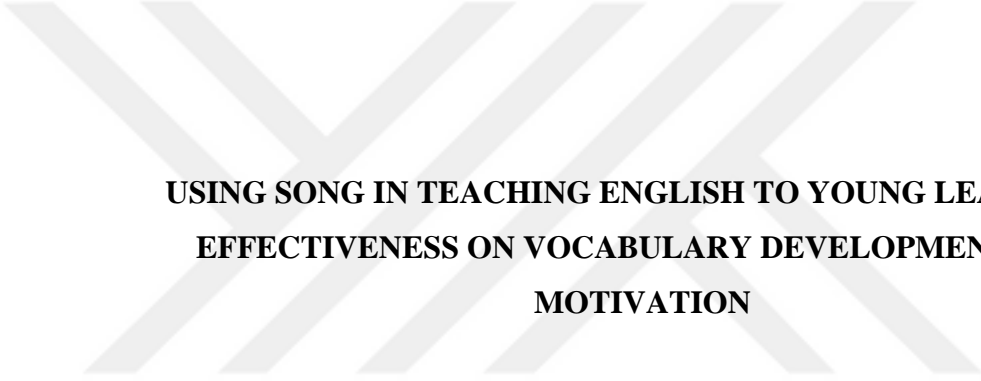


T.C.

BAHCESEHIR UNIVERSITY

GRADUATE SCHOOL

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION



**USING SONG IN TEACHING ENGLISH TO YOUNG LEARNERS:
EFFECTIVENESS ON VOCABULARY DEVELOPMENT AND
MOTIVATION**

MASTER'S THESIS

NAHIDEH NABILI

ISTANBUL 2024

T.C.

BAHCESEHIR UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

THE DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

**USING SONG IN TEACHING ENGLISH TO YOUNG LEARNERS:
EFFECTIVENESS ON VOCABULARY DEVELOPMENT AND
MOTIVATION**

MASTER'S THESIS

NAHIDEH NABILI

THESIS ADVISOR

ENISA MEDE

ISTANBUL 2024



T.C.
BAHÇEŞEHİR UNIVERSITY
GRADUATE SCHOOL

MASTER THESIS APPROVAL FORM

Program Name:	English Language Education
Student's Name and Surname:	Nahideh Nabili
Name of The Thesis:	How song is helpful in vocabulary development of kindergarten students
Thesis Defense Date	31.05.2024

This thesis has been approved by the Graduate School which has fulfilled the necessary conditions as Master thesis.

Doç. Dr. Yücel Batu SALMAN

Institute Director

This thesis was read by us, quality and content as a Master's thesis has been seen and accepted as sufficient.

	Title, Name	Institution	Signature
Thesis Advisor:	Assist.Prof.Dr.Enisa Mede	Bahçeşehir University	
2nd Member	Dr.Öğr.Üyesi.Rukiye Özlem Öztürk	Bahçeşehir University	
3rd Member (Outside Institution)	Dr.Öğr.Üyesi.Mustafa Polat	Marmara University	

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Surname: Nahideh Nabili

Signature:

ABSTRACT

USING SONG WITH YOUNG LEARNERS: THE EFFECTS ON VOCABULARY DEVELOPMENT AND MOTIVATION

Nabili, Nahideh

Master's Program in English Language Education

Supervisor: Assoc. Prof. Enisa MEDE

June 2024, 77 pages

The purpose of this thesis is to investigate the effect of song-based instruction on the vocabulary development and motivation of young learners of English. The participants were 34 very young learners (Kindergarten, age 5-6) and one teacher engaged in the English program offered by a private k-12 school in Istanbul, Turkey. Specifically, in this quasi-experimental study, the data were collected from two groups of English learners: experimental group (N=17) engaged in song-based and control group (N=17) exposed to traditional instruction. The instruments of the study for quantitative stage included a vocabulary test with 30 questions prepared by the researcher through combining four different units of the kindergartens' main course book and International Attitude/Motivation Test Battery developed by Gardner (2004), which includes 13 items. For the qualitative data collection, teachers' reflective journals and students' structured interviews were administered. The obtained findings revealed that song-based instruction had a positive effect on the vocabulary development and motivation of very young learners. Based on these findings, the study provides pedagogical implications and recommendations on how to incorporate song in kindergarten English classrooms.

Key Words: Song-Based Instruction, Traditional Instruction, Vocabulary Development, Motivation, Young Learners

ÖZ

İNGİLİZCE ÖĞRETİMİNDE ŞARKI KULLANIMININ ANAOKUL ÖĞRENCİLERİNİN KELİME EDİNİMİ VE MOTİVASYON ÜZERİNDEKİ ETKİSİ

Nabili, Nahideh

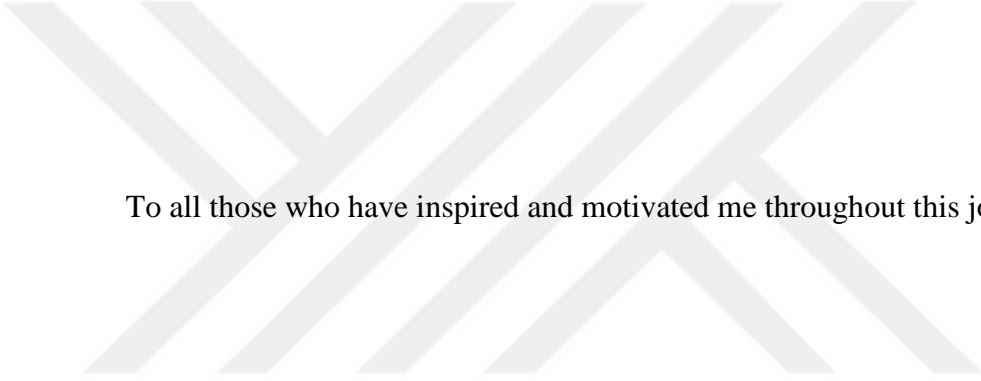
Yüksek Lisans Tezi, İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Doç. Dr. Enisa MEDE

Haziran 2024, 100 sayfa

Bu tezin amacı şarkı ve geleneksel öğretimin İngilizce öğrenen gençlerin kelime dağarcığı gelişimi ve motivasyonu üzerindeki etkinliğini araştırmak ve karşılaştırmaktır. Katılımcılar, İstanbul, Türkiye'deki özel bir k-12 okulunun sunduğu İngilizce programına katılan 34 çok genç öğrenci (Anaokulu, 5-6 yaş arası) ve bir öğretmenden oluşuyordu. Spesifik olarak, bu yarı deneysel çalışmada, İngilizce öğrenenlerden oluşan iki gruptan veriler toplandı: şarkı temelli derslere katılan deney grubu (17) ve geleneksel öğretime maruz kalan kontrol grubu (17). Bu çalışmanın hedeflerine ulaşmak için, veriler niceliksel olarak kelime öncesi ve sonrası testlerden ve motivasyon öncesi ve sonrası testlerden ve ayrıca niteliksel olarak öğretmenlerin yansıtıcı günlüklerinden ve öğrencilerin yapılandırılmış görüşmelerinden toplanmıştır. Elde edilen bulgular, şarkıyla bütünleştirilmiş öğretimin çok küçük yaştaki öğrencilerin kelime dağarcığı gelişimi ve motivasyonu üzerinde olumlu bir etkisi olduğunu ortaya koydu. Bu bulgulara dayanarak, çalışma şarkıların anaokulu İngilizce sınıflarına nasıl dahil edilebileceğine dair pedagojik çıkarımlar ve öneriler sunmaktadır.

Anahtar kelimeler: Şarkı temelli öğretim, geleneksel öğretim, kelime dağarcığı gelişimi, motivasyon, genç öğrenciler.



To all those who have inspired and motivated me throughout this journey

ACKNOWLEDGMENTS

I would like to express my sincere gratitude to my supervisor Assoc. Prof. Enisa Mede, for her invaluable guidance, support, and encouragement throughout the research process. Their expertise and insights have been instrumental in shaping this thesis.

I extend my heartfelt gratitude to the young learners in kindergarten. Your enthusiasm, curiosity, and willingness to engage in learning have been a source of inspiration and joy throughout this research journey. Teaching and researching with kindergarten students has been an uniquely enriching experience, and I am grateful for the opportunity to work with such bright and eager minds.

TABLE OF CONTENTS

ETHICAL CONDUCT	iii
ABSTRACT	iv
ÖZ	v
DEDICATION	vi
ACKNOWLEDGMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES/ILLUSTRATIONS/SCHEMES	xiii
LIST OF SYMBOLS/ABBREVIATIONS	xiv
Chapter 1: Introduction	1
1.1. Theoretical Framework	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	7
1.4 Research Questions	7
1.5 Significance of the Study	8
1.6 Definitions	10
Chapter 2: Literature Review	12
2.1 Using Songs for Motivation and Engagement in English Language Classrooms.....	12
2.2 Songs and Vocabulary Development	14
2.3 Using songs for Phonological Awareness	16

2.4 Using Songs as Cultural and Social Benefits	17
2.5 Using Melodies for Enhancing Memory	18
2.6 Using Rhythm for Pronunciation Improvement.....	19
2.7 Previous Studies on Implementation of Song to Develop Vocabulary and Motivation.....	21
2.8 Conclusion	25
Chapter 3: Methodology	27
3.1 Research Design	27
3.2 Setting and Participants	28
3.3 Procedures	29
3.3.1 Data Collection Tools	29
3.3.1.1 Vocabulary Development Pre and Post- Test	29
3.3.1.2 Attitude/Motivation Test Battery	30
3.3.1.3 Research Treatment	31
3.3.1.4 Teachers' Reflective Journals	33
3.3.2 Data Collection Procedures.....	34
3.3.2.1. The type of Sampling.....	34
3.3.2.2. Implementation	35
3.3.2.2.1 Warm-up	36
3.3.2.2.2 Role Play	36
3.3.2.2.3 Realia	36
3.3.2.2.4 Sequencing Pictures	37
3.3.2.2.5 Hopscotch.....	37

3.3.2.3 Instruction	38
3.3.3 Data Analysis Procedures.....	44
3.3.4 Reliability and Validity	45
3.4 Limitations.....	45
Chapter 4: Findings.....	46
4.1 Overview	46
4.2 Descriptive Statistics	46
4.2.1 Gender Frequency Distribution of the Young Learners.....	46
4.2.2 Distribution of Vocabulary Test Scores and its Components among Two Groups of Young Learners in Pre-Test and Post-Test.....	46
4.2.3 Distribution of Motivation Scores Among Two Groups of Young Learners in Pre-Test and Post-Test	48
4.2.4 Shapiro-Wilk Test of Normality.....	49
4.3 Hypotheses Testing.....	50
4.4 Qualitative Phase of the Study	55
4.4.1 Findings from the Teacher’s Reflective Journals on Using Songs in the Kindergarten English Classroom.....	55
4.4.2 Increasing Interest in Activities.....	57
4.4.3 Ambitious Participation in Song-Based Activities.....	57
4.4.4 The Improvement in Using Their Bodies.....	58
4.4.5 The Improvement in Vocabulary.....	59
4.4.6 Findings about the Perceptions of Kindergarten Students about Learning English Through Songs.....	60

4.4.7 Associating Song with Lesson	60
4.4.8 Having Fun While Learning	61
4.4.9 Enjoyment of English Activities.....	61
Chapter 5: Discussion and Conclusions.....	62
5.1 Discussion of Findings for Research Question.....	62
5.1.1 Discussion of the findings of RQ1: Does song-based instruction have any significant effect on the vocabulary development of kindergarten students?.....	62
5.1.2 Discussion of the findings of RQ2: Does song-based instruction have any significant effect on the motivation development of kindergarten students?.....	63
5.1.3 Discussion of the findings of RQ3: What are the teacher’s perceptions about using songs to develop vocabulary among young learners’ in English classrooms?.....	65
5.2 Conclusion	68
5.3 Recommendations for Further Research	70
REFERENCES	73
APPENDICES	82
Appendix A: Observation Checklist	82
Appendix B: Motivation Battery Test Questionnaire	84
Appendix C: Lesson Plan	85
Appendix D: Curriculum Vitae (CV).....	89

LIST OF TABLES

TABLES

Table 1 Analysis of the Questions in Vocabulary Pre- and the Post- test.....	29
Table 2 Contents of Vocabulary in Pre- and the Post-test	31
Table 3 Research Questions and Procedures Followed	34
Table 4 Number of Songs Used by Weeks	36
Table 5 Overall Study of the Experimental Group in a Chronological Order	38
Table 6 Overall Study of the Control Group in a Chronological Order.....	42
Table 7 Cronbach's Alpha Value of Items.....	45
Table 8 Gender Frequency Distribution of Young EFL Learners	46
Table 9 Distribution of Vocabulary Scores and its Components among Two Groups of Young Learners in Pre-Test and Post-Test	47
Table 10 Distribution of Motivation Scores Among Two Groups of Young Learners in Pre-Test and Post-Test	48
Table 11 Results of Shapiro-Wilk Normality Test	49
Table 12 Results of Variance-Covariance Matrix.....	50
Table 13 Results of Levene's Test	50
Table 14 Multivariate Test of the Difference of Mean Scores Based on the Effect of Song-Based Instruction Among the Learners of Two Groups.....	50
Table 15 Comparison of the Effect of Song-Based Instruction on the Development of Vocabulary Components Among Young EFL Learners Based on Multivariate Covariance.....	51
Table 16 Mean and Standard Deviation of Vocabulary Development Scores and its Components Among Young EFL Learners of Two Groups	52
Table 17 Homogeneity of Regression Slopes of Motivation Change Scores in two Groups.....	53
Table 18 Results of Levene's Test of Variance Homogeneity	54
Table 19 The Results of Covariance Analysis of the Effect of Song-Based Instruction on Motivation.....	54
Table 20 The Mean Score and Standard Deviation of the Motivation in two Groups.....	54

LIST OF SYMBOLS/ABBREVIATIONS

EFL English as a Foreign Language

VYL Very Young Learner



Chapter 1

Introduction

This chapter provides background knowledge and presents the scope of the study, which aims at investigating the impact of song in learning a new language. In the Theoretical Framework section, the concept of learning a new language through song is introduced, and the significance of music with lyrics in language skills learning is highlighted. In the following sections, the statement of the problem, purpose, and significance of the study are offered in company with research questions explored within the study. Lastly, key terms are concisely defined in the last section.

1.1 Theoretical Overview

More than a thousand languages are spoken throughout the world, each with its own distinct identity. The most widely used language among those is English, which has become the most spoken language globally (Drbseh, 2013). There is a high demand for English teachers and students. The Standards for Foreign Language Learning underline the need to incorporate culture into the curriculum. A language cannot be trained deprived of its culture; culture and language are integral. When we incorporate culture into language training, it may considerably improve humanistic understanding and language skills. For babies' emotional well-being and academic performance, singing familiar songs, nursery rhymes, and lullabies is crucial. Songs train a child's ear, voice, and brain for language, and employing lullabies and traditional songs might help a child become more adept at expressing thoughts verbally (Blythe, 2011).

Songs, chants, poetry, and rhymes are essential for early language development (Gardner, 1985). They are a versatile resource that teachers may utilize and alter to meet the requirements of their students in several ways. Children readily grasp and emulate song language. They are a fantastic memory aid. The recurrence of words, linguistic structures, and rhythm expands knowledge and aids them stick in the awareness of students. To make this a memorable experience, pick music that children find delightful and not dull, and elude giving youngsters the impression that they are being enforced to

listen to songs that are not attractive to them. Songs engage both sides of the brain, with speech, understanding, and rhythm belonging to the left side of the brain and melodic expression and ringtones belonging to the right. We acquire more efficient learning by exercising both halves of the brain. Music causes our brain to learn more quickly and meaningfully (Levitin, 2008).

Although the concept of using songs to teach English is not new, it remains favorite among teachers and students due to the enduring enjoyment of listening to songs. According to Nihada and Alisa (2016), songs represent a versatile listening activity with broad potential. Music and songs play pivotal roles in growth and learning. Youngsters love singing, and instructors obviously utilize songs to teach notions and language in an enjoyable manner. Key characteristics of effective songs include being fun and exciting for students as well as incorporating repetition.

Nihada and Alisa (2016) added that repetition not only embeds language patterns but also enhances pronunciation, listening skills, and rhythm. It also creates a pleasant atmosphere. Even with frequent repetition, students typically find songs engaging. Moreover, singing songs is a highly beneficial activity, effectively conveying and recycling language in various ways. They can be integrated into lessons at different stages, serving as warm-ups, fillers, or even the centerpiece of a session and thereby contributing to the creation of a relaxed learning environment. Overall, songs significantly contribute to motivation and foster a love for language learning among learners.

When acquiring a foreign language, comprehension depends largely on possessing substantial vocabulary knowledge. According to Hirsh (2018), to understand a text adequately, a learner must achieve lexical coverage of at least 95 percent. (p. 169). Additionally, O’Keeffe (2012) suggested that improving vocabulary leads to a general enhancement in writing, reading, and listening abilities. This aligns with the viewpoint of Wilkins (1972) who maintained that vocabulary instruction is crucial for effective language teaching. Moreover, Alderson (2006) reinforced this concept by suggesting that having a richer vocabulary not only aids in vocabulary growth but also has a positive impact on a variety of language assessments.

There are several theories for how language is acquired. The behaviorist viewpoint was a popular idea in the mid-twentieth century, championed by Burrhus Frederic Skinner as a strong supporter of this psychological theory. Behaviorism proposes that children emulate the language created by their surroundings through “positive reinforcement.” This approach places a high value on the environment, providing children with all they need for learning. This initial contact with the language involves the repetition of single phrases that may not make sense. As they progress, they begin to repeat what they comprehend. Behaviorism is rooted in the correlation between stimuli and reactions, positing that learning is a behavioral change influenced by the environment.

The “Musicality Hypothesis” suggests that language and music share similar cognitive processes. According to this theory, people are naturally inclined to have musical and linguistic skills, and they may work in harmony when they are learning (Patel, 2023). Shen and Gongshang (2009) revealed that the implementation of English songs in language classes could be justified because they can release full affective and mental power in the process of language learning and accordingly stimulate language awareness of the learners. Songs can ease a learner’s anxieties, boost their confidence, and help them feel less apprehensive. Songs can fuel a learner’s desire to unlock the meaning behind the music. Effective language learning requires active participation. English songs are excellent resources for this purpose. EFL (English as a Foreign Language) learners are readily engaged and inspired by the artists, the music, the diverse rhythms, and the relatable topics. Additionally, songs are accessible, pleasurable, genuine, and filled with the language used in real-world situations.

Shen and Gongshang (2009) argued that incorporating English songs into English Language Teaching (ELT) is justified as it unleashes the full mental and emotional power in language learning and promotes language awareness. Drobner (1986) reported on research that supports Lozanov’s conclusions. In this study, 15 volunteer students from a Fachhochschule (Institute of Technology) in West Germany were taught French in a suggestive manner. The findings were compared to a control group that was taught a different material. The experimental group received instruction over four weekends and forty hours, while the control group received instruction over the same length of time in

the standard two-hour session each week. Drobner's findings indicated that the experimental group learned three times as many lexical items (1200) as the control group. Further calculations imply that up to 12 times as much information might be taught every semester if Superlearning (establishing quick and stress-free learning by enhancing learners' abilities through suggestion) were used.

According to Failoni (1993), the use of music in foreign language classrooms enhances students' cultural awareness and aids in the development of communication skills. Music is able to serve as an effective motivator in the classroom. Gardner's Educational Theory of Multiple Intelligences, which suggests that an individual's musical intelligence can contribute to abilities in non-musical areas, such as foreign languages, also supports the integration of music into the classroom.

Numerous studies have emphasized the significance of incorporating songs in teaching English as a second language (ESL), indicating their potential success in improving language fluency (Georgi Lozanov, 1970). Suggestopedia, a technique developed in 1978 by Bulgarian psychotherapist and physician Georgi Lozanov for teaching second languages, underscores the importance of mental serenity in learning. Music is a crucial element of this teaching technique, utilizing its soothing properties to make learners more receptive to learning.

Lozanov (1978) argued that the reason learners often fail to fully utilize linguistic input is due to psychological barriers created, such as the fear of being unable to perform or the fear of failure. According to Lozanov (1978), the only important linguistic challenges in the language classroom are memorizing words and patterns of the language, as well as their integration into the personality of students. He emphasized the need for whole-brain stimulation for optimum development and proposed that relaxing techniques assist learners in accessing subconscious resources to aid in the development and retention of vocabulary and linguistic structures.

One of the most prominent figures, Noam Chomsky, asserted, "The human languages are essentially innate; the environment, which makes merely a rudimentary influence, the child's biological ability, will do the rest" (Chomsky, 1968, p. 1). Chomsky unveiled a crucial aspect of his perspective, emphasizing that he embraced a

distinct viewpoint on learning. He argued that infants are physiologically designed to create language, considering it as another biological function.

In brief, oral abilities and the capability to communicate have been regarded as more significant than written language, with listening identified as the most crucial ability, closely trailed by speaking skill (Richards & Rodgers, 2001). The introduction of communicative teaching approaches around 1970 led to a more integrated approach to the four language skills (Skulstad, 2020). However, even with the shift towards communicative language teaching, where the primary goal is for learners to use the language, oral skills retained significant prominence and worth (Cook, 2016, p. 280).

To wrap up, the use of songs as a method for language learning is not a new concept. Practitioners, investigators, and instructors generally approve that music could be advantageous in language teaching. Based on previous research studies, the investigation into the impact of song implementation on young learners' vocabulary development and motivation aims to actively engage both teachers and learners in a meaningful and enjoyable learning process.

1.2 Statement of the Problem

English language as the largely employed language globally and a requirement to the acquirement of an affluence of knowledge has become a central theme in the instructive structures of countries across the world (Srinivas Rao, 2019). A motivating issue in learning English predominantly in EFL contexts is the reason that certain individuals might learn it quickly and lacking trouble whereas others end in disappointment and cannot fulfill their language-learning mission.

To deal with this issue, review of the studies related to learning and teaching language displays that scholars have observed at extensive variety of variables and factors range from psychological to neurological, affective, and cognitive realms like learning styles and strategies, social contexts, language aptitude, and affective factors counting empathy, motivation, self-esteem, attitudes, inhibition, and anxiety (Brown, 2007). These socio-culturally-based aspects appear to differ among different cultures and countries and there appears to be great difference among learners in different proficiency levels and age groups. A comprehensive extent of investigations has been focused on exploring the effect of students' affective variables regarding equally on their

interaction with cognitive factors and foreign language acquisition (Brown, 2007). Moreover, motivational and attitudinal variables in foreign language acquisition have been recognized as important features and as interpreters of learners' language accomplishment.

It is worth noting that foreign language learning includes mastery to different skills and sub-skills. Having knowledge of grammar and vocabulary lead learners to use different words and sentences connect with people. However, to have accurate and fluent communication for EFL learners of different age groups, grammatical and vocabulary understandings are evidently important. According to Aslan (2016), vocabulary is one of the most essential components among others while learning a new language. Since, learning a new language occurs with the acquisition of new words in early ages. Unidentified words create hindrances while understanding a language. With the aim of eliminating these complications, vocabulary improvement is required. Generally, learning a foreign language is not just being able to reflect, understand the words and structures, and apply cognitive features in the learning process. Learners must be able to use them in their daily communications. This emphasizes the prominence of vocabulary knowledge to be mastered by the learners.

The major problem of the study lies in the fact that regardless of having linguistic and structural knowledge, there are still learners who are not able to notice and tolerate linguistic and cultural differences and be engaged fully in learning and communication. Thus, EFL teachers are expected to consider the importance of affective factors along with their ability to learn vocabulary to act professionally and autonomously. Lack of vocabulary awareness may hinder learners' realization of interaction and communication and decrease their level of motivation, particularly in early years and among children who are not completely mastered in their native language. In the main, learners with deficiency in vocabulary competence will be unable to express their own opinions, performances, and emotions in facing occurrences, and concerns in their private and social lives and lose their learning motivation.

Teaching English to young learners is relatively different from teaching English to others since young learners have dissimilar proficiencies, traits, considerations, feelings, intellectual capacity, attitudes, needs, skill, and desires than adults. It means that they

have to teach with dissimilar way, diverse technique, and different strategy so, they are willing to learn foreign language. The young learners have to be taught with variety of funny strategies since they cannot learn effectively if they feel in boredom. Considering EFL contexts and young EFL learners, it can be declared that one strategy to develop learners' vocabulary knowledge and motivation and boost the entertaining atmosphere of the class is using music and songs. Songs are valued for their pedagogical, linguistic, cultural, and entertaining characteristics and they are treasurable language learning materials. They could be used to teach and develop various aspects of a language. Songs encompass music and rhythm, which generate a pleasant situation for the learners, and songs will provoke the learner to feel more interested and more engaged in the English classroom. The motivation to undertake this study originated from the personal experiences of the practitioner researcher, whose native language is Persian, attempting to learn the Turkish language through songs. Based on the above-mentioned points it can be declared that the present study was an attempt to investigate the effectiveness of songs on the development of vocabulary and motivation among young EFL learners.

1.3 Purpose of the Study

The current study aims to explore the effects of incorporating songs into the English language classroom on vocabulary learning, motivation for learning the English language through song choices, and the potential increase in cultural awareness among kindergarten students at a private college. This interest in the effectiveness of using music in the language classroom dates back to the 1960s, with scholars suggesting that music could be advantageous for equally linguistic development and motivation (Engh, 2013, p. 113).

1.4 Research Questions

In light of the above discussion, this study seeks to address the following questions:

1. Does song-based instruction have any significant effect on the vocabulary development of kindergarten students?
2. Does song-based instruction have any significant effect on the motivation development of kindergarten students?

3. What are the teacher's perceptions about using songs to develop vocabulary in among young learners' in English classrooms?

1.5 Significance of the Study

Over the last decades, foreign language acquisition is being considered as one of the most essential requirements of learners in each area of study (Srinivas Rao, 2019). The process of language teaching and learning is viewed to be a multifaceted phenomenon affected by a host of different factors including diverse social, cognitive, and affective factors. Affective factors or simply emotional factors are among the most influential factors that can enhance or inhibit learning. They can impose a positive or negative influence on language learning. Affective filters are actually the negative affective factors that are essential notions in theories about foreign language acquirement (Chastain, 1988). Teachers might be able to decrease negative factors and improve positive elements through doing activities with the aim of building a constructive group dynamic, through involving learners in deciding features of the course and selecting tasks that are inspiring for their age and interests. However, the degree of affective factors' influence is considered to be different among students; there are various aspects that can be related to this difference such as age, gender and major of the student (Khaleghi, 2016).

The importance of affective factors is more noticeable among young learners who are filled with pure emotions (Guo, 2023). Each individual child is exceptional and capturing their attention within the classroom needs teachers' consideration toward linguistic and emotional aspects. In this regard, enhancing the class environment can be established through music and songs that can mutually teach learners about words, phrases, and pronunciation and develop their enthusiasm and motivation to learn the foreign language. Children enjoy listening to songs hence their attention will be captured, automatically. According to Barker (1999), exposing youngsters to songs at an early age, assists them in acquiring the sounds and meanings of words. Once children listen to songs, they engage by moving their bodies to the rhythm, contributing to the development of their motor skills.

It is an undeniable fact that young learners particularly the ones in kindergarten are accustomed to get involved with music and songs in their class time. The main part of

this is to boost learners' positive emotions, engage them in movement, and adjust class atmosphere. However, songs have the potential to be used for academic and educational purposes, as well. Teachers can apply songs in their methodology and include them as practical teaching materials. This can be accomplished by selecting the most appropriate type of songs considering learners' age and interest in addition to the linguistic content that the songs are used to convey and teach. In this regard, teachers must be aware of the linguistic content and select the songs that are valuable in terms of music and words.

Based on these overviews, the current study was an attempt to examine the effectiveness of songs among young EFL learners in kindergarten. The main novelty of the study lies in the fact that despite the common belief that songs are insuperable part of children education, choosing the best type of songs can have varying outcomes. For instance, songs that do not match the learners' language level can have boring results and discourage them. That is why, teachers need to consider the content and rhythm of the songs they use and adjust the ones provided in the syllabus with the learners' level. The novelty in researching the use of songs for vocabulary and motivation development in kindergartens is not necessarily that songs themselves are new. It is more about the specific approach to studying their effectiveness. It is evident that younger learners (ages 5-7) benefit from simpler songs with repetitive lyrics and catchy tunes including concrete words, since they are not able to handle more abstract and complex vocabularies.

The current study compared the effectiveness of different song-based learning methods against traditional vocabulary teaching methods to see which leads to better results. The current study used pictures, flashcards, and realia to help learners in the experimental group understand the meaning of the songs that were selected centered on including certain vocabulary items. However, the learners in the control group received traditional tools of teaching new words without using songs for teaching vocabularies and the use of songs in the control group was mostly based on entertaining purpose. That is to say, although songs are being used in all classes, considering the aim of the study, only the learners in the experimental group received songs as the main method of teaching new words and are taught by the use of songs including the intended new words. Moreover, singing songs in a group setting can promote social interaction and

collaboration among children. Songs often incorporate gestures, movement, and imagery, transforming language acquisition into a multimodal experience that provides various learning methods. On the other hand, songs can be shared and practiced at home, allowing parents to actively participate in their child's language learning journey and strengthen the home-school connection.

Based on the above-mentioned points it can be claimed that the current study holds significance for several reasons. For young children, songs are inherently enjoyable and captivating, possessing the ability to capture their attention and maintain their enthusiasm for learning. This engagement can contribute to fostering a positive attitude toward language development. Songs often introduce new words and phrases in contexts that are easily understandable for children. Active participation in singing along with songs can facilitate the expansion of a child's vocabulary and enhance their comprehension of language. Songs frequently feature rich and repetitive vocabulary, aiding students in learning and retaining new words and phrases.

A major contribution of the study is that by researching the impact of songs, educators can gain a deeper understanding of how songs specifically influence vocabulary acquisition and motivation in young learners. This knowledge can help them use songs more effectively in the classroom, modifying them to maximize learning benefits. Knowing how various song characteristics influence learning allows teachers to choose songs that include particular vocabulary ranges or address motivation falls. The findings can show how songs can efficiently complement traditional vocabulary teaching methods like merely using pictures and flashcards, making learning more engaging and potentially leading to better overall language achievement. The insights from the study can draw attention to curriculum developers on how to choose or even create songs that are most beneficial for vocabulary development and motivation in young learners. Furthermore, songs can make learning fun and engaging, keeping young learners motivated and fostering a positive attitude towards English language acquisition. This intrinsic motivation can lead to long-term benefits in their language-learning process.

1.6 Definitions

Young Learners (YLS): Students whose ages are between 7-10 (Slatterly & Willis, 2001).

Very Young Learners: Reilly and Ward (2003) defined the term “Very Young Learners” as “children who have not yet entered obligatory education and have not yet started to read” (p. 5). This definition emphasizes the pre-school age and the absence of literacy skills among very young learners. According to Reilly and Ward (2003), very young students are not of school age, indicating their pre-school status.

Lyrics: the words of a song, especially a pop song (Cambridge Dictionary, n.d.)

Song: it is piece of music accomplished by a single voice, with or lacking instrumental accompaniment (Encyclopedia Britannica, n.d.)

Vocabulary Development: Vocabulary acquisition is one of the most crucial skills young children need to master to excel in learning to read and in their overall academic performance. In most instances, young children develop a well-rounded vocabulary from interactions with linguistically proficient adults who support children’s language using rich and diverse language. Furthermore, research has demonstrated that the preschool years are a pivotal period for oral language and vocabulary development (Wasik & Iannone-Campbell, 2012).

Motivation: it refers to “the explanations underlying behavior” (Guay et al., 2010, p. 712).

Chapter 2

Literature Review

This literature review explores the existing research on the impact of language learning through songs among kindergarten students, highlighting potential benefits and implications for early childhood education. It demonstrates a substantial body of research endorsing the integration of music into language education and learning. Language development forms the foundation of early childhood development, prompting educators to continually seek innovative methods for facilitating language learning in kindergarten students.

One approach that has garnered significant attention is the integration of songs into the education curriculum. Songs are widely recognized for their effectiveness in enhancing various language skills, including vocabulary development, grammar, pronunciation, and cultural awareness. This review synthesizes key findings from relevant studies conducted in linguistic fields, education, and psychology.

In the following section, previous research studies focused on learning language through songs are introduced. Finally, the chapter concludes by summarizing key insights derived from the literature.

2.1 Using Songs for Motivation and Engagement in English Language Classrooms

Music serves as a powerful motivator for language learning, particularly when utilized as an introductory and warm-up activity, as noted by Eken (1996). This approach fosters active participation in speaking and writing tasks, leading to a more expressive and engaging output. Songs, in particular, can emotionally engage learners and boost their motivation, a crucial element for effective learning. Maintaining motivation is essential in language development, and educators should employ innovative planning strategies to present students with tasks that are both challenging and practical, ensuring sustained engagement throughout the learning process (Israel, 2013).

This engagement, facilitated by music, can result in more frequent exposure to vocabulary, contributing to improved retention of vocabulary items. A study conducted

by Jers et al., (2015) underscored the motivational and emotional aspects of music in language learning, fostering a positive attitude toward language development. Songs, with their inherent ability to capture children's attention, have the potential to transform learning into an enjoyable experience (Lonsdale, 2018). In essence, music possesses an innate engaging quality that can create a positive learning environment within the classroom (Elliott & Silverman, 2015).

According to Hallam (2010), music possesses the potential to enhance emotional engagement by stimulating both cognitive and affective domains. As highlighted by Jalongo and Sobolak (2011), music engages multiple senses and emotions, creating a stimulating and motivating learning environment for children. Additionally, the incorporation of culturally relevant or personally interesting songs has the potential to further enhance motivation (Mora, 2013).

Engh (2013) conducted a study exploring how teachers could use activities such as dancing, singing, and body movement to infuse excitement into their classes and engage students. Through a systematic investigation involving data collection from participants, the study concluded that incorporating songs with other activities like dancing and acting could enhance students' enthusiasm and self-assurance in language learning. Similarly, Aguirre et al., (2016) investigated the impact of song instruction on young English language learners in Peru. Utilizing questionnaires and observations on two groups—one exposed to songs and the other not—they found that songs increased students' motivation to learn language at an accelerated pace.

Research also indicates a robust connection between musical engagement and cognitive development in early childhood (Gardiner & Winner, 1978). Exposure to music, including songs, stimulates various cognitive processes related to language, memory, and comprehension, influencing the acquisition of vocabulary items. Music has the potential to elevate motivation and engagement levels in language learning, as learners often find listening to songs enjoyable, contributing to a positive experience that facilitates language development (Ariza & Morales-Jones, 2014).

Several approaches can be employed to achieve the goal of enhancing motivation and efficacy simultaneously (Kusnierek, 2016). Music stands out as one of these effective learning methods, particularly songs, which can serve as a powerful tool for

expediting and fostering consistent learning. Research indicates that incorporating music into the learning process enhances students' overall learning experience and academic performance in the classroom. While there is no pre-defined method for learning English through music, it is indeed feasible. Integration of current teaching approaches with music can be effectively accomplished with a skilled and qualified teacher.

According to Toscano-Fuentes (2016), employing nursing songs to teach students the four language skills—speaking, listening, reading, and writing—supports the development of motivation and cultural awareness. This, in turn, enhances the pedagogical effectiveness of songs, potentially impacting students' curiosity, creativity, and self-confidence by fostering a more positive outlook toward education. Furthermore, research by Skolverket (2019) found that 18% of upper secondary students and around 25% of children in grades 7-9 in Sweden rarely or never enjoy attending school.

In light of the heightened stress levels among students, with four out of ten teachers frequently experiencing work-related stress, increased motivation and self-confidence are crucial in Swedish classes. According to Lems (2018), music, especially through songs, offers specific profits for individuals learning a new language. Listening to songs and engaging in singing provides a natural and pleasant avenue for acquiring new sounds, words, and phrases, akin to the process of learning a language. Teachers are encouraged to develop and utilize a repertoire of distinct sounds, grasp new patterns and directions, and understand the “syntax” of songs and compositions to enhance language learning.

2.2 Songs and Vocabulary Development

Songs offer a contextual framework for the words and phrases embedded in their lyrics, enhancing learners' comprehension of their usage and meanings. When students establish an emotional connection with a song, they are more likely to remember the associated lyrics and vocabulary items when needed. Furthermore, songs often present language in specific contexts, facilitating learners in understanding the meaning of words within particular situations. This contextualized approach contributes to an enhanced overall vocabulary development (Junttila & Mercer, 2018).

Songs frequently feature repetitive patterns, facilitating the recall of words and phrases for learners. The musical structure, characterized by repetition, aids in the

memorization of vocabulary (Thompson et al., 2001). Research indicates that integrating songs into the curriculum can have a positive impact on vocabulary development in kindergarten students (Gardner et al., 2013). The combination of repetition, rhythm, and melody in songs contributes to a more effective and enjoyable vocabulary learning experience (Gardner & Gallagher, 2013). Applying Vygotsky's Socio-Cultural Theory to the role of songs in vocabulary development underscores the significance of cultural context, social interactions, and the Zone of Proximal Development (ZPD) in understanding the positive impact of songs on vocabulary learning.

Millington (2011) investigated the use of songs in teaching English to young learners and found that assigning songs as homework can help students learn new vocabulary and expand their song repertoire. In a study by Madani and Nasrabadi (2013), positive effects on English vocabulary learning and retention were demonstrated. The researchers concluded that the use of songs did improve vocabulary development and retention, and the gender of the participants did not affect these outcomes.

Moreover, listening to songs can aid L2 learners in becoming more proficient in informal vocabulary, as they employ informal L2 approaches in their daily interactions, facilitating smoother conversations (Peregoy & Boyle, 2008; Khan et al., 2011). The rhythmic and melodic elements of songs create a multisensory experience that assists memory retention and language development (Standley, 2008). The repetition and patterns in lyrics, combined with melody, contribute to the internalization of vocabulary items, making them more accessible to young children. Educators can strategically integrate content-specific vocabulary into song lyrics, aligning with early childhood curriculum goals (Hanna-Pladdy & Mackay, 2011). This integration provides a contextualized and purposeful approach to vocabulary development, enhancing the relevance of words for young learners. Other studies indicate that vocabulary skills acquired through song-based exercises are transferable to various contexts (Kraus & Chandrasekaran, 2010). The flexible nature of songs allows adaptability across different themes, subjects, and learning objectives, supporting the development of a versatile vocabulary. Finally, songs can introduce learners to new vocabulary and phrases in a memorable and context-rich way, with the repetitive nature of choruses and verses reinforcing vocabulary retention (Göksel, 2009).

Various techniques for teaching vocabulary in the classroom can lead to diverse learning opportunities for students. One example is the audiolingual technique, where students imitate and repeat what the teachers say to introduce them to new vocabulary items. McCarthy et al., (2010) asserted that while this behavioristic view of vocabulary development is beneficial for language learners in their early stages, it might become boring and frustrating as they progress.

According to Shen and Gongshang (2009), music and songs can be employed to stimulate emotional learning in the EFL classroom. English songs have the potential to promote operative learning by generating a peaceful classroom situation, reducing students' fear, capturing their interests, and inspiring them to learn the target language. Students may perceive learning English through music as a pleasurable activity rather than work, making the process enjoyable and relaxing.

Additionally, songs can contribute to raising linguistic awareness. They serve as a valuable source of target language use, enhancing students' language consciousness in the study of English as a foreign language. Anton (1990) suggested that learning processes yield results that are more positive when both the right and left hemispheres of the brain are simultaneously active. Moreover, music can create a relevant context, and listening to songs can enhance vocabulary learning for second language (L2) learners (Maneshi, 2017). Lastly, listening to music can offer L2 learners sufficient input for incidental learning, facilitating the development and retention of language skills.

In summary, vocabulary holds significant importance in second language achievement, and the incorporation of songs in the English classroom can contribute to incidental vocabulary learning. This approach engages brain regions that support and facilitate the acquisition of new words, potentially leading to a deeper understanding and greater retention among students.

2.3 Using songs for Phonological Awareness

The rhythmic and melodic elements present in songs have been shown to enhance phonological awareness and language development in preschoolers. The specific characteristics of songs, such as clear rhythmic patterns, repetitive lyrics, and rhyming words, play a crucial role in promoting phonological awareness, as noted by Bolduc et al., (2011).

Moreover, the rhythmic patterns inherent in songs contribute to the development of a keen ear for the sounds of language, ultimately fostering phonemic awareness. These collective findings emphasize the potential of incorporating songs, with carefully selected characteristics, as an effective and engaging strategy to enhance phonological awareness in young learners.

Additionally, learning language through songs has been associated with improved phonological awareness, a pivotal skill for early reading development (Harris & Butterworth, 2002). The rhythmic patterns in songs assist children in developing an ear for the sounds of language, thus fostering phonemic awareness.

In summary, research findings emphasize the positive influence of music training, including singing and rhythm activities, on the phonological awareness skills of young children. The rhythmic and melodic elements found in songs enhance both phonological awareness and language development in preschoolers. Specific song characteristics, such as clear rhythmic patterns, repetitive lyrics, and rhyming words, play a crucial role in promoting phonological awareness, as noted by Bolduc et al., (2011). The rhythmic patterns inherent in songs contribute to the development of a keen ear for language sounds, fostering phonemic awareness. Overall, these findings emphasize the potential effectiveness of incorporating carefully selected songs as an engaging strategy to enhance phonological awareness in young learners.

2.4 Using Songs as Cultural and Social Benefits

Learning through songs allows learners to immerse themselves in the cultural variations embedded in lyrics, aiding in understanding the context of language use (Levitin, 2012). This connection can deepen the understanding and retention of vocabulary items. Listening to songs provides cultural insights and exposes learners to colloquial language and expressions not easily accessible in textbooks. Songs often incorporate cultural elements, offering a context for social interactions and encouraging a sense of community and multicultural awareness. This social aspect of learning through song contributes to language development in a broader sociocultural context (Abril & Gault, 2008). Music serves as a mirror of cultures, and exposure to songs in a foreign language can provide insights into cultural implications and expressions (Katchen, 2004).

Songs often incorporate cultural elements like idioms, slang, and colloquial language, providing learners with insights into the culture of the language they are studying. This cultural context enhances engagement and meaning in language learning (Pavlenko, 2005). Songs are flexible and reflect the culture, sharing traits of spoken language, beliefs, commitment, and responsibility. They serve as valuable pedagogical tools, aiding young learners in grammar, speaking, listening, and pronunciation skills (Murphey, 1992). The use of songs as an active learning technique has proven to be successful in teaching foreign languages. In line with the Swedish National Curriculum, the Swedish National Agency for Education (Skolverket, 2011) advocates for the use of dissimilar cultural practices in teaching content to accomplish knowledge, awareness, and enjoyment in the learning of English. The agency emphasizes providing students with opportunities to derive stimulation from cultural experiences and improve a sense of aesthetic standards (Skolverket, 2011).

Finally, cultural sensitivity may play an essential part in a country's security, defense, and economic well-being, and global awareness can be attained via education. To enhance the language classroom with the culture of the target language, diverse songs, rhythms, and hymns can be utilized as an instrument for cultural comprehension and awareness. Music is an undoubtedly significant part of human existence, reflecting a country's history, values, customs, beliefs, ethnicity, humor, literature, and culture. For as long as we can remember, it has existed in every known human community (Murphey, 1992).

2.5 Using Melodies for Enhancing Memory

The use of melodies in songs has the potential to enhance memory retention. A study by Jancke et al., (2009) suggested that music could stimulate various brain areas, including those associated with memory, indicating that setting vocabulary to music may aid in word retention. Melodies often evoke emotions, and emotions are closely tied to memory formation. Schulkind et al., (1999) found that emotional content in music could enhance memory recall. Additionally, the emotional impact of a melody can create a more vivid and lasting memory. Songs, encouraging group participation, promote social interaction and emotional engagement (Rickard et al., 2013). The shared experience of singing fosters a positive classroom environment, enhancing the emotional context of

vocabulary and making learning a more enjoyable experience. Melodies and rhythms can enhance memory retention, suggesting that the combination of music and lyrics may help learners remember words and phrases more efficiently than traditional methods (Jasinskaja-Lahti et al., 2003).

To summarize, research supports the potent impact of incorporating melodies into songs as a robust tool for enhancing memory retention and Studies underscore the brain-stimulating effects of music, especially in memory-associated areas. Utilizing melodies to convey vocabulary emerges as an effective strategy, leveraging the emotional resonance of music to deepen memory formation. The emotional impact of melodies enhances recall, creating more vivid and enduring memories. The integration of music into education not only strengthens memory but also contributes to a more engaging and positive learning atmosphere.

2.6 Using Rhythm for Pronunciation Improvement

Musical rhythm has been linked to improved pronunciation and language rhythm. Songs often have a consistent beat that can aid learners in developing a sense of timing and intonation (Nikolov & Djigunovic, 2006). Many language learners find that songs help them remember vocabulary and phrases more easily due to the rhythm and repetition present in the music. A study by Ludke et al., (2013) revealed that the repetitive essence of songs contributes to the encoding and retention of linguistic elements. In addition, a song is regarded a short musical arrangement containing words and lyrics (Richard, 2002). A song typically features rhymes and uses a language style that differs from the language used in scientific and formal situations. In a song, as mentioned by Kerekes (2015), words are agreed and offered in specific rhythms and tones. The use of songs in second language (L2) instruction is not considered a novelty. Dolean (2016) pointed out that songs are utilized to encourage brain activity when L2 learners are working. Since music can help students relax and release them from stress, learning L2 via songs can be enjoyable for L2 learners (Adnyani & Dewi, 2020).

According to Standley (2008), a meta-analysis explores the influence of music instruction on various aspects of learning, including reading. The findings suggest a positive relationship between music education and language development. In another study, Ulate (2007) investigated the value of songs in EFL pronunciation instruction,

where the researcher concluded that music stimulates learners and makes them more enthusiastic. The researcher also witnessed that pupils prefer to listen to songs when practicing pronunciation, finding them helpful for such practice (Krashen, 1981).

According to Gardner's Multiple Intelligences theory (1985), one of the intelligences that is manifested in early childhood is indeed musical intelligence. This hypothesis, teaching L2 concepts and abilities through music can be beneficial since it can create opportunities for the right hemisphere to be used to regulate learning activities. L2 learning can be triggered by songs in both hemispheres, as shown by (Larsen-Freeman & Long, 2000). To put it another way, according to (Guglielmino, 1986), songs have the power to bridge the (brain's) hemispheres reinforcement, retention via a harmonizing function.

Certainly, considering the emotive, cognitive, and linguistic perspectives can help explain how music can contribute to improved vocabulary development. The affective filter theory, proposed by Krashen (1982), underscores the importance of reducing the affective filter level to create optimal conditions for effective vocabulary learning. Songs have the ability to lower affective filter levels, thereby facilitating word learning.

From a linguistic perspective, second language (L2) learners can easily follow songs due to their familiarity with discourse elements like rhymes and tones (Saricoban & Metin, 2000). Songs offer learners exposure to authentic language use, including various accents, intonations, and speeds of speech. This exposure can contribute to improved comprehension and communication skills (Kalyuga, 2009). Additionally, Bilabo et al., (2008) demarcated the curriculum not merely as learning experiences at school but as all learning practices in society.

Learning readiness is crucial for the optimal educational performance of learners in the learning progression (Deyo et al., 2011). Every effort to deliver quality education in school loses its significance in the absence of student readiness for learning. A student who is prepared to learn can grasp new concepts rapidly, while an unprepared student faces challenges in effective learning (Prakash, 2012). Lack of learning readiness not only diminishes students' educational achievements but also reduces the efficiency and effectiveness of classroom teaching. Furthermore, it leads to the inefficient use of government investments in school education.

2.7 Previous Studies on Implementation of Song to Develop Vocabulary and Motivation

There are limited studies (e.g., Eken, 1996; Erten, 2015; Sariçoban & Metin, 2000) that investigate the connection between music and EFL performance specifically in Turkey. These studies shed new insights on the use of songs in English Language Teaching (ELT) courses. For example, Eken (1996) introduced various practices integrating songs into language instruction to establish an environment encouraging to language learning. In this regard, Sariçoban and Metin (2000) proposed guidelines for effective grammar instruction by integrating songs into foreign language classes. Additionally, Erten (2015) emphasized the significance of using songs in ELT due to their socio-affective, cognitive, and linguistic advantages, and offered recommendations on integrating karaoke into language lessons.

Nevertheless, only one of these research (Köksal et al., 2013) utilized an experimental design. The study included 56 5th-grade Turkish EFL students aimed to explore the impact of music on vocabulary retention and recall, as well as students' outlooks. The control group received traditional instruction, while the experimental group learned vocabulary through music. The study spanned a 12-week intervention period, with each weekly session lasting an hour.

Before initiating the intervention, the practitioner researcher did not assess the vocabulary levels of both the experimental and control groups, ensuring random assignment, which was a notable limitation of the study. Following the intervention, an independent samples t-test revealed that the mean post-test vocabulary performance of the experimental group was significantly lower than that of the control group. Nevertheless, this trend reversed when participants were retested after a month, specifically regarding their recall of the relevant vocabulary words.

Thus, the findings of Köksal et al., (2013) suggested a positive impact of music exposure on vocabulary retention but not on vocabulary recall. However, the study did not provide a theoretical explanation for this observation. The discrepancy in performance improvements between the recall and retention phases highlights the necessity of assessing both these performance consequences.

This section revealed that the studies carried out in Turkey on the role of music in ELT are generally limited to recommendations for classroom training. The scarcity of experimental studies in the Turkish setting gives superior importance to the present study. It is expected that this study will offer empirical data that will serve as a theoretical building block to clarify the role of music and songs in ELT.

Şevik (2011) investigated the perspectives of Turkish state primary school English as a Foreign Language (EFL) teachers regarding songs and their use in teaching English to young learners. The opinions of English language teachers (n= 52) were gathered through a questionnaire, and the results demonstrated that Turkish EFL teachers strongly believe in the pedagogical value of songs and their effectiveness in teaching EFL to young learners. However, the findings revealed that teachers faced challenges in accessing appropriate songs to use in their classes and in assessing student progress when using songs. Therefore, this study recommended providing teachers with song materials to use in their classes. Measuring student success was closely linked to how to teach songs, and consequently, it was suggested that teachers receive in-service training on teaching songs effectively.

Joyce (2012) posited that there is a notable link between music and language development, suggesting that integrating music with literacy activities can enhance students' literacy learning. Specifically, vocabulary development is fostered through students' engagement in singing stories rich in phonemic patterns like rhyme and alliteration. Combining books with music-integrated literacy experiences further enriches young children's language exposure. This practice-based research was conducted in an early childhood education setting with four kindergarten classrooms, including students with special needs and English language learners, focusing on vocabulary acquisition. An Analysis of Variance (one-way ANCOVA) was employed to compare pretest and post-test vocabulary scores before and after instruction. Two song picture books were both read to and sung with the students. Joyce (2012) examined whether there was a difference in vocabulary acquisition when songs were used, independent of the specific song picture book. Teachers used an observation protocol to document student engagement with the song picture book during reading and singing sessions. A follow-up interview with teachers identified major similarities and

differences in student engagement. Additionally, each child was asked if singing along with the picture book helped them learn the ten targeted words in each song picture book. The results of the switching replication quasi-experimental design indicated that singing along with a song picture book significantly enhanced students' vocabulary acquisition

Ma'rifat (2017) explored how teachers can use songs in different activities and stages to teach English vocabulary. The study also looked at how students reacted to learning vocabulary through songs. It was a qualitative study that followed a single classroom (case study) with 20 first-graders at a private elementary school in Bandung. The researcher used three methods to gather information: observing the class, interviewing students, and looking at written documents. The findings showed that the teacher used four stages in their lessons: opening, main activities, follow-up, and closing. More importantly, the students enjoyed learning vocabulary through songs. They felt happy and engaged during the lessons, and using songs helped them understand the vocabulary better.

Çevikbaş, Yumurtacı and Mede (2018) conducted a study to examine the effect of using songs in EFL classrooms on the vocabulary development of first-grade students. The participants were 1st-grade Turkish EFL learners at a private K-12 school in Istanbul, Turkey. The study used pre- and post-vocabulary tests, students' picture drawings, and the teacher's reflections on using songs to teach English to young learners. The results showed that songs significantly improve young learners' vocabulary and are viewed by teachers as effective tools for promoting vocabulary in EFL settings for young learners.

Pavia, Webb, and Faez (2019) examined the incidental learning of three vocabulary knowledge dimensions (spoken-form recognition, form-meaning connection, and collocation recognition) through listening to two songs. The study also explored the effects of repeated listening to a single song (one, three, or five times) and the relationship between the frequency of exposure to the targeted vocabulary items and the resulting learning gains. The findings indicated that listening to songs contributed to vocabulary learning, repeated listening had a positive effect on vocabulary gains, and increased frequency of exposure positively affected the learning gains.

Mardhiyya (2022) conducted a study to explore the impact of English songs on student motivation at Integrated Islamic School Khoiru Ummah. This research employed a quantitative design, gathering data through a questionnaire distributed to 43 students at the school. The questionnaire included 5 indicators derived from Peny Ur's theory and 20 closed-ended questions answered by the respondents. In the data analysis process, the researcher initially identified and examined the collected data, followed by describing all the obtained data. Furthermore, the researchers categorized the data based on the research instrument and interpreted the findings. The experimental group utilized the English song method for instruction, while the control group employed the conventional teaching method. Both groups experienced an increase in motivation, with the experimental group demonstrating more significant improvements.

According to Nguyen and Nguyen (2020), research on teaching vocabulary through songs has shown positive impacts on young learners' vocabulary development and language acquisition, particularly in English as a foreign or second language contexts. The authors examined teachers' perspectives on this instructional approach at a foreign language center in the Mekong Delta. A descriptive study involved seventy-five teachers from an English language center in the Mekong Delta. Data on teachers' views regarding the use of songs for teaching young learners' vocabulary were gathered through questionnaires and follow-up semi-structured interviews conducted over a fifteen-week semester. The results revealed that teachers held favorable opinions about using songs for vocabulary instruction with young learners. Furthermore, the findings offered valuable insights into the effectiveness of incorporating songs to enhance young learners' vocabulary skills, serving as a practical guide for educators and professionals on utilizing songs to support young learners' vocabulary development.

Pino, Giancola, and D'Amico (2023) argued that music and language are intricate systems that uniquely define human communication. The literature has long debated whether music preceded language evolutionarily or emerged as a byproduct of cognitive functions developed for language. Their review of existing research underscored the significant role of music in early language development. They found that musical elements like rhythm and melody influence language acquisition, impacting semantic processing, grammar, syntax, and phonological awareness. Overall, their findings

illuminate the complex interplay between music and language, emphasizing music's crucial role in understanding language development from early childhood.

2.8 Conclusion

The purpose of this chapter was to provide an overview, discussion, analysis, and synthesis of both theories and empirical findings relevant to the study's topic. The literature review is organized into six main sections. The first section, depicted as "Motivation and Engagement," highlights the role of songs in creating an inspiring learning environment for learners (Jalongo & Sobolak, 2011). This section emphasizes a strong link between musical engagement and cognitive development in early childhood (Gardiner & Winner, 1978). According to Jalongo and Sobolak (2011), music engages multiple senses and emotions, fostering a stimulating and motivating learning environment for children.

According to Jolly (1975) songs are valuable teaching aids that enhance and maintain students' motivation. Second vocabulary development in relation to songs which Various studies and experts have investigated the link between music, language learning, and vocabulary development (Junttila & Mercer, 2018; Thompson et al., 2001; Gardner et al., 2013; Millington, 2011; Peregoy & Boyle, 2008; Khan et al., 2011; Hanna-Pladdy & Mackay, 2011).

Third phonological awareness in relation to songs were introduced by some studies and found that music training, which included singing and rhythm activities, impacted phonological awareness skills in young children positively (Hoiem et al., 1995; de l'Etoile, 2006; Harris & Butterworth, 2002). Fourth cultural elements of songs which were discussed by (Katchen, 2004; Abril & Gault, 2008; Levitin, 2012; Pavlenko, 2005). Fifth, studies were done by (Jäncke, et al., 2009; Schulkind et al., 1999; Rickard et al., 2013; Jasinskaja-Lahti et al., 2003) in relation to songs which melodies enhance memory. Sixth, the impact of song on rhythm and pronunciation were identified by (Nikolov & Djigunovic, 2006; Ludke et al., 2013; Gardiner & Winner, 1978; Richard, 2002).

In line with the presented literature, it is deduced that incorporating songs into the language-learning curriculum for kindergarten students offers various benefits, including increased engagement, vocabulary development, enhanced phonological awareness, and

cultural/social enrichment, among others. However, further research is necessary to investigate specific mechanisms through which song-based language learning functions and to evaluate its long-term influence on overall language proficiency in early childhood education.



Chapter 3

Methodology

This section investigates the impact of integrating songs as an instructional method on the vocabulary development and motivation of very young learners. The differentiation between the experimental and control groups involved traditional methods for the control group, while the experimental group received identical content through the designed treatment. A mixed-method approach, incorporating both quantitative and qualitative data collection tools, was employed to comprehensively gather information. Quantitative data were obtained through pre and post-vocabulary tests and motivation assessments to explore the effects of incorporating songs compared to traditional instruction on the vocabulary and motivation development of very young learners. Simultaneously, qualitative data were collected from reflective journals maintained by teachers and through structured interviews conducted with students, aiming to gain insights into their perspectives on English lessons integrated with songs.

This chapter outlines the research design, followed by a discussion of participants and the setting. Subsequently, the data collection tools are detailed, and finally, the analysis of data collection is described.

3.1 Research Design

The current study employed a quasi-experimental research design to assess the impact of a treatment for determining its effectiveness (Blakstad, 2008). The experimental nature of the design involved a control group and an experimental group, each undergoing pre and post-tests. The study aimed to uncover variations in participants' vocabulary knowledge and motivation resulting from the implementation of pop songs. It employed a mixed-methods research design, incorporating both quantitative and qualitative components. The quantitative aspect aimed to measure the correlation between vocabulary and motivation development by the use of songs. To achieve this, very young learners' (VYLs) vocabulary knowledge and motivation were assessed through identical pre and post-tests administered before and after the treatment.

The same vocabulary test and motivation assessment were employed for both the experimental and control groups.

3.2 Setting and Participants

This study was conducted at a private K-12 school in Istanbul, Turkey. The school consisted of 101 campuses, and the specific campus selected for the study was established in 2016. It housed kindergarten, primary, and secondary school divisions, accommodating over 800 pupils. The student body encompassed grades ranging from kindergarten to 8th grade. Within this campus, there were a total of six classes and 110 students, primarily aged 4 and 5. However, the research focused on two kindergarten classes with 5-year-old students. The experimental group comprised the class taught by the practitioner researcher for a semester, while the control group received traditional methodology. In the experimental group, there were 10 girls and 7 boys, and in the control group, there were 9 boys and 8 girls.

A special foreign language curriculum is utilized at the school, with materials prepared by a group designated by the headquarters overseeing the 101 campuses. The instructional approach, known as ‘Together,’ involves English teachers collaborating with Turkish teachers (class teachers), with either an active or passive role. Under the ‘Together’ system, each class is assigned one English teacher who spends 30 hours per week with the class. Of these hours, 13 are dedicated to English instruction, while in the remaining hours, English teachers assume a passive role alongside the class teacher. Since the practitioner researcher also serves as the English teacher for the classroom, research lessons were integrated into her instructional sessions. The curriculum follows ‘Seed Book A & B,’ and lesson plans align with those of the Turkish curriculum.

Specifically, vocabulary lessons from the mentioned book were selected for the research and the vocabulary items to be taught to each class do not show a difference. Additionally, vocabulary is also practiced through various vocabulary-related interactive activities for 3 hours per week, with the entire process spanning 6 weeks. In total, the language learning through song approach was utilized for 18 lessons. Among the participating teachers in this study was an English teacher instructing the experimental class. She had been teaching at the same school for approximately three years and was a 40-year-old female of foreign nationality. She held a Bachelor’s degree in English

literature. Additionally, the practitioner researcher was pursuing her Master’s degree in the same department.

3.3 Procedures

3.3.1 Data collection tools. For this study, data were collected through both quantitative and qualitative methods. Quantitative data included pre and post-tests evaluating vocabulary development, as well as pre and post-tests gauging motivation levels. Qualitative data were obtained from reflective journals maintained by participating teacher and structured interviews conducted with student participants. The subsequent section provides a detailed description of each data collection tool utilized in this study.

3.3.1.1 Vocabulary development pre and post-test. To measure the impact of using songs as a teaching method on young learners’ vocabulary development, a vocabulary test was conducted before and after the implementation of song techniques. The same test was used as the pre and the post-test. The test was prepared by combining four different units of the kindergartens’ main course book, Mentora Seed Book A (Dobson, 2021). The test comprised of four different parts; Part A, Part B, Part C, Part D which were divided according to the units. There were four units to be taught and each of them had different themes.

Table 1

Analysis of the Questions in Vocabulary Pre- and the Post-test

Parts	Theme	Number of Questions	Question Type
A	My body and me	12	Matching
B	My Senses	9	Check & Cross
C	My Jobs	4	Put the story in order
D	Art	5	Draw feelings

The practitioner researcher combined different parts of the book, which differed from each other in terms of the theme and format to be used as the vocabulary test. Part A was teaching vocabulary for My body and me, Part B’s theme was My Senses, Part C was about My Jobs, while Part D was about Art. When it comes to the format, for the Part A, the practitioner researcher used Matching, for Part B, Check and Cross, for Part C, Put the story in order and for Part D, draw feelings. Although the themes and the

format differed, the number of the questions was different, i.e., there were 12 items to match, 9 Check and Cross, 4 Put the story in order and 5 questions for Drawing feelings. In total, there were 30 questions, each of which possessed 1 point. Therefore, the maximum score that a student could get from the pre or post-test was 30. This vocabulary test was conducted as pre-test and post-test for assessing the vocabulary development of the learners once before the treatment and once at the end of the treatment among the participants in experimental and control groups.

3.3.1.2 Attitude/motivation test battery. The questionnaire utilized in the current study is the International Attitude/Motivation Test Battery developed by Gardner (2004), which includes 13 items. The original battery scale employs a 6-point scale ranging from “strongly disagree” to “strongly agree.” However, to simplify the questionnaire for better understanding by the participants, a binary agree/disagree scale was used, represented by happy and sad emojis to cater to the children’s comprehension. In some instances where students struggled to grasp the definitions of the questions, the questionnaire was administered bilingually, although the entire instrument was in English. The purpose of the questionnaire was to gather additional feedback from the participants regarding their perceptions of the English class and their motivation towards the lesson (Appendix B).

The questionnaire was administered by the practitioner researcher, who was also the participants’ instructor; therefore, a positive environment was produced beforehand. The participants were called one by one, and the questionnaire was read to the participants and completed according to the participants’ answers, using happy and sad emojis to indicate agreement or disagreement. The majority of the children understood the questions and were able to answer by selecting happy when they agreed or sad when they disagreed. If a question was asked and the child did not understand, the instructor simplified the question further for better understanding. If they still could not grasp the question after simplifying, the practitioner researcher sought help from the class teacher (Turkish Teacher). In total, the questionnaire for two classes (Experimental Group and Control Group) was completed before and after the treatment.

3.3.1.3 Research treatment. The treatment sessions were designed based on eight pop songs, with the goal of teaching the target vocabulary and language structures through these musical pieces. Table 2 summarizes the songs used in the classroom, providing information on the specific vocabulary and language structures targeted. The target vocabulary refers to the words that students will learn with the help of the songs, while the language structures are the sentence patterns they will be able to acquire through the combined aid of the songs and the teacher's instruction. The songs were carefully selected based on the students' proficiency level and interests.

Table 2

Contents of Vocabulary in Pre- and the Post-Test

Song	Target Vocabulary	Language Structure
Song A: Head shoulders, Knees & Toes, (speeding Up)	Eyes, Nose, Ears, Hands, Mouth	I have two eyes, a nose, two ears, two hands, a mouth
B: Ugly Monster Song, from the kid's box	(Body Parts)	
Song C: Put on your Shoes, Scarf, Jacket, Hat, Shoes, Clothing Song for Kids	(Clothes)	It's a Scarf, a jacket, a hat, shoes, skirt and trousers
Song D : The Journey Home from Grandpa's	Car, Bus, Helicopter, Planes, Train (Vehicles)	It's a car, it's a bus, it's a helicopter, it's a plane, it's a train,
Song E: Hello! Super Simple Songs. Feelings songs, songs for children, how are you? If you're happy, happy clap your hands.	Happy, Sad, Angry, Thirsty, Hungry, Tired. (Emotions)	I'm happy, I'm sad, I'm angry, I'm tired I'm thirsty, I'm hungry
Song F: We all fall down.	Climbing, Flying,	I'm climbing, I'm flying
Song G: Yes, I can, animal song for children.	Swimming, Jumping, Running, Walking	I'm swimming, I'm jumping, I'm running, I'm walking
Song H : Weather Song for Kids: The Sun Comes Up	Sunny, Cloudy, Rainy, Snowy, Windy (Weather)	It's sunny, it's cloudy, it's rainy, it's snowy, it's windy

Table 2 shows that the first two songs, “Head, Shoulders, Knees & Toes” (speeding up) and “The Ugly Monster Song,” from the Kids Box series, were used to teach the vocabulary of eyes, nose, ears, hands, and mouth. The aim of this lesson was for the very young learners (VYLs) to expand their vocabulary and develop their speaking skills. The performance objective was for the children to be able to produce the target language structure: “I have two eyes, a nose, two ears, two hands, and a mouth.” Additionally, the song “Put On Your Shoes; Clothing Song for Kids” was used to teach the target vocabulary of clothing items: scarf, jacket, hat, shoes, skirt, and trousers. The target structure for the participants to produce in this case was: “It’s a scarf, a jacket, a hat, shoes, a skirt, and trousers.”

The song “The Journey Home from Grandpa’s” was utilized to introduce the vocabulary related to vehicles: car, bus, helicopter, plane, and train. The target language structure for practice was: “It’s a car, it’s a bus, it’s a helicopter, it’s a plane, and it’s a train.” Another song, “The Sun Comes Up,” focused on teaching weather-related vocabulary such as sunny, cloudy, rainy, snowy, and windy. The target language pattern was: “It’s sunny, it’s cloudy, it’s rainy, it’s snowy, it’s windy.” Furthermore, songs like “Hello! Super Simple Songs,” “Feelings Song,” and “How are you? If you’re happy, happy clap your hands” were employed to teach emotions vocabulary like happy, sad, angry, thirsty, hungry, and tired. The language structure emphasized was: “I’m happy, I’m sad, I’m angry, I’m thirsty, I’m hungry, I’m tired.” Lastly, to introduce action vocabulary like climbing, flying, swimming, jumping, running, and walking, the songs “We All Fall Down” and “Yes, I Can” (animal song for children) were used, with the target language structure being: “I’m climbing, I’m flying, I’m swimming, I’m jumping, I’m running, I’m walking.”

The rationale behind selecting these songs was to nurture the learners’ visual, kinesthetic, musical, linguistic, and interpersonal intelligences. Additionally, the songs were chosen to develop the learners’ motor skills through listening, interacting, and employing Total Physical Response (Barker, 1999). Using this repertoire of songs was also intended to create a safe and joyful classroom environment for the children, enabling them to communicate and learn effectively. This approach aligns with

Krashen's (1985) Monitor model, which emphasizes keeping the affective filter low, allowing students to feel motivated, relaxed, and enthusiastic about learning.

At the end of the treatment sessions, to assess vocabulary development of the participants, the practitioner researcher prepared the checklist (see Appendix 3) consisting of 10 questions, including engagement, development, and expansion of vocabulary, to measure their progress from different aspects. The checklist was scaled with numerical scales ranging from 1 to 5 (e.g., "Poor," "Below Average," "Average," "Above Average," "Excellent"). As the practitioner researcher observed the individual, they marked the appropriate rating for each item on the checklist. The scores of the participants related to this checklist were not included in the data analysis phase and it was done to assess the participants' progress in the class, subjectively that was done by the teacher.

3.3.1.4 Teachers' reflective journals. Several investigations have explored various tools available for capturing teaching practices, including peer observation, student feedback, teacher journals or diaries, and audio/video recording (Tosriadi, 2018; Lee, 2007; Azizah, 2018; Soisangwarn & Wongwanich, 2014). Among these tools, reflective journal writing stands out as a method for teachers to contemplate their teaching experiences within the classroom, exerting a significant influence on their professional development.

Reflective teaching, as advocated by Bailey, Curtis, and Nunan (2011), represents an approach conducive to fostering professional growth in teaching. Additionally, reflection, the cornerstone of reflective practice, serves as a mechanism for enhancing teaching quality among educators. Dewey (1933) initially introduced the concept of reflection, defining it as an active, persistent, and meticulous examination of beliefs or knowledge in light of their supporting grounds. According to Dewey (1993, as cited in Lyons, 2010), reflection serves to convert conditions of insignificance, uncertainty, inconsistency, and disturbance into ones that are comprehensible, consistent, developed, and harmonious.

In this study, practitioner researcher kept journals for a total of 6 weeks, covering 18 lessons; with each lesson, lasting 40 minutes. The journals were maintained after each lesson, resulting in 18 journal entries. In particular, the educator articulated her

observations, firsthand experiences, reflections, and encountered challenges within her classroom practices.

Table 3

Research Questions and Procedures Followed

Research Questions	Data Collection Procedure	Data Analysis
Does song-based instruction have any significant effect on the vocabulary development of kindergarten students?	Pre- and Post-test of Vocabulary	MANCOVA
Does song-based instruction have any significant effect on the motivation development of kindergarten students?	Pre- and Post-test of Motivation	ANCOVA
What are the teacher’s perceptions about using songs to develop vocabulary among young learners’ in English classrooms?	Reflective Teacher Journal	Content Analysis

3.3.2 Data collection procedures. In this part, the type of sampling and the data collection procedures are presented.

3.3.2.1 The type of sampling. Sampling is a fundamental scientific method utilized in systematic studies to select units from a target population, aiming to represent the entire study population (Berndt, 2020; Singh & Masuku, 2014; Taherdoost, 2016). By examining sample characteristics, researchers can estimate the traits of the population (Walters, 2021), with the primary objective of understanding the population rather than the sample itself. This method is crucial for various reasons, including cost-effectiveness, increased precision and efficient use of time, especially when dealing with large populations (Kadam & Bhalerao, 2010; Martinez-Mesa et al., 2016).

The phenomenon encompasses two distinct categories, probability sampling, which means selecting the sample randomly, and non-probability sampling, which means choosing the sample on purpose. In this present study, participants were selected conveniently from two classes of individuals of the same age group, with one class

serving as the control group and the other as the experimental group, meeting eligibility requirements defined by the research objectives. Convenience sampling allowed for the selection of participants based on availability and accessibility, facilitating comparison while controlling for variables such as age. Participants were informed about the study's purpose, and voluntary participation was sought, with confidentiality and anonymity maintained.

3.3.2.2 Implementation. As explained in the previous section of this study, there are three data collection tools: pre and post-test of vocabulary development, pre- and post-test of motivation development, and reflective teacher journals. Target vocabulary items were chosen from the kindergarten course book, with the content selected based on four units of the book. While the control group was taught using the course book, the experimental group was taught the target content using song techniques. The implementation of songs to teach target items lasted for 6 weeks. Each week, three lessons at different times and on different days were allocated for teaching the content using songs as a teaching method. That is to say, the participants of the control group received the traditional instruction of using class material (e.g., flashcards, pictures) in teaching vocabulary items and the songs were played with the aim of entertainment and unconscious learning of words and structure. However, the participants of the experimental group were taught the same new words with the help of class materials followed by listening to the pop instructional songs selected intentionally to cover the teaching process. The content of the songs included the words that have been chosen by the research to be presented each treatment session. Moreover, the participants in the experimental group were encouraged to do follow-up activities after the teaching was completed. The activities included Role Play, Realia, Sequencing Pictures, and Hopscotch Game. They were used as practicing tools to ensure the learning of new words.

The method of employing songs encompassed the incorporation of "Hello," "Simon Says," "Freeze Dance," and other related songs as warm-up activities for children, with the objective of selecting versions of songs that are clear and engaging, tailored to their age-specific developmental needs. In total, there were six warm-up lessons every two weeks. Incorporating warm-up activities can be an effective way to

introduce variety into the classroom, pique students' curiosity, focus their attention, and provide them with a sense of purpose and motivation (Eragamreddy, 2013).

Table 4

Number of Songs Used by Weeks

Warm up	Role Play		Realia	Sequencing Pictures	Hopscotch Game
Week1+2	6	4	4	3	3
Week3+4	6	4	3	2	3
Week5+6	6	2	1	1	2

3.3.2.2.1 Warm-up. Initiating a class without engaging students from the outset can compromise its effectiveness. Therefore, instructors should strive to commence lessons in a manner that captivates students' interest. Employing activities known as warm-up activities or icebreakers can serve as an engaging strategy to kick start a lesson (Robertson & Acklam, 2000). Various types of warm-up activities, including songs, games, and discussion questions, have been found.

3.3.2.2.2 Role play. According to Webster's New World College Dictionary (2014), role-play is defined as the enactment of a specific role or character, often used in therapy or psychotherapy contexts. Role play serves as a well-established instructional method that enables students to immerse themselves in realistic scenarios reflective of societal contexts. Role play prepares learners to navigate situations they may encounter in their future pursuits (Shankar et al., 2012). Research indicates that role play enhances learners' self-confidence, enthusiasm, empathy, and promotes deeper levels of thinking, rendering it an effective pedagogical strategy (Kuipers & Clemens, 1998; Huang & Shan, 2008; Altun, 2015).

3.3.2.2.3 Realia. Realia, as described by Harmer (2001), denotes the pedagogical practice of integrating tangible, authentic objects within the classroom milieu to foster a deeper engagement with English language acquisition. This instructional strategy employs visual, tactile, and functional modalities to impart various linguistic elements such as concepts, vocabulary, and grammatical structures. Items possessing inherent interest and relevance can serve as effective catalysts for language exploration and communicative activities. The incorporation of Realia into pedagogy enhances the

learning experience, rendering it more immersive and enjoyable. Realia encompasses a spectrum of concrete objects utilized in educational settings to establish connections with vocabulary, stimulate discourse, and augment background knowledge. By harnessing Realia, learners are afforded the opportunity to engage their sensory faculties comprehensively, thereby facilitating a more profound comprehension of the subject matter. Additionally, Realia's versatility renders it suitable for application across diverse grade levels and proficiency levels" (Harmer, 2001).

3.3.2.2.4 *Sequencing pictures*. Sequencing picture techniques entail organizing images in a specific sequence to narrate a story, illustrate a process, or depict a series of events. This method, frequently employed in educational environments, aims to foster comprehension, narrative abilities, and critical thinking skills. Nappu (2003) examined the effectiveness of utilizing pictures in collaborative learning within English classrooms. She found that incorporating pictures in collaborative learning sessions led to enhanced student achievement, particularly in listening, speaking, and structure skills. Nappu concluded that employing a blend of picture-based activities and collaborative learning strategies introduced a contemporary approach to English language instruction, aimed at elevating student performance. By integrating familiar visuals relevant to lesson materials, students were notably engaged and motivated to study English. Similarly, Afiah (2006) demonstrated the positive impact of utilizing pictograms as visual aids in enhancing the writing skills of eleventh-grade students at MAN Model Makassar. Analysis of pretest and posttest results indicated a significant improvement in writing proficiency following the implementation of pictogram-based instruction (Nappu, 2003; Afiah, 2006).

3.3.2.2.5 *Hopscotch*. According to Merriam-Webster (n.d.), Hopscotch is a classic outdoor game enjoyed by children. It involves drawing a pattern on the ground with chalk and hopping from square to square while avoiding the lines. The objective is to retrieve a marker from one square and reach the end without falling. Hopscotch is not only enjoyable but also helps children improve their balance and coordination skills. Ludwig and Swan (2007) suggested that games inherently provide enjoyment, which serves as a motivational factor for learners (p. 1). The integration of vocabulary learning through song with Hopscotch aims to enhance student engagement and retention. By

blending music, physical activity, and the traditional game of Hopscotch, educators aim to promote active participation and deepen the understanding of vocabulary terms. Incorporating Hopscotch into the learning process introduces a kinesthetic aspect, fostering physical coordination and enhancing the memorability of vocabulary acquisition. Furthermore, the rhythmic and repetitive nature of songs aids in memorization, facilitating the recall and application of vocabulary words across various contexts. Ultimately, this academic approach seeks to create an enriching and effective educational environment conducive to sustained engagement and proficient vocabulary development” (Merriam-Webster, n.d.; Ludwig & Swan, 2007).

3.3.2.3 Instruction. In the experimental group, course book content was delivered using song for three lessons each week, while traditional teaching methods were employed in the control group. The experimental group received instruction during the same three hours each week, with lessons conducted on even days (specifically, the 2nd, 4th, and 6th days), each lasting 40 minutes. Throughout weeks 1 and 2, as well as weeks 3 and 4, and weeks 5 and 6, both groups underwent 3 hours of Role-Play, Realia usage, Sequencing pictures, Hopscotch, and 6 hours of warm-up activities. That is to say, initially, the participants of the experimental group were taught the new words, then they listened to the songs including the same words, and finally they practiced the learnt words by doing the above-mentioned activities. Consequently, over the course of 6 weeks and 18 lessons, English was taught to students in the experimental group using song as the primary teaching method. Before the implementation process started, the practitioner researcher had prepared detailed lesson plans.

Table 5

Overall Study of the Experimental Group in a Chronological Order

Activity	Date
Lesson 1: The theme was “My Body and Me.” The target vocabulary included Eyes, Nose, Ears, Hands, Mouth, and Knee. Students participated in warm-up activities, Realia exercises, and Sequencing picture activities along relevant songs.	01.04.2024
Lesson 2: Continuing with the theme from Lesson 1 (“My Body and Me”), students practiced through Role-Play activities and played Hopscotch, which	03.04.2024

had been pre-designed (Appendix C)

Lesson 3: Students expanded on the body theme by singing “Head, Shoulders, Knees, and Toes” and “Ugly Monster Song,” encouraging lively movements. 05.04.2024

They also actively engaged in Role-Playing exercises and played Hopscotch to reinforce their comprehension and retention of the lesson content.

Lesson 4: The theme emphasized senses for cognitive development and language skills. Activities included a warm-up, Hopscotch, and Sequencing pictures. Target vocabulary: see, hear, taste, smell, touch. 15.04.2024

Lesson 5: Students actively engaged in sensory learning using Mia the doll and an interactive song to teach about the five senses. This involved a Realia phase with a sensory exploration game and a Role-Play phase in a café setting, reinforcing sensory experiences through assigned roles and engaging activities. 17.04.2024

Lesson 6: The lesson on Feelings, centered around songs like “Hello” and “If You’re Happy and You Know It,” aimed to help students learn and understand emotions like Happy, Sad, Angry, Thirsty, Hungry, and Tired in a fun and engaging way. Activities included a warm-up with Miming emotions and introducing the target vocabularies, a Role-Play session with the “If You’re Happy and You Know It” song, and a Sequencing picture activity recalling the song’s actions. 19.04.2024

Lesson 7: The theme focused on jobs and occupations, aiming to develop awareness and essential life skills like responsibility and empathy among kindergarten students. Target vocabulary included driver, waiter, hairdresser, baker, nurse, and cook. Activities included a warm-up with the song “People in Your Neighborhood,” a Role-Play phase simulating various occupations, and a job-themed Hopscotch game to explore different jobs enthusiastically. 22.04.2024

Lesson 8: The lesson on jobs and occupations for kindergarten students included a “Hibernation Song” warm-up, a Sequencing picture activity illustrating

job processes, and a Realia phase with

a tactile guessing game about different professions. Through these activities, students explored the concept of hibernation in relation to work routines, learned about the steps involved in various jobs, and practiced observation skills while discovering the roles people play in communities.

Lesson 9: In the lesson taught after the 8th one, kindergarten students 26.04.2024

participated in a warm-up activity involving a familiar song about jobs, followed by a Role-Play phase where they acted as doctors and patients, learning about medical care and developing communication skills. The lesson also included a Hopscotch activity centered on jobs, with each square representing a different profession, encouraging physical movement and vocabulary development.

Lesson 10: The lesson focused on Art to develop vocabulary, fine motor skills, creativity, and self-expression. Kindergarten students engaged in a warm-up with a lively song about art supplies, explored art materials while singing a creativity tune, and played “Colorful Creations” Hopscotch, encouraging brainstorming for art projects. Target vocabularies were crayon, pencil, eraser, paint, scissors, and glue. 29.04.2024

Lesson 11: Kindergarten students, already acquainted with the art theme, participated in a lively warm-up with a card game and song celebrating creativity. They then engaged in a Role-Play game to create posters inspired by an energetic art song they knew, followed by a Sequencing picture activity Matching cards to steps in a familiar upbeat song about creativity. 29.04.2024

Lesson 12: This lesson comprised a lively warm-up with “Freeze Dance,” displaying vocabulary through movement and creativity and followed by a Realia activity, “Nature Collage,” where students explored outdoors, collected natural items, and created collages in the classroom. Lastly, the Role-Play activity had students as shopkeepers and customers in an art store, interacting with art supplies and using vocabulary like “scissors,” “pencils,” “crayons,” and “glue” in their roles. 03.05.2024

Lesson 13: The lesson revolved around the theme “Put on your Shoes - Clothing Song for Kids,” aiming to develop kindergarten students’ independence in dressing and introduce vocabulary related to clothing items like Scarf, Jacket, Hat, Shoes, Skirt, and Trousers. The activities included a dynamic warm-up, a Realia session, and a Sequencing picture activity. Students enthusiastically engaged in imaginative movements, identified clothing items using colorful picture cards, and participated in a Role-Play scenario of getting ready for school while singing along to the catchy tune. In contrast, the control group practiced vocabulary through flashcards and Matching and coloring worksheets. 06.05.2024

Lesson 14: The lesson aimed to develop conceptual understanding, cognitive skills, and environmental awareness in kids through different vehicles 08.05.2024

vocabulary such as Car, Bus, Helicopter, Plane, Train. It included a warm-up with “The Journey Home from Grandpa’s” song and engaging flashcard game, a Realia race activity representing modes of transportation, and a Hopscotch game reinforcing transportation vocabulary. Students actively participated in mimicking vehicle movements, racing with Realia, and hopping through the grid while listening to the song’s lyrics and acting out related movements.

Lesson 15: Kindergarten students started with a “Freeze Dance” warm-up using weather-themed music with weather element (sun, rain, wind, or snow), followed by a Sequencing picture activity matching colorful cards to a weather song. They then engaged in an interactive Role-Play adventure, embodying various weather elements and creating a collaborative weather forecast. 10.05.2024

Lesson 16: The lesson focused on weather, aiming to enhance kindergarten students’ understanding of the environment. Activities included a warm-up (Role Play) where students created performances based on weather concepts from a weather song, an enact part (Hopscotch) with a weather-themed Hopscotch game reinforcing vocabulary, and a reflection (Sequencing Picture) activity where students arranged weather events in the correct order using picture cards. Target vocabulary items were Sunny, Cloudy, Rainy, Snowy, and Windy. 13.05.2024

Lesson 17: The lesson centered on actions, utilizing the song “We All Fall Down” to bolster social skills in kindergarten students. Target vocabulary items encompassed Climbing, Flying, Swimming, Jumping, Running, and Walking. Activities commenced with a warm-up, prompting students to mimic various movements in a circle. The Realia phase involved students showcasing actions using small objects, while the Hopscotch game integrated song-inspired movements. 15.05.2024

Lesson 18: The theme of the lesson was action, and it utilized the “Yes, I Can” animal song to enhance social development and self-expression in kindergarten students. Although the target vocabulary items were the same as the previous lesson, including Climbing, Flying, Swimming, Jumping, Running, and Walking, the activities were structured around different songs and approaches. These activities included a dynamic warm-up with animal movements, a Role-Play phase embodying animal characters, and a Sequencing picture activity reflecting animal actions in the correct order. 17.05.2024

Furthermore, the following table shows the teaching process conducted in the control group of the study. The target words being taught every session are illustrated with the related dates of each lesson.

Table 6

Overall Study of the Control Group in a Chronological Order

Activity	Date
Lesson 1: Target vocabulary items (Eyes, Nose, Ears, Hands, Mouth, Knee) were taught from the course book, Mentora. They covered the pages 7-9 from the Student Book. First, they listened the audio of the target words, repeated them, and lastly, they did Matching activity in the book.	01.04.2024
Lesson 2: Target vocabulary items were (same as previous lesson) taught from the course book, Mentora. They covered the pages 10 and 12 from the student book. They colored parts of body and guessing & matched with the pictures activities.	03.04.2024
Lesson 3: Target vocabulary items were reviewed from the course book, Mentora. They covered the pages 43-44 from the Workbook. They matched the words with the pictures and reviewed the target vocabularies.	05.04.2024
Lesson 4: Target vocabulary items (see, hear, taste, smell, and touch) were taught from the course book, Mentora. They covered the page 19 and 21 from the Student Book in which students listened and pointed and did Check and Cross activities.	15.04.2024
Lesson 5: Target vocabulary items were taught from the course book, Mentora. They covered the page 22 from the Student Book. First, they listened the pronunciations of the target words, repeated them and matched the words with the pictures.	17.04.2024
Lesson 6: Target vocabulary items were Happy, Sad, Angry, Thirsty, Hungry, Tired. (Emotions)taught with storytelling. The teacher handed out worksheets (art based activities) to practice.	9.04.2024
Lesson 7: Target vocabulary items (driver, waiter, hair dresser, baker, nurse and cook) were taught from the course book, Mentora. They covered the pages 17-18 from the Student Book. Students listened to the audio files and did one Matching and one Put the story in order activities.	22.04.2024

- Lesson 8: Target vocabulary items (about jobs) were taught from the course book, Mentore. They covered the page 23 from the Student book(review) by coloring school, bakery, cafe and hospital then by putting them in order they made short story with simple words to review jobs. 24.04.2024
- Lesson 9: Student were taught from the course book, Mentore. They covered the page 49 from the Work book by listening to the audio and doing Check and Cross activity about occupation theme. 26.04.2024
- Lesson 10: In the control group, the target vocabulary items were taught (crayon, pencil, eraser, paint, scissors, glue). from the course book, Mentora. They covered the page 64 and 67 from the Student Book. First, they listened the audio, then draw some shapes according to audio in different boxes. In page 67 they draw the picture under the title of “make my own work of art”. 29.04.2024
- Lesson 11: the target vocabulary items (Art Theme, same as lesson 10) were taught from the course book, Mentora. They covered the page 98 from the workbook by drawing classroom items and coloring them and repeating related words. 29.04.2024
- Lesson 12: Target vocabulary items were reviewed by handing out a worksheet and asking students to draw a picture of their pencil case and objects inside of pencil case. 3.05.2024
- Lesson 13: Target vocabulary items were Scarf, Jacket, Hat, Shoes, Skirt, Trousers. (Clothes) taught with flashcards. The teacher handed out worksheets (Matching and Coloring) and got them to practice. 06.05.2024
- Lesson 14: Target vocabulary items were Car, Bus, Helicopter, Plane, Train. taught with flashcards. The teacher handed out worksheets (tracing and cutting and pasting) to consolidate. 08.05.2024
- Lesson 15: Target vocabulary items (weather element like the sun, rain, wind, or snow) were taught from the course book, Mentora. They covered the page 48 from the Work Book. Students reviewed the target words by doing Check and Cross activity. 10.05.2024
- Lesson 16: The target vocabulary items were Sunny, Cloudy, Rainy, Snowy, Windy taught traditionally with flash cards. The teacher handed out worksheets (Matching and Drawing) to practice. 13.05.2024
- Lesson 17: Target vocabulary items were Climbing, Flying, Swimming, Jumping, Running, Walking. taught traditionally (with projecting images). The 15.05.2024

teacher handed out worksheets (Check and Cross) to practice.

Lesson 18: The vocabulary items were same as previous lesson and taught in a 17.05.2024 conventional manner, utilizing flash cards for instruction. Students were then given worksheets to practice, which involved activity, Put the story in order.

3.3.3 Data analysis procedures. In this study, quantitative data collection tools included pre and post-tests for vocabulary development and motivation, administered before and after the intervention in both experimental and control groups. The data collected from these tests were extensively analyzed using Statistical Package for the Social Sciences (SPSS) version 22.0, facilitating a comprehensive examination of the effects of incorporating song on vocabulary development. In the current study, Mancova and Ancova tests were used to test the research questions to find out the significant effect of song-based instruction on the development of vocabulary and motivation variables. The data related to qualitative phase of the study was analyzed through content analysis.

To analyze the data related to qualitative phase, derived from reflective teacher journals, content analysis was administered to elucidate perceptions, feelings, and comments surrounding the experience of teaching and learning English through song. The resulting themes were meticulously interpreted in alignment with the overarching research questions of the study, enriching the depth of understanding garnered from the qualitative data analysis.

3.3.4 Reliability and validity. The adapted version of the International Attitude/Motivation Test Battery by Gardner (2004) was utilized, after being translated into Turkish. Two English language teachers reviewed the translation to ensure accuracy and the content validity. Both the original English and translated Turkish versions were compared to ensure consistency in meaning. For assessing the questionnaire's validity, expert judgment was employed. A panel consisting of an expert in second language acquisition, a statistician, and an educational psychologist collectively assessed and agreed upon the questionnaire's validity. The questionnaire's reliability was also evaluated, utilizing descriptive analysis to understand the data. The Cronbach's Alpha value obtained for the questionnaire was 0.90, confirming its good reliability.

Table 7

Cronbach's Alpha Value of Items

Cronbach's Alpha	N of Items
0.90	19

3.4 Limitations

The present study has some limitations to be taken into consideration. Firstly, the sample size was small (N=34). One major drawback is sampling bias, as convenience samples may not accurately represent the broader population due to overrepresentation or underrepresentation of certain groups. This compromises the generalizability of findings beyond the sample. Additionally, convenience sampling often lacks control over extraneous variables and may lead to sampling error, undermining the validity of study results. Furthermore, the limited representativeness of convenience samples makes it challenging to draw conclusions about specific subgroups within the population.

Chapter 4

Findings

4.1 Overview

In this chapter, the statistical tables describe the data obtained from the sample group and related information is shown. In the inferential part, the research questions are examined and the results are interpreted. First, Shapiro-Wilk test was used to determine the normality in the distribution of the variables, and MANCOVA and ANCOVA tests were used to test the research questions.

4.2 Descriptive Statistics

4.2.1 Gender Frequency Distribution of the Young Learners

The following table shows the results related to the gender frequency and percentage of the participants in the current study.

Table 8

Gender Frequency Distribution of Young EFL Learners

		Group	F	%
Gender	Female	Experimental	10	29
		Control	8	24
	Male	Experimental	7	21
		Control	9	26
Total			34	100

According to the data reported in Table 8, it can be seen that in the experimental group, 10 (29%) learners are girls and 7 (21%) are boys. In the control group, 8 (24%) of the learners are girls and 9 (26%) of them are boys.

4.2.2 Distribution of Vocabulary Test Scores and its Components among Two Groups of Young Learners in Pre- and Post- Test

Table 9 shows the descriptive statistics of vocabulary scores among young learners of the experimental and control groups in the pre-test and post-test. The vocabulary test include the scores assigned to the items related to four components of Body, Senses, Jobs, and Art in the vocabulary test.

Table 9

Distribution of Vocabulary Scores and its Components among Two Groups of Young Learners in Pre-Test and Post-Test

Variables	Group		N	M	SD
My Body and Me	Experimental	Pre	17	9.35	1.69
		post	17	11.11	.85
	Control	Pre	17	8.82	1.23
		post	17	8.94	0.74
My Senses	Experimental	Pre	17	7.05	1.24
		post	17	8.29	.58
	Control	Pre	17	6.7	1.4
		post	17	7.41	.79
My Jobs	Experimental	Pre	17	3	.7
		post	17	3.76	.43
	Control	Pre	17	2.76	.56
		post	17	2.88	.78
Art	Experimental	Pre	17	3.82	.8
		post	17	4.64	.49
	Control	Pre	17	3.35	.6
		post	17	3.76	.56
Vocabulary	Experimental	Pre	17	23.23	1.75
		post	17	27.82	1.33
	Control	Pre	17	21.64	1.9
		post	17	23	1.69

According to the information in Table 9, it can be seen that the mean score of the first component (Body items) in the experimental group in the pre-test was 9.35 with a standard deviation of 1.69 and in the post-test, the mean score was 11.11 with a standard deviation of 0.85. In the control group, in the pre-test the mean score is 8.82 with a standard deviation of 1.23 and in the post-test, the mean score is 8.94 with a standard deviation of 0.74.

Considering the second component (Senses), the mean score in the experimental group in the pre-test was 7.05 with a standard deviation of 1.24 and in the post-test, the mean score was 8.29 with a standard deviation of 0.58. In the control group, in the pre-test the mean score is 7.7 with a standard deviation of 1.4 and in the post-test, the mean score is 7.41 with a standard deviation of 0.79.

For the third component (Jobs), the mean score in the experimental group in the pre-test was 3 with a standard deviation of 0.7 and in the post-test, the mean score was 3.76 with a standard deviation of 0.43. In the control group, in the pre-test the mean score is 2.77 with a standard deviation of 0.56 and in the post-test, the mean score is 2.88 with a standard deviation of 0.78.

As for the fourth component (Art), the mean score in the experimental group in the pre-test was 3.82 with a standard deviation of 0.8 and in the post-test, the mean score was 4.64 with a standard deviation of 0.49. In the control group, in the pre-test the mean score is 3.35 with a standard deviation of 0.6 and in the post-test, the mean score is 3.76 with a standard deviation of 0.56.

Generally, regarding the vocabulary score in total, the mean score in the experimental group in the pre-test was 23.23 with a standard deviation of 1.75 and in the post-test, the mean score was 27.82 with a standard deviation of 1.33. In the control group, in the pre-test the mean score is 21.64 with a standard deviation of 1.9 and in the post-test, the mean score is 23 with a standard deviation of 1.69.

4.2.3 Distribution of Motivation Scores Among Two Groups of Young Learners in Pre- and Post- Test

Table 10 shows the descriptive statistics of motivation scores among young learners of the experimental and control groups in the pre-test and post-test.

Table 10

Distribution of Motivation Scores Among Two Groups of Young Learners in Pre-Test and Post-Test

Variable	Group		N	M	SD
Motivation	Experimental	Pre	17	7.29	1.75
		post	17	11.52	1.23
	Control	Pre	17	7.58	1.17
		post	17	9.05	1.34

Table 10 illustrates that the mean score of motivation in the experimental group in the pre-test was 7.29 with a standard deviation of 1.75 and in the post-test, the mean score was 11.52 with a standard deviation of 1.23. In the control group, in the pre-test

the mean score is 7.58 with a standard deviation of 1.17 and in the post-test, the mean score is 9.05 with a standard deviation of 1.34.

4.2.4 Shapiro-Wilk Test of Normality

Finally, Table 11 indicates the results of Shapiro-Wilk.

Table 11

Results of Shapiro-Wilk Normality Test

Variables	Group	Z	df	p
My Body and Me	Experimental	.92	17	.19
	Control	.91	17	.11
My Senses	Experimental	.92	17	.17
	Control	.93	17	.24
My Jobs	Experimental	.81	17	.33
	Control	.73	17	.18
Art	Experimental	.86	17	.52
	Control	.75	17	.27
Vocabulary	Experimental	.94	17	.34
	Control	.97	17	.9
Motivation	Experimental	.96	17	.77
	Control	.93	17	.25

Table 11 indicates that the significance level of the test for all the variables in both groups is more than 0.05, which are normal. As a result, the parametric tests used for the variables in this research are suitable.

4.3 Hypotheses Testing

RQ1: Does song-based instruction have any significant effect on the vocabulary development of kindergarten students?

To answer this question, the MANCOVA test has been implemented; First, the preliminary assumptions of the variance-covariance matrix and Levene's test were calculated. The results are illustrated in the following table.

Table 12

Results of Variance-Covariance Matrix

Box's M	F	df1	df2	p
7.73	.66	10	4895.61	.75

According to Table 12, the data has the same variance-covariance matrix ($p > 0.001$).

The following table indicates the results of Levene's test.

Table 13

Results of Levene's Test

Variables	F	df1	df2	p
My Body and Me	.1	1	32	.75
My Senses	4.94	1	32	.03
My Jobs	4.9	1	32	.03
Art	.07	1	32	.78

Based on the information in Table 13, Levene's test was used for homogeneity of variances, and according to the significance level of the test in all variables, it can be assumed that the variances are the same ($P > 0.02$). Table 14 illustrates the results of Multivariate test of the difference of mean scores.

According to Table 14, there was a statistically significant difference between the effect of song-based instruction on the vocabulary development of young EFL learners of two groups in the dependent variable ($F = 18.53$, $P < 0.05$, Wilks's Lambda=0.25, Eta = 0.74); In fact, song-based instruction affected the vocabulary development of the learners in the experimental group for 74%. The following table indicates the comparison of the song-based instruction effect on the development of vocabulary components including items of Body, Sense, Jobs, and Art.

Table 14

Multivariate Test of the Difference of Mean Scores Based on the Effect of Song-Based Instruction Among the Learners of Two Groups

Wilks' Lambda	Value	F	p	Eta
	0.25	18.53	0.000	.74

According to Table 15, when the results of dependent variables were considered separately, it was observed that the progress score of the first component ($F=55.8$,

$P < 0.05$, $Eta = 0.66$), second component ($F = 8.12$, $P < 0.05$, $Eta = 0.22$), third component ($F = 10.22$, $P < 0.05$, $Eta = 0.26$) and fourth component ($F = 29.88$, $P < 0.05$, $Eta = 0.51$) showed significant difference between two groups of the learners. In fact, it can be said that song-based instruction has been effective in improving language learners' vocabulary development in Body items for 66%, in Senses items by 22%, in Jobs items by 26%, and in Art items by 51%. The following table reveals the results related to the mean score and standard deviation of vocabulary development scores and the related components.

Table 15

Comparison of the Effect of Song-Based Instruction on the Development of Vocabulary Components Among Young EFL Learners Based on Multivariate Covariance

	Variables	Sum of squares	df	Mean square	F	p	Eta
Group	My Body and Me	27.43	1	27.43	55.8	.000	.66
	My Senses	3.303	1	3.303	8.12	.008	.22
	My Jobs	4.28	1	4.28	10.22	.003	.26
	Art	7.77	1	7.77	29.88	.000	.51
Error	My Body and Me	13.76	28	.49			
	My Senses	11.38	28	.406			
	My Jobs	11.74	28	.41			
	Art	7.28	28	.26			
Total	My Body and Me	3481	34				
	My Senses	2119	34				
	My Jobs	395	34				
	Art	617	34				

Table 16 demonstrates that the mean score of the first component (Body) in the experimental group (11.06) was higher than that of the control group (8.99); the mean score of the second component (Senses) in the experimental group (8.21) was higher than that of the control group (7.49); the mean score of the third component (Jobs) in the experimental group (3.73) was higher than that of the control group (2.91); and the mean score of the last component (Art) in the experimental group (4.75) was higher than that

of the control group (3.65). In total, the mean score of the learners' vocabulary development in the experimental group (27.77) was higher than that of the control group (23.05). Consequently, song-based instruction is significantly effective in developing young EFL learners' vocabulary knowledge and its related components.

Table 16

Mean and Standard Deviation of Vocabulary Development Scores and its Components Among Young EFL Learners of Two Groups

Variables	Group	M	Std Error
My Body and Me	Experimental	11.06	.18
	Control	8.99	.18
My Senses	Experimental	8.21	.16
	Control	7.49	.16
My Jobs	Experimental	3.73	.17
	Control	2.91	.17
Art	Experimental	4.75	.13
	Control	3.65	.13
Vocab	Experimental	27.77	.41
	Control	23.05	.41

RQ2: Does song-based instruction have any significant effect on the motivation development of kindergarten students?

ANCOVA (covariance) test was used to analyze the second research question. First, the assumptions of the regression slope and Levene's test for homogeneity were made. The results related to the regression slopes homogeneity are illustrated in the following table.

Table 17

Homogeneity of Regression Slopes of Motivation Change Scores in two Groups

Source	Sum of squares	df	Mean square	F	p
Pre-test	2.25	1	2.25	1.51	.22
Group & Pre-test of Motivation	2.92	1	2.92	1.96	.17
Error	44.79	30	1.49		

The results of the regression slope in Table 17 showed the lack of interaction between the intervention variable and the change ($p>0.05$). The following table demonstrates the results of Levene's test.

Table 18

Results of Levene's Test of Variance Homogeneity

Variable	F	df1	df2	p
Motivation Scores	.63	1	32	.43

Based on the results indicated in Table 18, it can be assumed that the variances are the same ($p>0.02$). By confirming the assumptions, the results of covariance analysis are presented in the following tables.

The results of covariance analysis performed on the motivation scores of the experimental and control groups were presented in Table 19. In this analysis, the pre-test scores were subjected to statistical control; That is, the effect of the same variable scores was removed from the motivation scores of the learners of the two groups and the groups were compared based on the remaining variance. The results of covariance analysis showed that there was a significant difference between the motivation score of the learners of the two groups ($p<0.05$, $F=35.58$, $Eta=0.53$) and 53% of the learners' motivation can be predicted from song-based instruction. The mean score and standard deviation of the learners' motivation are illustrated in the following table.

Table 19

The Results of Covariance Analysis of the Effect of Song-Based Instruction on Motivation

Source	Sum of squares	df	Mean square	F	p	Eta
Pre-test	5.45	1	5.45	3.54	.06	.103
Group	54.78	1	54.78	35.58	.000	.53
Error	47.72	31	1.53			

According to Table 20, the motivation score of the learners of the experimental group (song-based instruction) with the mean score of 11.57 is significantly higher than

the control group with the mean score of 9.01. As a result, song-based instruction was significantly effective in improving the motivation of the young EFL learners.

Table 20

The Mean Score and Standard Deviation of the Motivation in two Groups

Group	M	Std Error	95% confidence interval	
			Lower Bound	Upper Bound
Experimental	11.57	0.3	10.95	12.18
Control	9.01	0.3	8.4	9.63

4.4 Qualitative Phase of the Study

4.4.1 Findings from the Teacher’s Reflective Journals on Using Songs in the Kindergarten English Classroom

In this study, the teacher kept journals for both the experimental and control groups throughout the entire process, starting from the pre-test for vocabulary development up to assessing the effects of songs on vocabulary development in the post-test. In other words, the teacher documented reflections from both classes on the lessons taught, including the participants’ pre-test and post-test vocabulary assessments across the 18 lessons.

Two classes’ journals were similar in terms of the test-taking processes; however, the journal entries of the experimental group were different from the ones of the control group in terms of the learners’ interest in the activities, engagement and participation. In the following part, first, the similarities are summarized, and then the reflections of the experimental group’s teacher are grouped regarding the dominant themes of her journal

Both groups’ journals shared a common concern where participants questioned the purpose of the tests and whether there would be a winner or a sense of competition involved. This curiosity was evident not only during the pre-vocabulary test but also persisted in the post-test, with participants expressing anxiety about the possibility of a competitive element.

[...] Also, they asked me why do we have to take this test? Will we get a prize if we do well?”(Journal Date, 03.04.2024)

[...] They told me that they keep forgetting the new words. How can we remember them better? (Journal Date, 05.04.2024)

Another similarity that the teacher observed was the participants' reactions to parts of the tests. The teacher observed that two kindergarten classes were good at Theme 2, related to Realia and Theme 3, Put the story in order, but they had difficulty in the Theme 4 about Sequencing pictures. The teacher noted down the participants' reactions to the different parts of the test as it can be seen from the following excerpts:

[...] Part 2 and 3 were okay, but they had difficulty in Part 4. Some of even said "Teacher, "I get confused with the order of the pictures when the song is playing fast." (Journal Data, 17.04.2024)

[...] They were quite fast while doing Part 2 and 3, but when they encountered with theme 4 in Sequencing pictures, they told me that the song has so many parts. I find it hard to remember where each picture goes. (Journal Data, 19.04.2024)

While both classes shared common traits, such as engagement in activities and creativity in generating ideas, the vocabulary development process differed between the two. In the experimental group, the teacher observed an increasing interest in activities, along with ambitious participation in song-based activities and improved physical engagement. Additionally, there were notable enhancements in vocabulary learning. On the other hand, the control group displayed similar traits but with a focus on different aspects of vocabulary acquisition, such as subtle word usage and contextual understanding.

4.4.2 Increasing Interest in Activities

When the reflective journals were analyzed, both classes demonstrated a noticeable increase in interest and engagement during activities. Students in both the experimental and control groups showed a growing enthusiasm for participating in various learning tasks and interactive sessions. This heightened interest was evident in their active involvement, eagerness to explore new concepts, and willingness to contribute ideas during classroom activities. The shared experience of increasing interest in activities underscored the positive impact of the learning environment on student engagement and motivation across both classes

The following statements were taken from different days:

[...] They were very excited during activities. At break time, they asked, ‘Can we do this again next time?’ Their happiness and interest in learning were clear and made our class lively. (Journal Data, 24.04.2024)

[...] The students absolutely loved the Realia activity. Engaging them in hands-on activities using real-life objects was perfect for their age and interests. They were thrilled to participate and explore, showing how much they enjoyed the interactive learning experience. (Journal Data, 26.04.2024)

[...] Their faces lit up with excitement when we started the song. They eagerly sang along, showing their interest and enthusiasm for music-based learning activities. Their joyful participation in the song made the lesson engaging and memorable for everyone. (Journal Data, 29.04.2024)

In summary, both the control and experimental groups showed a keen interest in the song-based activities. The teacher noted that students were actively engaged and enjoyed participating not only in the classroom but also during outdoor sessions. This enthusiasm for music-based learning activities indicated a positive impact of song integration on the students’ interest in English lessons.

4.4.3 Ambitious Participation in Song-Based Activities

Based on the reflections of the teacher from the experimental group, she noticed that there were moments when students struggled to follow the rules of the activities and ensure that all students remained engaged and actively participated throughout the activity. Some students found it challenging to grasp the concept of using real-life objects as learning tools, which led to confusion and a lack of interest in the activity. There were instances where students became overwhelmed or distracted by the variety of objects, making it difficult to maintain focus and direction during the activity. Additionally, kindergarten students may have had difficulty sharing the Realia materials with their classmates, resulting in conflicts or disruptions during the game. They may have become possessive or reluctant to pass objects to others, impacting the flow of the activity. This finding can be supported by the following comments of the teacher:

[...] During the song-based activity, some students faced challenges playing along with the song. They struggled to keep up with the rhythm or remember the lyrics,

which caused frustration and made them feel left out. Additionally, there were distractions caused by some students who disrupted the flow of the song by making loud noises (Journal Data, 17.04.2024)

[...] There were too many things to look at during the activity. I got distracted easily, and I struggled to focus on what I was supposed to do and I saw other students doing things differently, and it made me unsure if I was doing it right (Journal Data, 01.05.2024)

[...] During the activity, I observed that some classmates behaved badly towards each other. They were unkind, ignored each other's ideas, and didn't share materials fairly. This behavior had a significant impact on my friends, as they felt excluded, unappreciated, and treated unfairly. (Journal Data, 06.05.2024)

In summary, kindergarten students can sometimes be hard on each other, especially during competitive activities like song-based games. Based on the teacher's reflections, it can be inferred that using song-based games with young children can be both enjoyable and challenging. When these games presented challenges or became problematic, the teacher stepped in and made necessary interventions to ensure a positive and constructive learning environment.

4.4.4 The Improvement in Using Their Bodies

The results from the teacher's reflections indicated that the students in the experimental group showed progress in using their body movements effectively. According to the teacher's observations, there was a notable improvement in song-based vocabulary learning, particularly in areas where initial progress was lacking. In the first sessions, students struggled with physical engagement and participation during song activities. However, with targeted interventions, there was a significant turnaround. Students started to show increased interest and enthusiasm in incorporating body language and movements while singing. The following reflections of the teacher could support the change in the participants of the experimental group:

[...] Initially, many students were hesitant and lacked confidence in moving along with the songs, struggling to coordinate their bodies with the music and lyrics. They were passive listeners and unsure of how to engage actively. However, with

practice and encouragement, there was a significant transformation. (Journal Data, 03.05.2024)

[...] students were conversing and sharing ideas in their native language, which the teacher's partner then translated into a language that the teacher could understand. The translated quotes from the students reveal their progress and excitement about participating in song-based activities. (Journal Data, 17.04.2024)

[...] During song-based activities in the kindergarten classroom, some students encountered difficulties with using their bodies effectively. They struggled to synchronize their movements with the rhythm of the songs and found it challenging to remember the actions associated with each song. This led to moments of frustration and uncertainty as they tried to keep up with their peers (Journal Data, 03.04.2024)

4.4.5 The Improvement in Vocabulary

Based on the reflection of teacher, some students struggled with pronunciation and connecting lyrics with vocabulary meanings during song-based lessons, there was noticeable improvement over time. With consistent practice and encouragement, students began to pronounce words more accurately while singing along. They also showed increased understanding and retention of vocabulary terms, demonstrating progress in their language development.

[...] I arranged the Hopscotch activity into small groups to ensure that every student had the opportunity to participate and receive individualized attention. As they hopped from one square to another, they sang along to a lively tune that featured these job-related vocabulary words. The rhythmic beats of the song synchronized perfectly with their movements, making the learning experience both engaging and effective. (Journal Data, 17.04.2024)

[...] I started the lesson by gathering all the kindergarten students and explained by incorporating gestures and real objects into the lesson to ensure that students grasped the concept clearly. (Journal Data, 08.05.2024)

[...] Alright, everyone, today we're going to have a fun Role-Play activity to learn some new words! We have six different roles: Happy, Sad, Angry, Thirsty, Hungry, and Tired. Let's assign each of you a role. (Journal Data, 10.05.2024)

In conclusion, the various activities designed for vocabulary development in kindergarten classrooms have proven to be highly effective. From interactive Role-Playing sessions to engaging song-based games, each activity played a crucial role in enhancing students' language skills. The use of Realia, gestures, and peer interactions created a dynamic learning environment, promoting active engagement and deepening understanding of vocabulary words. Through these activities, students not only learned new words but also developed confidence in using them in context.

4.4.6 Findings about the Perceptions of Kindergarten Students about Learning English Through Songs

To reveal the perceptions of kindergarten students about song-based lessons, structured interviews were carried out. The obtained data was analyzed based on students' attitudes, feelings, and experiences related to learning English, particularly focusing on their enjoyment of English activities, their confidence in speaking English, their feelings towards English songs.

4.4.7 Associating Song with Lesson

When the students' perceptions questionnaire was analyzed, it was observed that they associated the song with the joy of singing and learning. They expressed excitement for activities that involved song and movement, indicating their enthusiasm for song-based lessons. This enthusiasm stemmed from their enjoyment of playing games within the context of the songs, as it made the lessons more interactive and engaging. Their desire to continue having song-based lessons was driven by the fun and excitement they experienced during these activities. As it can be seen in the following comments:

[...] I had so much fun playing the game where we sang and danced together. Can we do more activities like that? (Journal Data, 15.04.2024)

[...] The song-based lessons were awesome! I learned new words while having a blast. I hope we can do more of these songs. (Journal Data, 29.04.2024)

[...] Playing in the garden while singing songs was my favorite part. I wish every lesson could be like that! (Journal Data, 13.05.2024)

Based on the students' statements, it's evident that song-based activities have a positive impact on their learning experience. They express enthusiasm, enjoyment, and a desire for more of such engaging activities. Their feedback indicates that combining

songs with games, movement, and outdoor play enhances their vocabulary development and the overall learning experience .

4.4.8 Having Fun While Learning

The feature that both group participants in the control and experimental groups mentioned in the interviews was their enjoyment of lessons with songs.

Majority of kindergarten students showed a positive attitude during song-based lessons, displaying enthusiasm, engagement, and enjoyment through active participation, dancing, and singing along with the music.

[...] I love singing along to the songs in class! It's so much fun and helps me remember new words. (Journal Data, 29.04.2024)

[...] The songs make our lessons exciting! I enjoy dancing and moving to the music while learning. (Journal Data, 17.05.2024)

[...] I feel happy when we have song-based lessons. It's like playing and learning at the same time. (Journal Data, 17.05.2024)

The conclusion based on students' comments suggests that song-based lessons are highly enjoyable and engaging for kindergarten students. Their positive attitudes and expressions of fun during these lessons indicate that incorporating songs into the learning process can make educational activities more interactive and enjoyable for young learners.

4.4.9 Enjoyment of English Activities

The findings regarding the participants' attitudes toward lessons based on songs were positive, as the lessons included Realia, Role-Play, and Hopscotch activities. During the interviews, it was observed that students did not feel anxious during the Realia, Hopscotch, or Role-Play activities. On the contrary, they were eager to participate and expressed a desire for more Realia, Hopscotch, and Role-Play activities. Considering these findings, kindergarten students said:

[...] I loved using real objects in our lessons! It made learning so much fun and easy to understand. (Journal Data, 03.05.2024)

[...] Role-Playing was awesome! I got to pretend I was a doctor and help my friends. It felt like a real adventure! (Journal Data, 10.05.2024)

[...] Hopscotch was my favorite game! I learned new words and had a great time jumping and playing with my friends. (Journal Data, 13.05.2024)



Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The study aimed to examine the effect of song-based instruction on the vocabulary development and motivation of young learners. Additionally, it sought to explore the reflections of the participating teacher and the perceptions of kindergarten students regarding language learning through songs. Both quantitative and qualitative data collection tools were utilized, including pre and post-tests of vocabulary assessment and motivation questionnaire for quantitative data, as well as reflective teacher journals for qualitative data. The findings will be discussed in detail concerning each research question, shedding light on the effectiveness of song implementation in language learning and teaching practices.

5.1.1 Discussion of the findings of RQ1: Does song-based instruction have any significant effect on the vocabulary development of kindergarten students?

The purpose of the first research question was to examine the effect of song-based instruction on vocabulary development of five-year-old kindergarten students. The results showed a significant effect of using songs on vocabulary acquisition of the students. The pre and post-tests demonstrated a notable increase in vocabulary scores, indicating that songs indeed contributed positively to the students' vocabulary development. It is worth noting that the vocabulary test used in the current study included four items of words counting words related to Body, Senses, Jobs, and Art. The results of development in each component also revealed positive effect of song-based instruction. That is to say, song-based instruction significantly increased learners' performance in vocabulary learning in general and in Body, Senses, Jobs, and Art items, specifically.

The finding brings into line the study of Joyce (2012) suggesting that integrating music into learning activities can improve language acquisition in young children. Songs habitually integrate repetitive and rhyming linguistic patterns, which can aid children improve phonemic consciousness. This consciousness is essential for vocabulary

expansion as it supports the understanding and recognition of certain word sounds and structures.

In this regard, it can be declared that the students' enthusiasm and engagement during song-based lessons can provide enhanced vocabulary learning conditions and the enjoyable and interactive ways of learning new words. They particularly appreciated songs with clear and understandable lyrics, relevant to the topics studied in class, and those that allowed for easy actions reinforcing meaning. Here, Ersoz (2007) emphasized the importance of song selection based on simplicity, relevance to the curriculum, and opportunities for meaningful actions. Moreover, in line with the findings, Pino, Giancola, and D'Amico (2023) confirmed that music plays a fundamental role in the comprehension of language development from the early stages of life.

Accordingly, it can be stated that music and language are two fundamental forms of communication that characterize human beings. Both involve organizing basic sounds in a temporal sequence according to specific rules, enabling the creation and comprehension of complex and limitless expressions or musical phrases. Franco et al., (2022) highlighted that musical activities can predict language development. Consequently, children are introduced to musical activities at an increasingly young age, both at home and in more structured settings. Given that music and language consist of various distinct elements, it is essential to identify and understand the specific components of one domain that correlate with those of the other. To sum up, songs were effective in helping kindergarten students improve their vocabulary. The results also indicated improvement in vocabulary development in terms of different topics including new words related to Body, Senses, Jobs, and Art, showing that learners have enhanced their vocabulary learning.

5.1.2 Discussion of the findings of RQ2: Does song-based instruction have any significant effect on the motivation development of kindergarten students?

The purpose of the study was to investigate the effect of song-based instruction on the learners' motivation. The results revealed significant effect of using songs on development of the kindergarten learners' level of motivation. Songs naturally capture children's attention and make learning pleasant. The fun and interactive nature of music can transform a typical lesson into an exciting experience, which can significantly boost

motivation. Music can arouse emotions and create a positive learning environment, especially among children. When children associate learning with positive feelings, they are more probable to be motivated to participate and engage.

Based on the findings of the current study song-based instruction showed significant effect on the development of the learners' motivation. This is in line with the study of Mardhiyya (2022), which exposed the positive effect of songs on the learners' motivation development. However, the learners have encountered songs positively and it can be declared that songs and music can be used to calm down students and create an amusing atmosphere in the classroom, especially young learners. Songs mostly contain instances of informal speech, which provides natural linguistic input as contrasting the artificial language found in several language textbooks. Understanding the natural and authentic linguistic and cultural elements in the songs can motivate learners to improve their language use.

Moreover, the role of motivation could not be overstated, as emphasized by Siskova (2008). Music served as a powerful motivator, capturing students' attention and fueling their enthusiasm for learning. The rhythm, melody, and emotional resonance of songs created an immersive learning environment where students felt connected and inspired. This connection was further strengthened when educators carefully selected songs that resonated with students' interests and cultural backgrounds, aligning with their preferences and fostering a sense of ownership over the learning process.

Schoepp (2001) also stated that songs in the classroom provide a positive attitude and environment, supporting the idea that song-based activities can foster a favorable learning atmosphere. Moreover, Hare and Smallwood (2002) highlighted that songs can be used as a fun and engaging learning experience for students, contributing to their motivation and interest in learning. These theories align with the study's findings, emphasizing the importance of creating a positive and engaging learning environment to enhance student motivation.

In investigating the factors that motivated students in learning through songs, several theories and personal observations converged to shed light on this phenomenon. One key aspect was the intrinsic appeal of music, as highlighted by Martin (2013). Music inherently possesses a captivating quality that drew students in, making the

learning process more enjoyable and engaging. Personally, the researcher witnessed how students lit up when music was introduced into the classroom, eagerly participating in activities that involved song lyrics and melodies. In this regard, Ma'rifat (2017) asserted that young learners show a positive response to the teaching of English with songs. The research was conducted using singing activities to teach the young learners and they enjoyed it a lot. The learners who participated in the study also wished that the teacher would continue to teach using songs.

Additionally, the interactive nature of music-based learning contributed significantly to student motivation. Through activities like singing along, interpreting lyrics, and creating music-related projects, students actively engaged with the material, leading to deeper understanding and retention. This hands-on approach, coupled with the enjoyment derived from musical experiences, motivated students to invest time and effort in language learning. Song-based learning often introduces a fun and interactive element to language lessons, which can naturally boost motivation among students.

Accordingly, it can be stated that song-based method can provide learners with authentic materials and offer comprehensible input for the learners that can be used by the learners in producing accurate and fluent outputs. Every song used in language classes is an educational container embracing beneficial social and communicative data. In conclusion, the incorporation of music into language learning has proven to be a highly effective strategy for enhancing student motivation. Through engaging and interactive music-based activities, students are not only motivated but they also find the learning process enjoyable and stimulating. This positive experience contributes significantly to their overall attitude towards language acquisition and their willingness to engage actively in the learning process.

5.1.3 Discussion of the findings of RQ3: What are the teacher's perceptions about using songs to develop vocabulary among young learners' in English classrooms?

The findings from the analysis of the teachers' reflective journals aligned closely with the insights gained from the students' reflections. Initially, both classes exhibited a mix of similarities and differences in their approach to vocabulary development activities. Both groups demonstrated curiosity about the purpose of tests and expressed concerns about potential competition, indicating a shared trait among the participants.

Primarily, the experimental group demonstrated a heightened level of interest and active participation, especially during song-based tasks. They showed increased physical engagement and a strong enthusiasm for learning new vocabulary. Conversely, while the control group also displayed engagement and creativity, their focus appeared to be more on definite word usage and understanding context.

Developmental histories vary for each person, but individuals have a mutual influence on each other's growth. According to Goodnow and Lawrence (2015), development always occurs within a context, shaped by all the environments and experiences a child or youth encounters. This includes experiential learning, which allows children to integrate and apply knowledge (Blair & Raver, 2014). Pretend play, when combined with instructional methods like child-centered classrooms and playful learning, serves as a crucial setting for learning and development in early childhood (Lillard et al., 2013; Snow, 2016).

These observations underscore the effectiveness of integrating music and interactive activities to enhance student interest and participation in vocabulary development tasks. Students often stood up and sang along with the songs independently, demonstrating their initiative and eagerness. Some students also incorporated gestures or body movements, showcasing their creativity in applying new vocabulary.

Considering the effectiveness of songs in language classes and in line with the positive attitude of teachers toward the use of songs, Nguyen and Nguyen (2020) indicated that teachers had positive perceptions about songs used in vocabulary instruction for young learners. Accordingly, it can be declared that teachers' perceptions can affect their decision-making ability to choose the most suitable songs and applicable strategies with the intention of involving young learners in entertaining, interactive, and motivating learning progression of vocabulary improvements. Concerning the linguistic standpoint, songs can provide EFL learners an inspiring foundation of language to improve their listening skill, as well as their abilities in pronunciation, syntax, sentence structure, and vocabulary expansion.

Generally, songs are found to be effective in young learners' vocabulary instruction regarding the amount of words, increased attention, retention, pleasant

environment, practice prospects, and authentic and meaningful contexts. These positive features advocate that songs work as advantageous tools for promoting young learners' vocabulary that aligns with the findings of Pavia et al., (2019). On the other hand, Şevik (2011) showed that teachers had difficulty in accessing to appropriate songs to use in their classes and in measuring student success when they use songs.

The findings suggest that song-based learning had several significant effects on young learners' vocabulary development. Firstly, as Shin (2006) emphasized, traditional approaches that involve prolonged periods of sitting were found to be demotivating for young learners. This resonates with Schmitt's (2008) argument that children learn more effectively when they are engaged and find the material enjoyable. Therefore, using engaging and motivating materials such as songs played a vital role in sustaining students' interest and enthusiasm for learning new vocabulary items.

Additionally, integrating movement and enjoyable activities, as advocated by Shin (2006), contributed to a more positive and engaging learning experience for the students. Another notable aspect was the students' enhanced engagement and motivation through melodic learning strategies. For example, one student who was previously reserved and less participative became actively engaged after incorporating singing and chanting into daily activities.

During song sessions, students actively participated by swaying along with the music, reflecting their enthusiasm for learning. This heightened interest was further evident as students opted to read nursery rhymes during leisure time, showing their deep involvement and connection to the material. Moreover, students displayed creativity by composing songs inspired by the books they read, further enhancing their engagement and learning experience.

Based on the teacher's reflections from the experimental group, several problems and challenges emerged during the implementation of song-based learning activities. Firstly, students often struggled to follow the rules of the activities, leading to difficulties in maintaining engagement and active participation throughout the tasks. This lack of adherence to instructions could hinder the effectiveness of the learning process and impact the overall learning outcomes.

Furthermore, some students found it challenging to comprehend the use of real-life objects as learning tools. This difficulty led to confusion and a decreased interest in the activities, potentially affecting their motivation and engagement levels. The complexity of incorporating real life materials may have contributed to students feeling overwhelmed or distracted, making it hard for them to focus and stay on task during the activities.

Moreover, kindergarten students faced challenges related to sharing real life materials with their peers. Instances of possessiveness or reluctance to pass objects to others resulted in conflicts and disruptions during the games, disrupting the flow of the activity and affecting the collaborative learning experience. These difficulties in sharing and cooperating can hinder the development of social skills and teamwork among students.

In addition to these challenges, other issues specific to kindergarten students may have surfaced during the activities. For instance, their limited attention span and need for frequent breaks could impact their sustained engagement in song-based learning tasks. Additionally, ensuring that the content of the songs and activities is developmentally appropriate and aligns with the students' cognitive abilities can be a challenge in designing effective lessons.

In essence, the inclusion of song-based instruction was observed to have positive effects on kindergarten students. Incorporating song-based activities allowed students to actively participate in English lessons, exercise their creativity, express themselves verbally, and engage in physical movement. As a result, song-based lessons had a positive impact on the physical and intellectual development of kindergarten students.

5.2 Conclusion

Teaching English to young learners goes beyond mere language instruction. It requires addressing their social and cognitive development. Creating a natural and comfortable environment is crucial, and engaging activities play a key role in this. Songs, in particular, are excellent tools for language learning. They provide a stress-free way for students to engage with the language, allowing them to start using it when they feel ready. Songs are versatile listening activities with significant potential. Music is an integral part of children's growth and learning, and they enjoy singing. Teachers often

use songs to teach concepts and language in an enjoyable manner. Songs are fun and can maintain students' interest, with repetition being their most valuable feature. They help develop listening skills, pronunciation, and rhythm, all while creating a lively atmosphere. Even with frequent repetition, students are unlikely to get bored. Moreover, songs are highly beneficial activities. They can convey and reinforce various language aspects and can be integrated into any lesson stage. Whether used as warm-ups, main activities, or simply to create a fun atmosphere, songs are a versatile and effective teaching tool.

The results of the present study revealed that the song-based instruction had a significant effect on the vocabulary and motivation development of the kindergarten students of English. Based on the comprehensive analysis and findings of this study, it is evident that song-based teaching methods had a positive impact on vocabulary development and motivation among kindergarten students. The incorporation of songs in learning activities resulted in increased interest and enthusiasm among students, leading to ambitious participation in song-based tasks and improvements in using their bodies to express language concepts. These outcomes align with previous research highlighting the benefits of song in enhancing language-learning experiences.

Based on the findings it can be concluded that songs provide a rich and appealing environment for vocabulary learning of the children. The repetitive nature of songs permits manifold contacts to target words, enabling profounder encoding and retrieval. Furthermore, the harmonious and musical foundations of songs provide improved memory and recall among the learners, leading to vocabulary learning. The combination of actions and visuals in teaching new words through songs, which were included in the treatment session of the current study further reinforces word meanings and supports active engagement. It is essential to mention that the present study concentrated on kindergarten students, a critical period for language development. The results suggested that song-based instruction might be predominantly effective in promotion of vocabulary learning during these formative years.

The foremost objective of English language learning is the development of communication abilities, along with maintaining interest and motivation for learning English. With the intention of accomplishing these goals, it is essential to be carefully

related to learners' real life and thus, materials need to be attuned to dissimilar learning styles. This means that the lessons should flourish in resourceful activities. Songs are instances of such activities that owing to their nature, entertaining content, and comforting structures affect the development of language in children. For young learners, songs, such as traditional and educational songs, popular pop-rock songs, rhymes and chants, offer an outstanding source of language.

Songs provide a multifaceted approach to English language learning for young children. Not only do they offer opportunities to practice various language components, but they also cater to children's developmental needs and preferences. Children naturally enjoy music, and incorporating songs into language learning capitalizes on this enthusiasm. Moreover, the enjoyment derived from singing often overshadows the underlying educational purpose, making the learning process engaging and fun. Incorporating songs into the curriculum can thus be an influential tool to enhance motivation and general learning outcomes for young learners. Singing together can foster a sense of community and collaboration among learners. This social feature can make children feel more contented and motivated to participate.

As mentioned earlier, songs have been a common feature of young learner classrooms for decades, and songs should be employed in order to improve motivation and facilitate the acquisition of various aspects of language, including vocabulary, grammar, pronunciation, etc. Considering the qualitative data, it can be declared that the teacher reflections indicated that while songs enhanced interest in activities and encouraged active participation, motivation levels varied compared to the traditional approach. The findings also suggested that incorporating song-based methods might be beneficial in optimizing vocabulary development and motivation among kindergarten students. This approach could leverage songs for enhancing interest and engagement among the learners and augment their motivation.

5.3 Recommendations for Further Research

The present study offers several suggestions for further implementation. It can be replicated with other grades of young learners and adapted for older grades with modifications in lesson plans. Additionally, considering the sample size of 34 five-year-

old kindergarten students, future studies could benefit from a larger sample size for increased reliability.

To advance understanding of the impact of song-based approaches on vocabulary development and motivation in kindergarten English learners, longitudinal studies are recommended. These studies would track students over time to assess sustainability and effectiveness. Further research could also include a comparative analysis of different song types to determine their efficacy in enhancing vocabulary and motivation, categorizing them into educational, popular, and culturally relevant songs among others. Cultural factors should also be considered in future research, exploring how song-based approaches can be tailored to specific cultural preferences and learning styles. Exploring technology integration, such as interactive song apps or multimedia platforms, can enhance student engagement and learning experiences. Lastly, future research could focus on teacher training programs to support educators in effectively integrating songs into teaching practices, ultimately enhancing student engagement and motivation in language learning settings.

REFERENCES

- Aguirre, D. Bustinza, D., & Garvich, M. (2016). Influence of songs in primary school student's motivation for learning English in Lima, Peru. *English Language Teaching, 9*(2), 1-14.
- Afiah, N. (2006). Increasing students writing ability by using pictogram. (Unpublished thesis). State University of Makassar Press, Makassar.
- Alderson, J. C. (2006). *Diagnosing foreign language proficiency: The interface between learning and assessment*. London: Continuum.
- Anton, R. J. (1990). Combining singing and psychology. *Hispania, 73*(4), 1166-1170.
- Ariza, E. N., & Morales-Jones, C. A. (2014). Music and song in second language learning. In M. Thomas (Ed.), *Handbook of Research on K-12 Online and Blended Learning* (pp. 597-615). IGI Global.
- Abril, C. R., & Gault, B. M. (2008). The state of music in secondary schools: The principal's perspective. *Journal of Research in Music Education, 56*(1), 68-81.
- Adnyani, N. W. S., & Dewi, A. B. F. (2020). Teaching English vocabulary using song. *Yavana Bhasha Journal of English Language Education, 1*(1), 88-93. <https://doi.org/10.25078/yb.v1i1.1381>.
- Barker, J. (1999). Singing and music as aids to language development and its relevance for children with Down syndrome. *Down Syndrome News and Update, 1*(3), 133-135. <https://doi.org/10.3104/practice.147>.
- Berndt, A. E. (2020). Sampling methods. *Journal of Human Lactation, 36*(2), 224-226. <https://doi.org/10.1177/0890334420906850>.
- Bilbao, P. P., Lucido, P. I., Iringan, T. C., & Javier, R. B. (2008). *Curriculum development*. Philippines: Lorimar Publishing, Inc.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessing Education Principle Policy Practice, 5*, 7-74. <https://doi.org/10.1080/0969595980050102>.
- Blair, C., & Raver, C. C. (2014). Closing the achievement gap through modification of neurocognitive and neuroendocrine function: Results from a cluster randomized controlled trial of an innovative approach to the education of children in

- kindergarten. *PLoS One*, 9(11), 1-13.
<https://doi.org/10.1371/journal.pone.0112393>.
- Blythe, S. (2011). *The genius of natural childhood: Secrets of thriving children*. Gloucestershire: Hawthorn Press.
- Çevikbaş, G., Yumurtacı, N., & Mede, E. (2018). Effects of songs on the development of vocabulary among first grade EFL learners. *Language Teaching and Educational Research (LATER)*, 1(2), 101-120.
- Chou, M. H. (2014). Assessing English vocabulary and enhancing young English as a Foreign Language (EFL) learners' motivation through games, songs, and stories. *Education*, 42(3), 284-297.
- Cohen, A. D., & Dornyei, Z. (2002). *Focus on the language learner: Motivation, styles, and strategies. An introduction to applied linguistics*. London, UK: Arnold.
- Cook, V. (2016). *Second Language learning and Language Teaching*. New York: Routledge.
- Dolean, D. D. (2016). The effects of teaching songs during foreign language classes on students' foreign language anxiety. *Language Teaching Research*, 20(5), 638-653.
- Drobner, E. (1986). Superlearning at the university - a pilot study. In Hinkelmann, K. G. (Ed.), *Superlearning and Suggestopedia - Selected Essays, Psychological Learning Systems Publishing Company, Bremen* (pp. 79-105). Bremen: Psychologische Lernsysteme Verlagsgesellschaft.
- Drbseh, M., & Hasan, M. (2013). The spread of English language in Jordan. *International Journal of Scientific and Research Publications*, 3(9), 1-5.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston, MA: Houghton Mifflin.
- Dzanic, N. D., & Pejic, A. (2016). *The effect of using songs on young learners and their motivation for learning English. An Interdisciplinary*, 1, 12-34.
- Eken, D. K. (1996). Ideas for using songs in the English language classroom. *English Teaching Forum*, 34(1), 46-47.
- Elliott, D. J., & Silverman, M. (2015). *Music matters: A philosophy of music education* (2nd ed.). Oxford: Oxford University Press.

- Engh, D. (2013). Why use music in English language learning? A survey of the literature. *English Language Teaching*, 6(2), 113-127.
- Eragamreddy, N. (2013). Teaching creative thinking skills. *IJ-ELTS: International Journal of English Language & Translation Studies*, 1(2), 4-248.
- Ersöz, A. (2007). *Teaching English to young learners*. Ankara Turkey, TR: EDM Publishing.
- Failoni, J. W. (1993). Music as means to enhance cultural awareness and literacy in the foreign language classroom. *Mid-Atlantic Journal of Foreign Language Pedagogy*, 5(1), 97-108.
- Franco, F., Suttora, C., Spinelli, M., Kozar, I., & Fasolo, M. (2022). Singing to infants matters: Early singing interactions affect musical preferences and facilitate vocabulary building. *Journal of Children Language*, 49, 552-577.
- Gardner, R. C. (2004) *Attitude/motivation test battery: International AMTB research project*. London, Canada: The University of Western Ontario.-Gardner et al., 2013
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitude and motivation*. London: Edward Arnold.
- Gardiner, M. F., & Winner, E. (1978). The relation between musical ability and literacy skills. *Journal of Research in Reading*, 1(2), 203-215.
- Gardner, R. C., & Gallagher, K. C. (2013). The effects of music instruction on emergent literacy capacities among preschool-aged children: A literature review. *Journal of Research in Music Education*, 61(2), 144-160
- Göksel, A. (2009). The use of songs as an audio-visual material in foreign language teaching: The case of Turkey. *The Turkish Online Journal of Educational Technology*, 8(3), 18-25.
- Goodnow, J. J., & Lawrence, J. A. (2015). Children and cultural context. In R. M. Lerner (Ed.), *Handbook of child psychology and developmental science* (pp. 746-788). Hoboken, NJ: Wiley.
- Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in

- young elementary school children. *British Journal of Educational Psychology*, 80(4), 711-735.
- Guglielmino, L. M. (1986). The affective edge: using songs and music in ESL Instruction. *Adult Literacy and Basic Education*, 10(1), 19-26.
- Guo, B. (2023). Affective factors and pedagogical implications in young learners' English learning. *English Language Teaching and Linguistics Studies*, 5(4), 45-52. <http://doi.org/10.22158/eltls.v5n4p45>.
- Hanna-Pladdy, B., & Mackay, A. (2011). The relation between instrumental musical activity and cognitive aging. *Neuropsychology*, 25(3), 378-386.
- Hare, K., & Smallwood, J. (2008). Music and Learning. Retrieved from http://www.kaizentraining.com/free/TtT_Hare_Smallwood.pdf.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Harlow: Pearson-Education Ltd.
- Harris, M., & Butterworth, G.(2002). The effect of musical training on the perception of consonant speech sounds. *Music Perception: An Interdisciplinary Journal*, 19(2), 199-212.
- Hirsh, D. (2018). Learning vocabulary. In Burns, A., & Richards. J. C. (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 167-175). Cambridge: Cambridge University Press.
- Hinne, J. T. (2017). Attitude towards practical work and students' achievement in Biology: A case of a private senior secondary school in Gaborone, Botswana. *IOSR Journal of Mathematics (IOSR-JM)*, 13(4), 06-11.
- Hodson, D. (1990). A critical look at practical work in school science. *School Science Review*, 70(256), 33-40.
- Hoiem, T., Lundberg, I., Stanovich, K.E., & Bjaalid, I. (1995). Components of phonological awareness. *Reading and Writing*, 7, 171-188.
- Iwasaki, B., Rasinski, T., Yildirim, K., & Zimmerman, B. (2013). Let's bring back the magic of song for teaching reading. *The Reading Teacher*, 67(2), 137-141.
- Israel, H. F. (2013). Language learning enhanced by music and song. *Literacy Information and Computer Education Journal*, 2(1), 1360-1366. <http://doi.org/10.20533/licej.2040.2589.2013.0180>

- Jalongo, M., & Ribblett, D. (1997). Using song picture books to support emergent literacy. *Childhood Education*, 74(1), 15-22.
- Jalongo, M. R., & Sobolak, M. J. (2011). Supporting young children's vocabulary growth: The challenges, the benefits, and evidence-based strategies. *Early childhood education journal*, 38, 421-429.
- Jancke, L., Koeneke, S., Hoppe, A., Rominger, C., & Hanggi, J. (2009). The architecture of the golfer's brain. *PLOS ONE*, 4(3), 1-8. <https://doi.org/10.1371/journal.pone.0004785>
- Jasinskaja-Lahti, I., von Thienen, J., Hirschfeld, U., & Thieme, G. (2003). The interplay of emotions and learning: A qualitative analysis of immigrant students' emotional experiences in learning Finnish. *Learning and Instruction*, 13(4), 457-475.
- Jolly, Y. S. (1975). The use of songs in teaching foreign languages. *The Modern Language Journal*, 59, 11-14.
- Joyce, M. F. (2012). Vocabulary acquisition with kindergarten children using song picture books. Retrieved from <https://repository.library.northeastern.edu/files/neu:1137/fulltext.pdf>
- Kerekes, E. (2015). Using songs and lyrics in out-of-class learning. In D. Nunan & J. C. Lillard, A. S., Lerner, M. D., Hopkins, E. J., Dore, R. A., Smith, E. D., & Palmquist, C. M. (2013). The impact of pretend play on children's development: A review of the evidence. *Psychological Bulletin*, 139(1), 1-34. <https://doi.org/10.1037/a0029321>
- Katchen, J. E. (2004). 'I Want to Hold Your Hand': Second Language Learning through Music. *Foreign Language Annals*, 37(4), 542-548.
- Köksal, O., Yağışan, N., & Çekiç, A. (2013). The effects of music on achievement, attitude and retention in primary school English lessons. *Procedia-Social and Behavioral Sciences*, 93, 1897-1900.
- Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon Press. Krashen, S. D. (1985). *Input hypothesis: Issues and implications*. London: Longman.

- Larsen-Freeman, D., & Long, M. (2000). *An Introduction to Second Language Acquisition Research*. London: Longman.
- Lennon, P. (1990). *Investigating fluency in EFL: A TESOL quarterly empirical study*. TESOL
- Levitin, D. J. (2012). *This Is Your Brain On Music: The Science of a Human Obsession*. Penguin Books.
- Lonsdale, A. J. (2018). Musical motivations: Toward a model for using popular music pedagogically. *Music Educators Journal*, 104(3), 39–45.
- Lozanov, G. (1978). *Outlines of suggestology and suggestopedy*. London: Gordon and Breach.
- Ludke, K. M., Ferreira, F., & Overy, K. (2013). Singing can facilitate foreign language learning. *Memory & Cognition*, 42(1), 41-52. <https://doi.org/10.3758/s13421-013-0342-5>.
- Mardhiyya, A. (2022). The effect of English song towards students' motivation in learning English. Retrieved from <http://e-theses.iaincurup.ac.id>.
- Ma'rifat, D. (2017). A case study of using songs in teaching English vocabulary to young learners. *Journal of English and Education*, 5(1), 49-55.
- Martin, C. (2013). The effects of songs in foreign language classroom on vocabulary retention and motivation. Retrieved from academic.unavarra.es/bitstream/.../master%201.pdf.
- McCarthy, M., O'Keeffe, A., & Walsh, S. (2010). *Vocabulary matrix: Understanding, learning, teaching*. Andover, UK: Heinle Cengage Learnin
- McCarthy, D. (1933). Language development. In C. Murchison (Ed.), *The International University series in psychology. A handbook of child psychology* (pp. 329-373). New York, NY, US: Russell & Russell/Atheneum Publishers Alt.
- Merriam-Webster (n.d.). Hopscotch. In Merriam-Webster.com dictionary. Retrieved from <https://www.merriam-webster.com/dictionary/hopscotch>.
- Millington, N. (2011). Using songs effectively to teach English to young learners. *Language Education in Asia*, 2(1), 134-141.

- Mora, C. F. (2000). Foreign language acquisition and melody singing. *ELT Journal*, 54(2), 146-152. Murphey, T. (1992). *Music and song*. Oxford: Oxford University Press
- Nguyen, T C., & Nguyen, H. B. (2020). Teachers' perceptions about using songs in vocabulary instruction to young language learners. *Universal Journal of Educational Research*, 8(6), 2678-2685. <https://doi.org/10.13189/ujer.2020.080652>.
- Nikolov, M., & Djigunovic, J. M. (2006). Recent research on age, second language acquisition, and early foreign language learning. *Annual Review of Applied Linguistics*, 26, 234-260.
- Nihada D. D., & Alisa P.(2016). The Effect of using songs on young learners and their motivation for learning English. Retrieved from https://www.researchgate.net/publication/312054146_The_Effect_of_Using_Songs_On_Young_Learners_and_Their_Motivation_for_Learning_English.
- Okam, C. C., & Zakari, I. I. (2017). Impact of laboratory-based teaching strategy on students' attitudes and mastery of chemistry in Katsina Metropolis, Katsina State, Nigeria. *Journal of Creative Writing*, 2(2), 67-89.
- O'Keeffe. A. (2012). Vocabulary Instruction. Retrieved from <https://micuat.enovation.ie/bitstream/handle/>.
- Pavia, N., Webb, S., & Faez, F. (2019). Incidental vocabulary through listening to songs," *Studies in Second Language Acquisition*, 41, 745-768.
- Peregoy, S., & Boyle, O. (2008). *Reading, writing, and learning in ESL* (5th ed.). Boston: Pearson.
- Pino, M. C., Giancola, M., & D'Amico, S. (2023). The association between music and language in children: A state-of-the-art review. *Children (Basel)*, 10(5), 1-18. <https://doi.org/10.3390/children10050801>.
- Srinivas Rao, P. (2019). The role of English as a global language. *An International Peer-Reviewed English Journal*, 4(1), 65-79.
- Reilly, V., & Ward, S. M. (2003). *Very young learners*. (8th ed.). New York: Oxford University Press.

- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Rickard, N. S., Appelman, P., James, R., Murphy, F., & Gill, A. (2013). Beneficial effects of music listening after unplanned extubation. *American Journal of Critical Care*, 22(4), 338-344.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Robertson, C., & Acklam, R. (2000). *Action plan for teachers a guide to teaching English*. London, UK: BBC World Service.
- Sarıçoban, A. & Metin, E. (2000). Songs, verse and games for teaching grammar. *The Internet TESL Journal* 6(10), 1-7
- Şevik, M. (2011). Teacher views about using songs in teaching English to young learners. *Educational Research and Review*, 6(21), 1027-1035. <https://doi.org/10.5897/ERR11.250>.
- Schoepp, K. (2001). Reasons for Using Songs in the ESL/EFL classroom. *Internet TESL Journal*, 3, 36-46.
- Schulkind, M., Hennis, L., & Rubin, D. (1999). Music, emotion, and autobiographical memory: They're playing your song. *Memory & Cognition*, 27(6), 948-955. <https://doi.org/10.3758/BF03201225>.
- Shen, Ch., & Gongshang, Z. (2009). Using English Songs: an Enjoyable and Effective Approach to ELT. *English Language Teaching*, 2(1), 88-94.
- Skolverket, S. (2011). *Curriculum for the compulsory school, preschool class and school-age educare*. Stockholm: Skolverket.
- Skolverket (2019). *Analyzes of equivalent grading between student groups and schools*. Stockholm: Skolverket.
- Skulstad, A. S. (2020). Communicative Competence. In Fenner, A. & Skulstad A. S. (Eds.), *Teaching English in the 21st Century – Central issues in English didactics* (pp. 43-67). Bergen: Fagbokforlaget.
- Slattery, M. & Willis, J. (2001). *English for primary teachers*. Oxford: Oxford University Press.

- Singh, A. S., & Masuku, M. B. (2014). Sampling techniques & determination of sample size in applied statistics research: An overview. *International Journal of Economics, Commerce and Management*, 2(11), 1-22.
- Snow, K. (2016). *Research news you can use: Pretend play is important but its role in learning is complex*. Washington, DC: National Association for the Education of Young Children.
- Standley, J. M. (2008). Does music instruction help children learn to read? Evidence of a meta-analysis. *Applications of Research in Music Education*, 27(1), 17-32
- Taherdoost, H. (2016). Sampling methods in research methodology; How to choose a sampling technique for research. *International Journal of Academic Research in Management (IJARM)*, 5(2), 18-27. <https://doi.org/10.2139/ssrn.3205035>.
- Thompson, W. F., Schellenberg E. G., & Husain G. (2001). Arousal, mood and the Mozart effect. *Psychology Science*, 12, 248-251. <https://doi.org/10.1111/1467-9280.00345>.
- Tosriadi, E. A. (2018). Peer observation as a means to develop professionalism. *International Journal of Multicultural and Multireligious Understanding*, 2(1) 151-158.
- Ulate, N. (2007). Using songs to improve EFL student's pronunciation. *Letras*, 2(44), 128-192.
- Wasik, B., & Iannone-Campbell, Ch. (2012). Developing vocabulary through purposeful, strategic conversations. *The Reading Teacher*, 66(4), 321-332. <https://doi.org/10.1002/TRTR.01095>.
- Walters, W. H. (2021). Survey design, sampling, and significance testing: Key issues. *The Journal of Academic Librarianship*, 47(3), 10-23.
- Wilkins, D. A. (1972). *Linguistics in language teaching*. London, UK: E. Arnold.
- Yore, L. D. (2001). What is meant by constructivist science teaching and will the science education community stay the course for meaningful reform. *Electronic Journal of Science Education*, 5(4), 1-7.