be used with the same words for two groups after 4 weeks. That would give a chance to compare the results for immediate and delayed pronunciation learning.

Although it will have some generalizability problems to population, a longitudinal study can reveal more about students' pronunciation learning through songs. Although it is sometimes not significant, songs are found to be effective in all aspects of language teaching. Therefore, it is important to examine a few students receiving song-based pronunciation teaching sessions over a long period.

REFERENCES

Abercrombie, D. (1949). Teaching pronunciation. *English Language Teaching, 3*(5), 113-122. Retrieved from http://eltj.oxfordjournals.org/

Albaladejo, S.A., Coyle, Y., & Larios, J.R. (2018). Songs, stories, and vocabulary acquisition in preschool learners of English as a foreign language. *System 76*(2018), 116-128. doi: 10.1016/j.system.2018.05.002

Alisaari, J. & Heikkola, L.M. (2017). Songs and poems in the language classroom: teachers' beliefs and practices. *Teaching and Teacher Education, 63*(2017*)*, 231-242. https://doi.org/10.1016/j.tate.2016.12.021

Altan, M.Z. (2012). Introducing the theory of multiple intelligences into English language teaching programs. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 32*(2), 57-64. Retrieved from http://pauegitimdergi.pau.edu.tr/ Makaleler/359884968_zaltan.pdf

Anton, R. J. (1990). Combining singing and psychology. *Hispania,73*(4), 1166-1170. Retrieved from https://www.jstor.org/stable/344326

Azadi, M. (2015). The impact of musical texts on the recall of young learners of English in Isfahan Junior High School. *Education Journal,4*(5), 232-237. doi: 10.11648/j.edu.20150405.17

Bangert, M. et al. (2006). Shared networks for auditory and motor processing in professional pianists: evidence from fMRI conjunction. *Neuroimage,3,* 917-926. doi: 10.1016/j.neuroimage.2005.10.044

Berk, R.A. (n.d.). Use of technology and music to improve learning. Unpublished manuscript. Retrieved from https://images.pearsonassessments.com/images /NES_Publications/2008_12Berk_13012_1.pdf

Bjorklund, K.S. (2002). Music application in the ESL classroom. (M.A Thesis). Retrieved from https://laclil.unisabana.edu.co/index.php/LACLIL/ article/ view/8942/pdf

Boothe, D., & West, J. (n.d.). English language learning through music and song lyrics-the performance of a lifetime. *International Conference the Future of Education.* Retrieved from https://conference.pixel-online.net/FOE/files/foe/ ed0005/FP/0475-ITL949-FP-FOE5.pdf

Breitkreutz, J. A., Derwing, T. M., & Rossiter, M.J. (2001). Pronunciation teaching practices in Canada. *TESL Canada Journal, 19*(1), 51-61. Retrieved from https://teslcanadajournal.ca/index.php/tesl/article/view/919

Burns, A. (2006). Integrating research and professional development on pronunciation teaching in a national adult ESL program. *TESL Reporter, 39*(2), 34-41. Retrieved from https://www.researchgate.net/publicat ion/282664301 _Integrating_research_and_professional_development_on_pronunciation_tea ching_in_a_national_adult_ESL_program

Busa, M G. (n.d). New perspectives in teaching pronunciation. Retrieved from

https://www.openstarts.units.it/bitstream/10077/2850/1/bus%C3%A0.pdf

Butzlaff, R. (2000). *Can Music Be Used to Teach Reading? Journal of Aesthetic Education, 34(3/4), 167.* doi:10.2307/3333642

Characteristics of young learners. (2009). Chapter 1. Retrieved from http://catalogue.pearsoned.ca/assets/hip/us/hip_us_pearsonhighered/samplechapter/0205535488.pdf

Claerr, T.A., & Gargan, R. (1984). The role of songs in the foreign language classroom. *OMLTA Journal,* 28-32. Retrieved from https://files.eric.ed.gov/fulltext/ED254104.pdf

Cook, V. (2008). *Second Language Learning and Language Teaching.* New York: Routledge.

Çakır, İ. (2004). Designing activities for young learners in EFL classrooms. *Gazi Eğitim Fakültesi Dergisi, 24*(3), 101-112. Retrieved from http://www.gefad.gazi.edu.tr/tr/download/article-file/77293

Çimenli, B. (2015). On pronunciation teaching and semiotics. *Procedia- Social and Behavioral Sciences, 199*(2015), 634-640. Retrieved from https://doi.org/10.1016/j.sbspro.2015.07.590

Davies, K.S., & Patsko, L. (2013, November 25). *How to teach English as a lingua Franca (EFL).* (Online). Available from https://www.britishcouncil.org/voices-magazine/how-teach-english-lingua-franca-elf

Derwing, T.M., & Munro, M.J. (1997). Accent, intelligibility, and comprehensibility: evidence from four L1s. *Studies in Second Language Acquisition, March,97,* 1-16. https://doi.org/10.1017/S0272263197001010

Derwing, T. (2003). What Do ESL Students Say About Their Accents? *Canadian Modern Language Review, 59*(4), *547–567.* doi:10.3138/cmlr.59.4.547

Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: a research based approach. *Tesol Quarterly, 39*(3), 379-397. doi: 10.2307/3588486

Derwing, T.M. (2010). Utopian goals for pronunciation teaching. In J. Levis & K. LeVelle (Eds.), *Proceedings of the 1st Pronunciation in Second Language Learning and Teaching Conference,* Iowa State University, Sept. 2009. (pp.24-37), Ames, IA: Iowa State University. Retrieved from https://www.researchgate.net/publication/267951652_Utopian_Goals_for_Pronunciation_Teaching

Domoney, L., & Harris, S. (1993). Justified and ancient: pop music in EFL classrooms. *ELT Journal, 47*(3), 234-241. https://doi.org/10.1093/elt/47.3.234

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics.* Oxford: Oxford University Press.

Dzanic,N.D & Pejic, A. (2016). The effect of using songs on young learners and their Motivation for learning English. *NETSOL, 1*(2), 40-54. doi: 10.24819/netsol 2016.8

Engh, D. (2013). Why use music in English language learning? a survey of the

literature. *English Language Teaching, 6*(2), 113-127. https://doi.org/10.5539/elt.v6n2p113

Farmand, Z., & Pourgharib, B. (2013). The effect of English songs on English learners pronunciation. *International Journal of Basic Sciences & Applied Research, 2*(9), 840-846. Retrieved from https://docplayer.net/28244285-The-effect-of-english-songs-on-english-learners-pronunciation.html

Foote, J.A., Holtby, A.K., & Derwing, T.M. (2011). Survey of the teaching of pronunciation in adult ESL programs in Canada, 2010. *TESL Canada Journal, 29*(1), 1-22. https://doi.org/10.18806/tesl.v29i1.1086

Foote, J.A., Trofimovich, P., Collins, L., & Urzua, F. S. (2013). Pronunciation teaching practices in communicative second language classes. *The Language Learning Journal,* 1-16. http://dx.doi.org/10.1080/09571736.2013.784345.

Forster, E. (2006). The value of songs and chants for young learners. *Encuentro, 16*(2006), 63-68. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.611.7951&rep=rep1&type=pdf

Freeman, D. L., & Anderson, M. (2013). *Techniques & Principles in Language Teaching.* Oxford: Oxford University Press.

Garton, S., Coplan, F. & Burns, A. (n.d.). Investigating global practices in teaching English to young learners. *ELT Research Papers, 11-01* Biritish Council. Retrieved from https://www.teachingenglish.org.uk/sites/teacheng/files B094%/ 20FINAL%20Aston%20University%20A4%20report_2column_ V3. pdf

Groussard, M., Viader, F., Landeau, B., Desgranges, B., Eustache, F., & Platel, H. (2014). The effects of musical practice on structural plasticity: the dynamics of grey matter changes. *Brain and Cognition, 90*(2014), 174-180. doi: 10.1016/j.bandc.2014.06.013

Gürbüz, N. (2010). Teaching speaking skills in the young learner classroom. In B. Haznedar & H.H. Uysal (Eds). *Handbook for teaching foreign languages to young learners in primary schools.* (pp.135-160). Ankara: Anı Yayıncılık.

Habib, R. B. (2013). (Un)Intelligibility in EIL pronunciation: an analysis. *IOSR Journal of Humanities and Social Science, 14*(4), 21-26. Retrieved from http://www.iosrjournals.org/iosr-jhss/papers/Vol14-issue4/C01442126.pdf?id=6701

Haznedar, B., & Uysal, H.H. (2010). Inroduction: Embracing theory and practice in teaching languages to young learners. In B. Haznedar & H.H. Uysal (Eds.), *Handbook for teaching foreign languages to young learners in primary schools* (pp.1-16). Ankara: Anı Yayıncılık.

Heaton, J. B. (1990). *Writing English Language Tests*. New York: Longman.

Hedge, T. (2000). *Teaching and Learning in the Language Classroom.* Oxford: Oxford University Press.

Hişmanoğlu, M. (2006). Current perspectives on pronunciation learning and teaching. *Journal of Language and Linguistic Studies, 2*(1), 101-110. Retrieved from https://dergipark.org.tr/tr/download/article-file/104683

Jenkins, J. (1998). Which pronunciation norms and models for English as an

international language. *ELT Journal, 52*(2), 119-126. Retrieved from https://www.researchgate.net/profile/Jennifer_Jenkins4/publication/31304268_Which_pronunciation_norms_and_models_for_English_as_an_International_Language/links/00b49536a8d56348ca000000/Which-pronunciation-norms-and-models-for-English-as-an-International-Language.pdf

Jindapitak, N. (2015). English as a lingua franca: learners' views on pronunciation. *Electronic Journal of Foreign Language Teaching, 12*(2), 260-275. Retrieved from https://pdfs.semanticscholar.org/0b96/16bfdc0f8cf998873d3ff0dec d4c 4cf2ce17.pdf

Jolly, Y.S. (1975). The use of songs in teaching foreign languages. *The Modern Language Journal, 59*(1/2), 11-14. Retrieved from https://www.jstor.org/stable/pdf/325440.pdf?refreqid=excelsior%3A7771bc00a0da1bc8ea4773c03e9f36c4

Jones, A. (2010). Music and the cognitive process. *Polyglossia, 19, October 2010.* Retrieved from https://link.springer.com/referenceworkentry/10.1007%2F978-1-4419-1428-6_1675

Kelly, G. (2004). *How to Teach Pronunciation.* J. Harmer (Ed.). Malaysia: Pearson Education Limited.

Krashen, S.D., Long, M. A., & Scarcella, R. C. (1979). Age, rate and eventual attainment in second language acquisition. *TESOL Quarterly, 13*(4), 573-582. doi: 10.2307/3586451

Ketabi, S., & Saeb, F. (2015). Pronunciation teaching: past and present. *International Journal of Applied Linguistics & English Literature, 4*(5), 182-189. Retrieved from https://www.journals.aiac.org.au/index.php/IJALEL/article/view/1581/1521

Klimek, C. (2017). *The effect of music on English language learning for ENL students in primary and elementary classes.* (Doctoral dissertation). Retrieved from ProQuest (10586745)

Lee, L. (2002). *Music education as a means for fostering young children's knowledge of dual cultures.* (Doctoral dissertation). Retrieved from ProQuest (3042341)

Lee, L., & Lin, S. (2015). The impact of music activities on foreign language, English learning for young children. *Journal of the European Teacher Education Network, 2015*(10), 133-23. Retrieved from https://jeten-online.org/index.php/jeten/article/view/63/53

Lems, K. (2001). *Using music in the adult ESL classroom*. (Online). Available from https://americanenglish.state.gov/files/ae/resource_files/article_-_using_music_in_the_adult_esl_classroom.pdf

Levis, J.M. (2005). Changing contexts and shifting paradigms in pronunciation teaching. *TESOL Quarterly, 39*(3), 369-377. doi: 10.2307/3588485

Lynch, L.M. (2000). *Using music to improve listening comprehension skills.* (Online). Available from http://www.language-learning-advisor.com/using-music-to-improve-listening-comprehension-skills.html

Macdonald, S. (2002). Pronunciation- views and practices of reluctant teachers.

Prospect, 17(3), 3-18. Retrieved from https://www.researchgate.net/ publication/285517759_Pronunciation- views_and_ practices_of_ reluctant_teachers

Milovanov, R., Huotilainen, M., Valimaki, V., Esquef, P.A.A., & Tervaniemi, M. (2007). Musical aptitude and second language pronunciation skills in school-aged children: Neural and behavioral evidence. *Brain Research, 1194*(2008), 81-89. Retrieved from https://www.sciencedirect.com/science/article/pii/ S00 06899307028351

Mora, C.F. (2000). Foreign language acquisition and melody singing. *ELT Journal, 54*(2), 146-152. doi: 10.1093/elt/54.2.146

Moreno, S. (2009). Can music influence language and cognition? *Contemporary Music Review, 28*(3), 329-345. https://doi.org/10.1080/07494460903404410

Morley, J.(1991). The pronunciation component in teaching English to speakers of Other languages. *TESOL Quarterly*, 25, 481-520. https:// doi.org/10.2307/3 586981

Munro, M.J., & Derwing, T.M. (1995). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning, 45*(1), 73-97. https://doi.org/10.1111/j.1467-1770.1995.tb00963.x

Murphy, T. (1990). The song stuck in my head phenomenon: A melodic din in the LAD. *System, 18*(1), 53-64 doi: 10.1016/0346-251X(90)90028-4

Nath, P.R., Mohamad, M., & Yamat, H. (2017). The effects of movies on the affective filter and English acquisition of low-achieving English learners. *Creative Education, 8,* 1357-1378 doi: 10.4236/ce.2017.88096.

Nunan, D. (2011). *Teaching English to Young Learners.* Anaheim: Anaheim University Press.

Olson, L.L., & Samuels, J.S. (1973). The relationship between age and accuracy of foreign language pronunciation. *The Journal of Educational Research, 66*(6), 263-268. Retrieved from https://files.eric.ed.gov/fulltext/ED060702.pdf

Otlowski, M. (1998). Pronunciation: What are the expectations? *The Internet TESL Journal,* 4(1). Retrieved from http://iteslj.org/Articles/ Otlowski-Pronuncia tion.html

Oyama, S. (1976). A sensitive period for the acquisition of nonnative phonological system. *Journal od Psycholinguistic Research*, *5*(3), 261-283. Retrieved from https://www.academia.edu/24119681/A_sensitive_period_for_the_acquisition _of_a_nonnative_phonological_system

Patel, A.D. (2003). Language, music, syntax and the brain. *Nature Neuroscience, 6*(7), 674- 681. doi: 10.1038/nn1082

Pennington, M.C., & Richards, J.C. (1986). Pronunciation revisited. *TESOL, 20*(2), 207-225. doi: 10.2307/3586541

Purcell, E. T., & Suter, R. W. (1980). Predictors of pronunciation accuracy: a reexamination. *Language Learning, 30*(2*), 271–287.* doi:10.1111/j.1467-1770.1980. tb00319.x

Racette, A., & Peretzi I. (2007). Learning lyrics: to sing ot not to sing? *Memory & Cognition, 35*(2), 242-253. Retrieved from https://link.springer.com/content /pdf/10.3758%2FBF03193445.pdf

Richards, J.C., & Rodgers, T.S. (1986). *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press.

Richards, J.C., & Schmidt,R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics.* Pearson Education: Edinburgh. Retrieved from http://library.aceondo.net/ebooks/English_Language/dictionary_of_language_ teaching_and_applied_linguistics.pdf

Rubio, A.D.J., & Conesa, I.M.G. (2015). The use of rhymes and songs in the teaching of English in primary education. *Docencia e Investigacion, 25.2*(2015), 83-101. Retrieved from https://pdfs.semanticscholar.org/ 32b3/a18d4f6a07348b42cd82192bd91d8c3ef9d9.pdf

Salcedo, C.S. (2010). The effects of songs in the foreign language classroom on text recall, delayed text recall and involuntary mental rehearsal. *Journal of College Teaching & Learning, 7*(6), 19-30. Retrieved from https://digitalcommons.lsu. edu/cgi/viewcontent.cgi?article=2457&context=gradschool_dissertations

Schlaug, G., Jancke, L., Huang, Y., Staiger, J.F., & Steinmetz, H. (1995). Increased corpus callosum size in musicians. *Neuropsychologia, 33*(8), 1047-1055. doi: 10.1016/0028-3932(95)00045-5

Schoepp, K. (2001). Reasons for using songs in the ESL / EFL classroom. *The Internet TESL Journal, VII* (2),1-4. Retrieved from https://www.researchgate. net/publication/309390126_Reasons_for_Using_Songs_in_the_ESLEFL_Cla ssroom

Seidlhofer, B. (2009). Pronunciation. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp.56-65). Cambridge: Cambridge University Press.

Snow, C. E., & Hoefnagel-Höhle, M. (1977). Age differences in the pronunciation of foreign sounds. *Language and Speech, 20*(4), 357-365. Retrieved from https://journals.sagepub.com/doi/pdf/10.1177/002383097702000407

Tegge, F. (2017). Pop songs in the classroom: time-filler or teaching tool? *ELT Journal, Volume* 72(3). https://doi.org/10.1093/elt/ccx071

Thomson, R. I. (2013). ESL Teachers' beliefs and practices in pronunciation teaching: confidently right or confidently wrong? In J. Levis & K. LeVelle (Eds.). *Proceedings of the 4th Pronunciation in Second Language Learning and Teaching Conference.* Aug.2012. (pp.224-233). Ames, IA: Iowa State University. Retrieved from https://www.researchgate.net/profile/John_Levis /publication/283176773_Pronunciation_and_assessment_Proceedings_of_the _4th_Pronunciation_in_Second_Language_Learning_and_Teaching_Confere nce_2012/links/562d9a0408aef25a24431b16.pdf#page=241

Timmis, I. (2002). Native speaker norms and international English: a classroom view. *ELT Journal, 56*(3), 240-249. doi: 10.1093/elt/56.3.240

Trudgill, P. (1995). Sociolinguistics: An Introduction to Language and Society. 3rd edn. Harmondsworth, England: Penguin Books.

Ulate, N.V. (2008). Using songs to improve EFL students' pronunciation. *Letras, 44*(2008), 93-108. Retrieved from http://www.revistas.una.ac.cr/index.php/letras/article/view/264/218

Wahid, R., & Sulong, S. (2013). The gap between research and practice in the teaching of English pronunciation: Insights from teachers' beliefs and practices. *World Applied Sciences Journal 21 (Special Issue of Studies in Language Teaching and Learning),* 2013, 133-142. Retrieved from https://www.idosi.org/wasj/wasj21(SLTL)13/17.pdf

Wallace, W. T. (1994). Memory for music: Effect of melody on recall of text. Journal of Experimental Psychology. *Learning, Memory, and Cognition, 20*(6), 1471–1485. https://doi.org/10.1037/0278-7393.20.6.1471

Wardhaugh, R., & Fuller, J.M. (2015). *An Introduction to Sociolinguistics.* Blackwell Publishers: West Sussex.

Widdowson, H.G. (1994). The ownership of English. *TESOL Quarterly, 28*(2), 337-389. doi: 10.2307/3587438

Wu, L., & McMahon, M. (2013). Adopting a musical intelligence and e-learning approach to improve the English language pronunciation of Chinese students. *IFAC Proceedings Volumes, 45*(10), 160-164. https://doi.org/10.3182/20120611-3-IE-4029.00031

Yang, J. (2012). The affective filter hypothesis and its enlightenment for college English teaching. *Psychology Research, 07*(2012), 40-43. Retrieved from https://pdfs.semanticscholar.org/79dd/ffbe0c7b952369cee76803858b16dbe7bc05.pdf

Yoon, J.N. (2000). Music in the classroom: its influence on children's brain development, academic performance, and practical life skills (M.A Thesis). Retrieved from https://files.eric.ed.gov/fulltext/ED442707.pdf

Yusmita, A. & Angraini, N. (2017). The effects of English songs on the seventh grade students' pronunciation achievement in SMP Srijaya Negara Palembang. *Global Expert Jurnal Bahasa Dan Sastra, 6*(1), 14-20. Retrieved from https://pdfs.semanticscholar.org/838e/4f64838cf6cce66b836b265f8 a0f5 6d43c1b.pdf

Zhang, Q. M. (2009, August 28). *Affecting factors of native-like pronunciation: a literature review.* Retrieved from http://cau.ac.kr/~edusol/see/list/Vol27-2/CAKE027-002-4.pdf

APPENDIX I. LIST OF SONGS

1. Lemon Tree by Fool's Garden
2. Fairy Tale by Alexander Rybak
3. Englishman In New York by Cris Cab
4. Big Big World by Emilia
5. You Will Be Mine by Lenka
6. Everything at Once by Lenka

APPENDIX II. TEXTS FOR VOICE RECORDINGS (TEACHER COPY)

1-LEMON TREE

It's an another lonely day for me. I have got nothing to do. I'm just wasting my time. I'm watching the view of my house. There is a lemon tree. There are huge bright clouds in the sky. There was heavy rain yesterday but today the sun is shining. It's very optimistic for me. Now , it is time to change. There are lots of plans inside my head. I have some plans to be happy but I need some time. I have more power now and there is no isolation for me anymore. I'm sure I will be happy soon. I promise!

2- FAIRY TALE

People like fighting and hurting each other. I already knew that and I still know. Even though I don't care about others, I sometimes get upset suddenly because of them. They don't think about feelings. I hate high tension among people. I don't like being angry. I need a brand new start, my sweetheart. I should learn enjoying the life. Everybody has their own stories but mine will be a fairytale.

3- ENGLISHMAN IN NEW YORK

No matter how much people smile, which accent they are speaking or how much talkative they are, there is always a dark side of people. They can behave well but they can hurt you. Don't forget that. No matter what someone has done to you my dear, you will suffer for a while. Then you will learn to see people as aliens. You will regard them as aliens in an avenue. You will not care about them. Your ignorance will be your real and legal hero. You will start to think of only yourself. It is the key of the happiness.

4- BIG BIG WORLD

The world is very big for a little girl. There are lots of nice things outside. However, there are lots of complicated things inside her head. It's easy to see them in her eyes. They are curious about the outside world. She tries to understand other people and the nature. The world is full of surprises for her. If you leave any girl with much time, she will start to discover the world immediately. She will think that the world is amazing.

5- YOU WILL BE MINE

"Your heart will find someone at last" She said to me. I didn't want to believe in her. His sentence crushed my hopes again. This wasn't the first time. I had a few things to say, so I tried to catch her eyes. Mine were impatient but hers weren't. I couldn't say not to hide her eyes. I always believed that my life entwined with her life but I see the lights now. It's obvious that we can't be together.

6- EVERYTHING AT ONCE

People shouldn't be sly as foxes. They should prefer having pure lives. When they do so, they can have a brighter future, sugar. They don't feel any anger. It is not possible to see eyes full of fires because of anger. Life becomes easier than ever. People can express everything straight to the point. Anger and fights can't start to bite in their lives. They can easily decide what is right and wrong. They can remember every picture of their lives.

APPENDIX III. TEXTS FOR VOICE RECORDINGS (STUDENT COPY)

1.

It's an another lonely day for me. I have got nothing to do. I'm just wasting my time. I'm watching the view of my house. There is a lemon tree. There are huge bright clouds in the sky. There was heavy rain yesterday but today the sun is shining. It's very optimistic for me. Now, it is time to change. There are lots of plans inside my head. I have some plans to be happy but I need some time. I have more power now and there is no isolation for me anymore. I'm sure I will be happy soon. I promise !

2.

People like fighting and hurting each other. I already knew that and I still know. Even though I don't care about others, I sometimes get upset suddenly because of them. They don't think about feelings. I hate high tension among people. I don't like being angry. I need a brand new start, my sweetheart. I should learn enjoying the life. Everybody has their own stories but mine will be a fairytale.

3.

No matter how much people smile, which accent they are speaking or how much talkative they are, there is always a dark side of people. They can behave well but they can hurt you. Don't forget that. No matter what someone has done to you my dear, you will suffer for a while. Then you will learn to see people as aliens. You will regard them as aliens in an avenue. You will not care about them. Your ignorance will be your real and legal hero. You will start to think of only yourself. It is the key of the happiness.

4.

The world is very big for a little girl. There are lots of nice things outside. However, there are lots of complicated things inside her head. It's easy to see them in her eyes. They are curious about the outside world. She tries to understand other people and the nature. The world is full of surprises for her. If you leave any girl with much time, she will start to discover the world immediately. She will think that the world is amazing.

5.

"Your heart will find someone at last" She said to me. I didn't want to believe in her. His sentence crushed my hopes again. This wasn't the first time. I had a few

things to say, so I tried to catch her eyes. Mine were impatient but hers weren't. I couldn't say not to hide her eyes. I always believed that my life entwined with her life but I see the lights now. It's obvious that we can't be together.

6.

People shouldn't be sly as foxes. They should prefer having pure lives. When they do so, they can have a brighter future, sugar. They don't feel any anger. It is not possible to see eyes full of fires because of anger. Life becomes easier than ever. People can express everything straight to the point. Anger and fights can't start to bite in their lives. They can easily decide what is right and wrong. They can remember every picture of their lives.

APPENDIX IV. LEMON TREE WORKSHEET (CONTROL GROUP)

WORKSHEET 1

1. Answer the questions and discuss with your friends.

- Which weather conditions do you like most? Why?
  .....
- How do you feel when it's rainy and sunny ? which one do you like more?
  .....

2. Listen to the text carefully and try to get the gist of the text. Then read aloud in the classroom.

3. Read the text and answer the questions.

It's an another lonely day for me. I have got nothing to do. I'm just wasting my time. I'm watching the view of my house. There is a lemon tree. There are huge bright clouds in the sky. There was heavy rain yesterday but today the sun is shining. It's very optimistic for me. Now , it is time to change for me. There are lots of plans inside my head. I have some plans to be happy but I need some time. I have more power now and there is no isolation for me anymore. I'm sure I will be happy soon. I promise !

COMPREHENSION QUESTIONS

1. Why is he wasting his time? .....
2. How is the view of the house? .....
3. What are his plans about? .....
4. How is his mood? .....
5. What can be the reason of his isolation? What's your own opinion about it? .....
   .....

4. Fill in the blanks with the given words.

another// change // clouds // heavy // inside // isolation // lemon // lonely // nothing // power // view // waste

1. It's very delicious. Can I have ..... cup of coffee, please?
2. She lives alone and often feels .....
3. We do ..... at the weekends, so I'm bored on Saturdays and Sundays.
4. Don't ..... your time. It's very valuable.
5. Our room has a beautiful ..... . You can see the sea and the mountains.
6. A: Do you like tea with milk?

   B: No, I don't. I like it with .....
7. There are lots of dark ..... in the sky. I think it will rain.
8. There is ..... rain today. Don't forget your umbrella.
9. My sister gets married soon. Her surname will .....
10. A: I am cold, mum.

    B: You should go ..... the house.
11. People should use wind ..... To produce electricity. It's good for the environment.
12. He has an infectious disease. He should stay in ..... for a week.

APPENDIX V. LEMON TREE WORKSHEET (EXPERIMENTAL GROUP)

"LEMON TREE" SONG WORKSHEET

1. Answer the questions and discuss with your friends.

- **Why do you think that the name of the song is "Lemon Tree"?**.....
  .....
- **What can it tell about a lemon tree?** .....

2. Fill in the blanks in the song with given words. You can use some words twice.

"another- lonely – nothing - wasting – view – lemon – isolation– heavy – change – inside – power"

LEMON TREE

(FOOL'S GARDEN)

I'm sitting here in the boring room
It's just another rainy Sunday afternoon
I'm.....my time
I got ....to do
I'm hanging around
I'm waiting for you
But nothing ever happens and I wonder

I'm driving around in my car
I'm driving too fast
I'm driving too far
I'd like to ..... my point of .....
I feel so .....
I'm waiting for you
But nothing ever happens and I wonder, I
wonder how
I wonder why
Yesterday you told me 'bout the blue blue sky
And all that I can see is just a yellow lemon-
tree
I'm turning my head up and down
I'm turning turning turning-turning-
around
And all that I can see is just another ..... tree

I'm sitting here
I miss the .....
I'd like to go out taking a shower
But there's a .....cloud.....my head
I feel so tired
Put myself into bed
While..... ever happens and I wonder

..... is not good for me
Isolation I don't want to sit on the lemon-tree

I'm steppin' around in the desert of joy
Baby anyhow I'll get another toy
And everything will happen and you wonder

I wonder how
I wonder why
Yesterday you told me 'bout the blue blue sky
And all that I can see is just .....lemon-tree
I'm turning my head up and down
I'm turning turning turning-turning-
around
And all that I can see is just a yellow ..... tree
And I wonder, wonder

I wonder how
I wonder why
Yesterday you told me 'bout the blue blue sky
And all that I can see, and all that I can see,
and all that I can see
Is just a yellow lemon-tree

3- Listen to the song again. Find the words below:

a. The opposite of "there" .....

b. A day of the week .....

c. Two wh-words .....

d. Two colours.....

e. A part of the body .....

f. The opposite of up .....

g. Two weather words .....

4- Read the text about the group "Fool's Garden" and answer the questions.

Fool's Garden is a German pop group. They formed their group in 1991. The singer is Peter Freudenthaler, the guitarist is Volker Hinkel, the bassist is Thomas Mangold, the keyboardist is Roland Röhl and the drummer is Ralf Wochele. They have nine albums but some members are different in some of the albums. Lemon Tree is one of their most popular songs. They published a single named "New World" in 2016.

- **What kind of music do you like?** .....
- **What's your favourite singer or band?** .....
- **What's the most popular song of that singer or group?**.....

Prepared by Gizem Saldıraner

APPENDIX VI. FAIRY TALE WORKSHEET (CONTROL GROUP)

WORKSHEET 2

1. Answer the questions and discuss with your friends.

- Listen to the text and try to guess what it is about.
- List the words that you heard in the text.

2. Read the text and answer the questions.

People like fighting and hurting each other. I already knew that and I still know. Even though I don't care about others, I sometimes get upset suddenly because of them. They don't think about feelings. I hate high tension among people. I don't like being angry. I need a brand new start, my sweetheart. I should learn enjoying the life. Everybody has their own stories but mine will be a fairytale.

COMPREHENSION QUESTIONS

1. What does the writer know about people?

   .....

2. What does the writer dislike?

   .....

3. What should the writer learn?

   .....

4. Is the writer hopeful about the future? How do you know that?

   .....

5. What's your own fairytale, the best memory in your life? Talk to ypur friends about it.

3. Use the next page for the dictation game.

Prepared by Gizem Saldıraner

Dictation Game Sentences

My brother is always fighting with me.

I was feeling very bad. I knew that I am ill.

She always smiles even though she has a problem.

My parents go on a trip, so I will take care of my sister.

The accident happened so suddenly. I don't remember it.

How high is Mount Everest?

Ipana is a well-known brand of toothpaste.

Take your umbrella, my sweetheart.

Every child wants to be a prince or princess in a fairy tale.

My friend's grades are low, but mine are very high.

My leg hurts, so I cannot play soccer.

APPENDIX VII. FAIRY TALE WORKSHEET (EXPERIMENTAL GROUP)

"FAIRY TALE" SONG WORKSHEET

1. **Answer the questions and discuss with your friends.**
   - **What does "Fairy Tale" mean? What are the features of a fairy tale?**

     .....
   - **Do you know an example of a fairy tale? Talk about it briefly.**

I'm already cursed

2. **Listen to the song and delete any words that are not necessary.**

FAIRY TALE (Alexander Rybak)

Years ago
When I was younger
I kinda liked
A girl I just knew
She was only mine and we were dear
sweethearts
That was then but then it's not true

I'm in love with a fairytale
Even though it hurts a lot
Cause I don't care if
I lose my mind
I'm already cursed

Every day
We started still fighting
Every night
We fell in love
No one else
Could make me sadder
But no one else
Could lift me high ever above
I don't know what I was doin'
But very suddenly we fell apart

Nowadays
I cannot find her
But when I do that
We'll get a real brand new start

I'm in love with a fairytale
Even though it hurts me
Cause I don't care
If I lose my mind
She's another fairytale
Yeaaah
Even though it hurts
Cause I don't care about
If I lose my mind
I'm already cursed

3. Listen to the song again and order the sentences. Write numbers for each sentence.

I don't know what I was doing ……

She's a fairytale ……..

That was then, but then it's true …….

When suddenly we fell apart …..

Every day we started fighting ……

Nowadays I cannot find her …..

4. Listen to the song with lyrics again. Write a story about singer and his lover. Your story should be related to lyrics of the song.

……
……
……
……
……
……
……
……
……
……
……
……

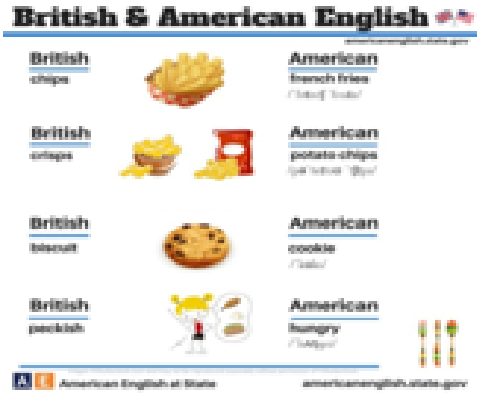
APPENDIX VIII. ENGLISHMAN IN NEWYORK WORKSHEET (CONTROL GROUP)

WORKSHEET 3

1. Answer the questions and discuss with your friends.

- What does "Accent" mean? Give examples related to English.

2. Watch the video about different accents in English and look at the picture. Which accent do you prefer most? (Link of the video: https://www.youtube.com/watch?v=hS2fdP1bNV0)



3. Listen to the text, take notes and try to guess what it is about.

.....

.....

4. Read the text and answer the questions.

No matter how much people smile, which accent they are speaking or how much talkative they are, there is always a dark side of people. They can behave well but they can hurt you. Don't forget that. No matter what someone has done to you my dear, you will suffer for a while. Then you will learn to see people as aliens. You will regard them as aliens in an avenue. You will not care about them. Your ignorance will be your real and legal hero. You will start to think of only yourself. It is the key of the happiness.

COMPREHENSION QUESTIONS

1. According to the text, what are some differences among people?

.....
.....

2. What does someone feel when people hurt them?

.....

3. What does "see people as aliens" mean?

.....

4. Is "seeing people as aliens" good thing? What do you think?

.....

5. Write a paragraph or short story with given words. Use as many as you can.

accent / aliens / done / heros / ignorance / legal / my dear / no matter / side / smile / someone / suffer

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

Prepared by Gizem Saldıraner

APPENDIX IX. ENGLISHMAN IN NEWYORK WORKSHEET (EXPERIMENTAL GROUP)

"ENGLISHMAN IN NEW YORK" SONG WORKSHEET

1. Discuss with your friends.
   - Have you ever been to abroad? To which country? What do you remember about that country and people there?
   - Where is New York? What is it famous for?

2. Listen to the song carefully. Find the words that should change place with each other .

ENGLISHMAN IN NEW YORK
Cris Cab

I don't drink tea I'll take coffee my dear
I like my toast done on one side
As you can talk it in my accent when I hear
I'm an Englishman in New York
See me walking down Fifth Avenue
A walking cane here at my side
I walk it everywhere I take
I'm an alien in New York
I'm an alien, I'm a legal Englishman
I'm an Englishman in New York
I'm an alien, I'm a legal alien
I'm an Englishman in New York
If "manners maketh someone" as man said
Then he's the hero of the day
It takes a man to suffer smile and ignorance
Be alien no matter what they say
I'm an alien, I'm a legal yourself
I'm an Englishman in New York
I'm an alien, I'm a legal alien
I'm an Englishman in New York

3. Listen to the song again by following lyrics. Find some differences between American and English people. What about Turkey?

.....

.....

.....

.....

.....

.....

.....

.....

4. There are also some differences in American and British English. Check the tables below.Which ones are you familiar with?

5. Watch the video about different pronunciations of words in American and British English. Which ones do you use?

Link of the video: https://www.youtube.com/watch?v=hS2fdP1bNV0

Prepared by Gizem Saldıraner

APPENDIX X. BIG BIG WORLD WORKSHEET (CONTROL GROUP)

WORKSHEET 4

1. Discuss with your friends.
   - Who do you miss most? How often do you see that person?
   - What do you do when you miss someone? Have you ever written a letter to someone?

2. Listen to the text and take notes of what you hear on a different paper.

3. Read the text and write TRUE or FALSE.

The world is very big for a little girl. There are lots of nice things outside. However, there are lots of complicated things inside her head. It's easy to see them in her eyes. They are curious about the outside world. She tries to understand other people and the nature. The world is full of surprises for her. If you leave any girl with much time, she will start to discover the world immediately. She will think that the world is amazing

1. The writer thinks that the world isn't big but it is full of surprises. .....
2. The outside World has lots of nice and complicated things. .....
3. You can see anger in eyes of a little girl. .....
4. If a little girl starts to discover the world, she will think that the world is terrible. .....

4. Study the meanings below and match them to the words. You can use your dictionary.

1. The planet that we live on it with all countries, people and natural features	A.) eyes .....
2. The outer side of something	B.) leave time .....
3. Two organs that we see things with them	C.) world .....
4. To give some time to someone	D.) outside .....

Prepared by Gizem Saldıraner

APPENDIX XI. BIG BIG WORLD SONG WORKSHEET (EXPERIMENTAL GROUP)

"BIG GIRL" SONG WORKSHEET

1. Discuss with your friends.
   - Who do you miss most? How often do you see that person?
   - What do you do when you miss someone? Have you ever written a letter to someone?

In a big big world // Feel I will // It's not a big big thing if you leave me// Miss you much// It's so very cold outside // Why did it have to happen // // Warm like fire //

I'm a big big girl
In a big big world
……
But I do do feel
That I do do will
Miss you much
Miss you much
I can see the first leafs falling
It's all yellow and nice
……
Like the way I'm feeling inside
I'm a big big girl
In a big big world
It's not a big big thing if you leave me
But I do do feel
That I do do will
……
Miss you much
Outside it's no raining
And tears are falling from my eyes
……
Why did it all have to end
I'm a big big girl
……

It's not a big big thing if you leave me
But I do do feel
That I do do will
Miss you much
Miss you much
I have your arms around me
……
But when I open my eyes...
You're gone
I'm a big big girl
In a big big world
It's not a big big thing if you leave me
But I do do feel
That I do do will
Miss you much
Miss you much
I'm a big big girl
In a big big world
It's not a big big thing
If you leave me
But I do……
Miss you much
Miss you much

3.Listen to the song again. Write TRUE or FALSE for sentences below.

1. The singer is sad because she is leaving her friend .....
2. She thinks that she will not miss her friend .....
3. The weather is very hot outside .....

4. Look at the words below and learn their meanings. Find some words from the song which have similar meanings to them.

	MEANING:	SYNONYM:
1. End:	.....	.....
2. Pleasant	.....	.....
3. Huge	.....	.....
4. Separation	.....	.....

Prepared by Gizem Saldıraner

APPENDIX XII. YOU WILL BE MINE WORKSHEET (CONTROL GROUP)

WORKSHEET 5

1. Discuss with your friends.
   - Who is your best friend? How and when did you meet?
   - Do you still see each other? Do you have any disaggrements?

2. Listen to the text and take notes of what you hear on a different paper or you can use other side of the paper.

3. Read the text and write TRUE or FALSE.

"Your heart will find someone at last" she said to me. I didn't want to believe in her. Her sentence crushed my hopes again. This wasn't the first time. I had a few things to say, so I tried to catch her eyes. Mine were impatient but hers weren't. I couldn't say not to hide her eyes. I always believed that my life entwined with her life but I see the light now. It's obvious that we can't be together. We are not best friends anymore.

1. The writer didn't want to believe in her friend because the friend said a sad sentence……
2. The writer wanted to look at her friend's face and eyes ……
3. The writer is happy anymore because she doesnt like her friend……
4. The writer and her friend will not share many things anymore……

3. Learn the meanings of these phrases. Try to make sentences by using them.

crush hopes / catch eyes / entwine with / see the light

.....

.....

.....

.....

.....

4. Write as many words as you remember from the text. Then compare with your friends.

.....

.....

.....

.....

.....

Prepared by Gizem Saldıraner

APPENDIX XIII. YOU WILL BE MINE SONG WORKSHEET (EXPERIMENTAL GROUP)

"YOU WILL BE MINE" SONG WORKSHEET

1. Discuss with your friends.
   - Who is your best friend? How and when did you meet?
   - Do you still see each other? Do you have any disaggrements?

2. Listen to the song and take notes about what you heard.

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

3. Watch the lyrics video of the song and listen to the song. Check your answers for the second part and try to get the gist of the song.

4. Complete the missing parts of the song. The lyrics of the song is on the other side of this page.

5. There is a song competition and you should write new lyrics for your own song. You will use the same music as"You will be mine" You can work in groups.

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

You Will Be Mine" (Lenka)

She moved in to the ….....next door
Said she'd never been in love before
Tried the best she could to ……. herself away

But every time she turned the lights down low
He thought he heard a voice calling out so
……
Come and take me away from all this pain
And he said

I see you sitting there at the …….. sill
Looking for shooting stars
I wanna get closer and closer still
I wanna …… over your heart

You will be mine, mine
Over the time, time
You're gonna find, find
I'll make you ……., mine

Every morning when she came outside
He tried to be the one to…… her eyes
But she would only turn away and hide

He started to concoct a plan
To get her to return the feelings that he had
To show her…… he thought they were entwined

I see you sitting there at the window sill
Looking for shooting stars
I wanna get closer and closer still
I wanna take over your heart

You will be mine, mine
Over the time, time
You're gonna find, find
I'll …….. you mine, mine

Little …….letters written in red
Folded up, put away next to the bed, oh
Little crushed hopes every day
Waiting in the wings to spirit her away

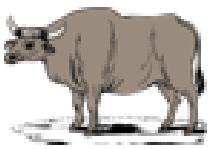
Prepared by Gizem Saldıraner

APPENDIX XIV. EVERYTHING AT ONCE WORKSHEET (CONTROL GROUP)

WORKSHEET 6

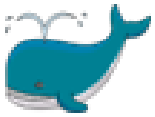
1. Look at the pictures and write the names of the animals. You can use your dictionary.






....




....

2. Think about those animals. Find some adjectives to describe them best.

.....

.....

.....

3. Read the text and write TRUE or FALSE.

People shouldn't be sly as foxes. They should prefer having pure lives. When they do so, they can have a brighter future, sugar. They don't feel any anger. It is not possible to see eyes full of fires because of anger. Life becomes easier than ever. Anger and fights can't start to bite in their lives. They can easily decide what is right and wrong. They can remember every picture of their lives.

1. If people are sly, they cant have a bright future. .....
2. "Eyes full of fires" means being happy. .....
3. When people are good and not angry, they can easily decide.....
4. It is never possible to remember your life. .....

5. Find Turkish meanings of adjectives below.

Bright:	Sly: .....
Sweet:	Brave: .....
Pretty:	Free: .....
Sharp:	Hard: .....

6. Study the example sentences. Write 3 sentences about yourself by using "as....as

- I want to be as sweet as a song.
- Skating is as enjoyable as riding a bike.
- Gaziantep is not as crowded as İstanbul.

1. .....
2. .....
3. .....

Prepared by Gizem Saldıraner

APPENDIX XV. EVERYTHING AT ONCE WORKSHEET (EXPERIMENTAL GROUP)

"EVERYTHING AT ONCE" SONG WORKSHEET

1. Look at the pictures and write the names of the animals. You can use your dictionary.

…… …… …… …… …… ….

…… …… …… …… ……

2. Think about those animals. Find some adjectives to describe them best.

……

……

……

3. Listen to the song. Fill in the blanks with correct words while listening .

As sly as a fox, as …… as an ox
As fast as a hare, as brave as a bear
As …… as a bird, as neat as a word
As quiet as a mouse, as …. as a house

All I wanna be, all I wanna be, oh
All I wanna be is everything

As mean as a wolf, as …… as a tooth
As deep as a bite, as dark as the night
As sweet as a song, as right as a wrong
As …… as a road, as ugly as a toad

As pretty as a picture hanging from a fixture
Strong like a family, strong as I wanna be
Bright as day, as …… as play
As hard as nails, as grand as a whale

All I wanna be oh, all I wanna be, oh

All I wanna be is everything
Everything at once
Everything at once, oh
Everything at once

As …… as the sun, as silly as fun
As cool as a tree, as …… as the sea
As hot as fire, …… as ice
Sweet as sugar and everything nice

As old as time, as …… as a line
As royal as a queen, as buzzed as a bee
As stealth as a tiger, smooth as a glider
Pure as a melody, pure as I wanna be

All I wanna be oh, all I wanna be, oh
All I wanna be is everything
Everything at once

5. Find Turkish meanings of adjectives below.

Bright:	Sly: .....
Sweet:	Brave: .....
Pretty:	Free: .....
Sharp:	Hard: .....

6. Study the example sentences. Write 3 sentences about yourself by using "as....as

- I want to be as sweet as a song.
- Skating is as enjoyable as riding a bike.
- Gaziantep is not as crowded as İstanbul.

1. .....
2. .....
3. .....

Prepared by Gizem Saldıraner

APPENDIX XVI. APPROVAL OF GAZİANTEP DIRECTORATE OF NATIONAL EDUCATION

Evrak Tarih ve Sayısı: 26/12/2017-68048

T.C.
GAZİANTEP ÜNİVERSİTESİ
Yabancı Diller Eğitimi Bölümü

Sayı :48959558 /302.14.04/
Konu :Araştırma İzni

Sayın Yrd.Doç.Dr. Emrah CİNKARA

Tez danışmanlığını yaptığınız İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi Gizem SALDIRANER'in Kocatepe Ortaokulu'ndaki öğrencilere anket uygulama talebinin Valilik Oluru ektedir.

Gereğini bilgilerinize rica ederim.

Doç.Dr. F.Filiz Y.TILFARLIOĞLU
İngiliz Dili Eğitimi Anabilim Dalı Başkanı

EK :
1 Adet Olur

T.C.
GAZİANTEP VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 34659092/605.01-E.21546678
Konu : Araştırma İzin Talebi

14.12.2017

GAZİANTEP ÜNİVERSİTESİ
(Eğitim Bilimleri Enstitüsü)

İlgi: 06.12.2017 tarihli ve E.20922 sayılı yazınız.

Üniversitenizin Eğitim Bilimleri Enstitüsü, İngilizce Dili Eğitimi AnabilimDalı Yüksek Lisans Öğrencisi Gizem SALDIRANER'in "The Effect of Pop Song on Pronunciation of Young Learners" konulu tez çalışması kapsamında, İlimiz Şahinbey ilçesine bağlı Kocatepe Ortaokulundaki iki sınıfta öğrenim gören öğrencilere anket uygulama isteğinin uygun görüldüğüne ilişkin 13.12.2017 tarihli ve 605.01/21386501 sayılı Valilik Oluru ekte gönderilmiştir.

Bilgilerinizi ve gereğini arz ederim.

Cengiz METE
Milli Eğitim Müdürü

EKLER :
1- Valilik Oluru (1 Adet)
2- Değerlendirme Formu (1 Adet)

Gereğini rica ederim.
İlgili kişilere tebliği.
26.12.2017

Yeni Valilik Binası 5. Kat Büyükşehir/Gaziantep
elektronik Ağ: www.gaziantep.meb.gov.tr
Mtd.Yet.M.Ali TİRYAKİOĞLU-Sınıflı Gelişimine Sel E. YILDIRIM
Tel:(0342) 231 10 58 -4450
Faks:(0342) 232 24 10

T.C.
GAZİANTEP VALİLİĞİ
İl Millî Eğitim Müdürlüğü

ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı-Soyadı	Gizem SALDIRANER
Kurumu / Üniversitesi	Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü
Araştırma yapılacak il(ler)	Gaziantep
Araştırma yapılacak eğitim kurumu ve kademesi	Kocatepe Ortaokulu
Araştırmanın konusu	The Effect Of Pop Songs On Pronunciation Of Young Learners
Üniversite / Kurum onayı	Var
Araştırma/proje/ödev /tez önerisi	Var
Veri toplama araçları	Ses Kaydı, test
Görüş istenen Birim/Birimler	-

KOMİSYON GÖRÜŞÜ

Bu araştırma izni isteği komisyonumuzca Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü tarafından 22.08.2017 tarihinde yayımlanan 2017/25sayılı "Araştırma, Yarışma ve Sosyal Etkinlik İzinleri" konulu genelge kapsamında değerlendirilmiştir. Bilimsel çalışma kapsamında "The Effect Of Pop Songs On Pronunciation Of Young Learners"için ses kaydının Gaziantep Kocatepe Ortaokulu'ndaki iki sınıfta eğitim gören öğrencilere gönüllülük esasına göre eğitim öğretim sürecini aksatmadan uygulanması **uygun görülmüştür.**
Araştırmacı yapılan araştırmanın iki örneğini, çalışma tamamlandıktan sonra en geç iki hafta içerisinde Müdürlüğümüze CD'ye kayıtlı olarak vermeyi taahhüt eder.

Komisyon Kararı: Oy birliği ile izin verilmiştir.

KOMİSYON

Komisyon Başkanı
Mehmet Ali TİRYAKİOĞLU
İl Millî Eğitim Müdür Yardımcısı

Üye
Kemal ÖZDEMİR
Öğretmen

Üye
Filiz DURRU
Öğretmen

T.C.
GAZİANTEP VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 34659092/605.01/21386501
Konu : Araştırma İzin Talebi
(Gizem SALDIRANER)

13/12/2017

VALİLİK MAKAMINA

İlgi: Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsünün 06.11.2017 tarihli ve E.20922 sayılı yazısı.

Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, İngilizce Dili Eğitimi AnabilimDalı Yüksek Lisans Öğrencisi Gizem SALDIRANER'in "The Effect of Pop Song on Pronunciation of Young Learners" konulu tez çalışması kapsamında, İlimiz Şahinbey ilçesine bağlı Kocatepe Ortaokulundaki iki sınıfta öğrenim gören öğrencilere anket uygulama isteği, ilgi yazıda belirtilmektedir.

Bu kapsamda Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, İngilizce Dili Eğitimi Anabilim Dalı Yüksek Lisans Öğrencisi Gizem SALDIRANER'in tez çalışma isteği, Bakanlığımız Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 22.08.2017 tarihli ve 12607291 (2017/25) sayılı genelgesi kapsamında değerlendirilmiş olup; araştırmacının, araştırmasının bitiminden itibaren 15 gün içerisinde araştırma sonuçlarını 2 kopya halinde CD içerisinde Müdürlüğümüze bildirmesi şartıyla, İlimiz Şahinbey ilçesine bağlı Kocatepe Ortaokulundaki iki sınıfta öğrenim gören öğrencilere, eğitim öğretimi aksatmayacak şekilde ve gönüllülük esasına dayalı olarak uygulanması, Müdürlüğümüz Ar-Ge bürosu bünyesinde oluşturulan komisyonun uygunluk raporu doğrultusunda uygun mütalaa edilmektedir.

Makamınızca da uygun görüldüğü takdirde; Olurlarınıza arz ederim.

Cengiz METE
Milli Eğitim Müdürü

OLUR
.../12/2017

Halil UYUMAZ
Vali a.
Vali Yardımcısı

Yeni Valilik Binası 5. Kat Büyükşehir/Gaziantep
elektronik Ağ: www.gaziantep.meb.gov.tr
e-posta: gazimem@meb.gov.tr

Mfd.Yol M.A.Ş TBY AKDOĞLU -Sosyoji Geliştirme Şef E. YILDIRIM
Tel: (0342) 231 10 58 -4450
Faks:(0342) 232 24 10

VITAE

Gizem Saldıraner was born in Edirne in 1990. She completed her primary and secondary education in Edirne. She studied at Çapa Anatolian Teacher Training High School in Istanbul. She got the degree the top 83rd student in the university exam in 2008 and started Foreign Language Education Department at Boğaziçi University. She got state scholarship as well as book and lunch scholarship given by the university. She graduated from the university in 2013. She knows English in advanced level and German in beginner degree. She started to work as a teacher in a state school in 2013. She has an achievement certificate given by Gaziantep Provincial Directorate of National Education. She started her master's of art degree in the Department of English Language Teaching at Gaziantep University in 2016. She enjoys following some online webinars related to her academic career. She has been working as English teacher in Kocatepe Secondary School since 2016.

ÖZGEÇMİŞ

Gizem Saldıraner 1990 yılında Edirne'de doğdu. İlk ve orta öğrenimini Edirne'de tamamlayıp lise hayatını İstanbul'da Çapa Anadolu Öğretmen Lisesi'nde geçirdi. 2008 yılında üniversite sınavında 83. Oldu ve Boğaziçi Üniversitesi Yabancı Diller Eğitimi Bölümü'ne başladı. Devlet bursu ile üniversite tarafından verilen kitap ve yemek bursu aldı. 2013 yılında üniversiteden mezun oldu. Başlangıç seviyesinde Almanca ve ileri düzeyde İngilizce bilmektedir. 2013 yılında bir devlet okulunda öğretmen olarak çalışmaya başladı. Gaziantep il milli eğitim müdürlüğü tarafından verilen başarı sertifkası bulunmaktadır. 2016 yılında Gaziantep Üniversitesi Yabancı Diller Eğitimi bölümünde yükseklisansa başladı. Mesleki gelişimiyle alakalı internet tabanlı seminerleri takip etmekten hoşlanır. 2016 yılından beri Gaziantep Kocatepe Oratokulu'nda İngilizce öğretmeni olarak çalışmaktadır.