

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

**EFFECTS OF SONG-BASED LESSONS ON ENGLISH
LEARNING MOTIVATION AND ATTITUDES TOWARD
THE ENGLISH LANGUAGE AND FOREIGN CULTURE:
A CASE OF 12TH GRADE FOREIGN LANGUAGE
STUDENTS IN TURKEY**

MASTER OF ARTS THESIS

MUHAMMED EMİN YÜKSEL

**GAZİANTEP
OCTOBER 2020**

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MASTER OF ARTS THESIS

MUHAMMED EMİN YÜKSEL

Supervisor: Assoc. Prof. Dr. Emrah CİNKARA

GAZİANTEP
OCTOBER 2020

APPROVAL OF THE JURY

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University : Gaziantep University
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Department : English Language Teaching
Thesis Title : Effects of Song-Based Lessons on English Learning Motivation and Attitudes toward the English Language and Foreign Culture: A Case of 12th Grade Foreign Language Students in Turkey
Thesis Date : 30.10.2020

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

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RESEARCH ETHICS DECLARATION

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

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

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DEDICATION

*To Alper Gökdemir,
the companion without whom I would be deprived of
inspiration and guidance throughout my life.*



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I would like to express my love to my parents and brothers for their unconditional love and encouragement. I would not have got where I am today without their constant supports.

My deepest heartfelt appreciation belongs to Asude Elif ŞAHİN, who always stood by me and without whom it would not be possible for me to achieve that much.

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I have always appreciated the power and spirit of music which inspired me to carry out this research. Every line in this work was written, without exception, with a song playing in the background.

ÖZET

ŞARKI TEMELLİ DERSLERİN İNGİLİZCE ÖĞRENMEYE YÖNELİK MOTİVASYONA VE İNGİLİZ DİLİ VE YABANCI KÜLTÜRE YÖNELİK TUTUMLARA ETKİSİ: TÜRKİYE’DE 12. SINIF YABANCI DİL ÖĞRENCİLERİ ÖRNEĞİ

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Müziğin ilham ve ifade kaynağı olarak gücü tarih boyunca kabul görmüştür. Yabancı dil öğretiminde motivasyon ve kültürel bileşenler ise, hem öğretmenler hem de araştırmacılar tarafından yabancı dil öğrenme başarısını etkileyen önemli faktörler olarak kabul edilmiştir. Dolayısıyla özgün İngilizce şarkılar, öğrencilerin yabancı dil öğrenme motivasyonunu ve hedef dile ilişkin kültürel farkındalığını artırmak için potansiyel materyaller sağlayabilir. Bu çalışma, Türkiye'deki yabancı dil sınıflarında özgün İngilizce şarkı kullanımının dil öğrenme motivasyonunu ve hedef kültür farkındalığını etkileyip etkilemediğini belirlemeyi amaçlamıştır. Veri toplama, karma yöntemli bir araştırma deseni ile gerçekleştirilmiştir. Çalışma, kolaylıkla bulunabileni örnekleme yönteminin kullanıldığı bir eylem araştırmasıdır. Araştırmanın katılımcıları, Gaziantep ilindeki bir Anadolu lisesinde öğrenim gören 12. sınıf yabancı dil sınıfı öğrencileridir. Veriler iki veri toplama aracı ile toplanmıştır. İlk olarak, nicel veri edinmek için 22 katılımcıya İngilizce Şarkıları Takdir Etme Anketi (İŞTEA) uygulanmıştır. İkinci olarak, özgün şarkıların dil öğrenme motivasyonu ve hedef dilin kültürel farkındalığı üzerindeki etkilerinin daha derinlemesine anlaşılması için yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Eşli örneklem t-testi bulguları, şarkı temelli derslerin ortalama puanlarda iyileşme olmasına rağmen öğrenci motivasyonunda ve kültürel farkındalıkta istatistiksel olarak anlamlı bir artış sağlamadığını göstermiştir. Görüşmeler araştırmacının kendisi de dâhil olmak üzere üç İngilizce öğretmeni tarafından kodlanmıştır. Nitel veriler içerik analizi kullanılarak tümevarımsal olarak analiz edilmiştir. Nitel verilere göre katılımcıların çoğunun İngilizce öğrenme motivasyonlarında olumlu anlamda bir artış saptanmıştır. Bulgular katılımcıların çoğunun özgün İngilizce şarkılar sayesinde hedef kültür hakkında kültürel farkındalık kazandığını da ortaya çıkarmıştır. Ayrıca bu şarkıların kullanımının, hedef kültürdeki insan ilişkileri ve gelenek görenekler gibi çeşitli konulara farklı bakış açıları kazandırdığı tespit edilmiştir.

Anahtar Sözcükler: Özgün İngilizce şarkılar, İngilizce öğrenme motivasyonu, kültürel farkındalık

ABSTRACT

EFFECTS OF SONG-BASED LESSONS ON ENGLISH LEARNING MOTIVATION AND ATTITUDES TOWARD THE ENGLISH LANGUAGE AND FOREIGN CULTURE: A CASE OF 12TH GRADE FOREIGN LANGUAGE STUDENTS IN TURKEY

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The power of music as a source of inspiration and expression has been recognized throughout history. Motivation and cultural components in foreign language teaching has also been widely regarded by both teachers and researchers as the key factors that affect the success of foreign language learning. Authentic English songs in this case can offer potential materials to increase students' foreign language learning motivation and cultural awareness of the target language. This research aimed to determine whether using authentic English songs in foreign language classrooms in Turkey affected language learning motivation and awareness of the target culture. Data collection was conducted through a mixed-method research design. The research was an action research through employing convenience-sampling method. The participants of the study were 12th grade foreign language students from an Anatolian High School in the province of Gaziantep, Turkey. The data was collected through two data collection tools. The first one was a Questionnaire on Appreciation of English Songs (QOAOES). It was employed to 22 participants for quantitative data. Secondly, semi structured interviews were conducted to gain a deeper understanding of the effects of authentic songs on language learning motivation and cultural awareness of the target language. The findings of the paired-samples *t*-test indicated that the song-based lessons did not provide statistically significant increase in student motivation and cultural awareness although there was an improvement in mean scores. Three English teachers including the researcher himself coded the interviews. The qualitative data were analyzed inductively using content analysis. According to the qualitative data, it was found that most of the participants showed an increase in their motivation to learn English. The findings also revealed that most of the participants gained cultural awareness of the target culture thanks to authentic English songs. These songs were also reported to have provided different perspectives toward various issues in the target culture such as human affairs and traditions.

Keywords: Authentic English songs, motivation to learn English, cultural awareness

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LIST OF ABBREVIATIONS

ELT: English Language Teaching

EFL: English as a Foreign Language

QOAOES: Questionnaire on Appreciation of English Songs

CHAPTER I

INTRODUCTION

1.1 Presentation

This chapter firstly introduces the background information relevant to the study. The following section titles define the problem to be addressed and explain the rationale behind this study. The research questions, assumptions, limitations and, operational definitions are also presented at the end of the chapter.

1.2 Background Information

“If music be the food of love, play on / Give me excess of it, that, surfeiting /The appetite may sicken, and so die”, as Shakespeare (1602/2009) wrote a long time ago to express the potential power of music (1.1.1-3). Yet this depiction was not the only recognition for music’s influential role in evoking affections. Music has always accompanied humankind as a source of inspiration and joy throughout history. It can be regarded as an essential part of our lives when considering that music and people have always been intertwined. Our feelings, thoughts, and memories can be evoked through music; therefore, it has a powerful impact on people (Rosova, 2007). Music as a fine art is also a mirror of the society and culture to which it belongs. Therefore, we can witness the potential power of music on people and their sociocultural environment. It derives its effectiveness and powerfulness from its embracing and inclusive nature. In this case, the

similar positive impressions through authentic English songs can potentially be observed in the field of foreign language teaching as well.

Authentic language teaching materials, in this case, form a combination of language and culture in ELT classrooms. These materials enable students to come into contact with the real and natural language in an interesting way and avoid specifically created artificial materials which lead to unnatural learning environments (Alina & Lavinia, 2018). This integration creates opportunities for students to establish a connection with the target language, and eventually, perceive the language more than just linguistic units.

Authentic English songs offer a vast range of materials that cover cultural information and sequences of language use patterns (Asmaradhani, Evendi, Mursid, & Gani, 2018; Luo, 2019; Shayakhmetova, Shayakhmetova, Ashrapova & Zhuravleva, 2017). Culture and language are inseparable parts of language teaching in that the cultural elements in authentic materials illustrate how native speakers perceive their language and utilize it in their daily lives (Safitri, 2017). Coats (2016) states that these songs provide an opportunity of “authentic experience for students to use language for cultural discovery within and beyond the confines of the classroom” so that students can acquire cultural awareness of the target culture through appreciation of English songs (p. 20).

Besides providing exposure to real language, authentic materials are reported to foster student motivation and interest in learning English and, offer a variety of language input to develop integrative motivation (Tamo, 2009). It is important to encourage students to be more enthusiastic about learning the target language and to search for more cultural content related to the target language. The classrooms can be enriched with songs that evoke feelings and enhance motivation among students. Likewise, the use of English songs can be an option for language teachers to create an encouraging and intimate atmosphere in which the affective filter is lowered (Akhmadullina, Abdrafikova & Vanyukhina, 2016).

1.3 Statement of the Problem

According to the 9th -12th grades English Curriculum of Ministry of National Education (MoNE, or MEB in Turkish), high school students in Turkey take regular English classes from grade 9 to 12 regardless of what career path they choose. They mostly take 4 English lesson hours a week depending on the type of their high school. At the end of grade 10, they are presented with various fields of specialization depending on the elective courses they choose. One of those fields of specialization is the selection of additional classes of foreign languages. Those who wish to specialize in the field of foreign languages may choose to study in classes where intensive foreign language teaching is provided (MEB, 2018). English is the most common and selected foreign language though German and French are also available in some schools.

Based on the instructional design of the Turkish National Education curriculum, two different types of students can be identified: students that take English as compulsory classes at every grade and, students that are willing to select elective English classes to intensify their language learning and pursue their career in this specialization. When the former is considered, motivating these students to learn a foreign language has been one of the challenging tasks in the field of EFL. The report by Özen, Alpaslan, Çağlı, Özdoğan, Sancak, Dizman and Sökmen (2013) on the current state of foreign language teaching in Turkey indicates that the motivation levels of such students diminish as they advance through the grades. The latter type of the students, as the focus of this study, start off their language learning journey relatively motivated. However, maintaining that motivation level throughout grades 11 and 12 has been one of the actual challenging tasks for English teachers to handle. Those students with a reasonable amount of interest at first are generally bound to lose their interest during the 11th and 12th grades.

This problem seems to stem from the exam-oriented methods used in Turkey that promote grammar and vocabulary knowledge and, avoid such communicative skills as speaking and listening. Cultural elements are also disregarded in such methods. Instead, students are mostly overloaded with an excessive number of exercises and multiple-choice tests to pass the university entrance examination, in which grammar proficiency is valued to a high degree. A foreign language that is supposed to be used socially turns into a rule-based subject on paper. As a result, most students feel indifferent toward the

communicative and cultural properties of the target language and tend to assume English as a mechanical tool to enter the university rather than learn it in all its aspects including cultural features. Özen et al (2013) found that the communication skills of foreign language learners are incapacitated by grammar-based examinations. This problem, therefore, calls for a study with a possible solution to alleviate the burden on foreign language students, which in turn, hopefully, recover their interest in learning English and raise their cultural awareness of the target language.

1.4 Purpose of the Study

The researcher himself has been teaching English to 11th and 12th grade foreign language students and experiencing the bothersome problems mentioned above. He considers the possibility of English songs as a source of motivation to learn beyond the linguistic properties of English. Foreign language students may develop a favorable attitude toward the English language and culture by listening, appreciating and interpreting English songs that are appealing to adolescents. With the right English songs at the right time, students can be lured into a lively and informative learning environment in which they become motivated to learn English and be aware of cultural properties of the language they are learning.

The primary purpose of this study was to find out whether the introduction of authentic English songs in foreign language classes in Turkey enhanced students' motivation to learn English and influenced their attitudes toward the English language and culture in a positive way. The secondary purpose of the research was to find out whether students felt inspired to look for further cultural content of English. Finally, the motivation behind this study was to offer students a passageway into foreign language culture through English songs, and to get students to feel enthusiastic about the English language and its culture. It is believed that once students feel motivated to learn about the target culture, its positive advantages will most probably be reflected on their linguistic performance as well.

1.5 Statement of Research Questions

This study seeks answers to the following research questions in order to find out the effects of authentic English songs on English learning motivation and attitudes toward the English language and culture:

1. Does using authentic English songs in a foreign language classroom enhance students' motivation to learn English?
2. Does using authentic English songs in a foreign language classroom affect students' attitudes toward the English language and culture?

1.6 Significance of the Study

The high school students who wish to specialize in the field of foreign languages constitute the basis of prospective English teachers and other English related jobs in Turkey. It should be recognized that these students are important in determining the English speaker profile across the country. Therefore, the methods of instruction in these classes are of vital importance and need urgent modifications in terms of language teaching approaches and methods.

The problem is that the students are educated in a way that they easily become demotivated due to overemphasis on grammar and vocabulary, and they barely have opportunities to recognize the cultural properties of the target language, thus lacking cultural awareness of the target language. The traditional practice merely focusing on grammatical and structural properties of the target language leads to the emergence of language learners vulnerable to motivation loss. Students are trapped in a vicious cycle of grammar, vocabulary, and examination. The study aims to break this cycle, show that the English language is more than just linguistic units, and clarify the importance of introducing foreign culture through English songs in order to maintain or enhance students' motivation levels to learn English.

1.7 Assumptions

While conducting the Questionnaire on Appreciation of English Songs (QOAOES) and semi-structured interviews, participants were encouraged to be frank in their responses and they were repeatedly assured that their data would be confidential and would not in any way affect their grades at school. Accordingly, it is assumed that all the participants took the questionnaire and the interviews seriously and responded to all the questions frankly and sincerely.

1.8 Limitations

The participants in this study were 12th grade high school students, whose weekly schedule was occupied with 8 class hours a day, 40 in total. Because of the density of their classes and the burden of their upcoming Higher Education Institutions examination, the number of song-based English lessons was limited to 10 lesson hours.

1.9 Operational Definitions of Terms

Authentic English Songs: These songs contain natural language intended for everyone unlike nursery rhymes in textbooks, which are specifically designed for language teaching.

Foreign Language Classrooms/Students: When a sufficient number of students in high schools in Turkey specifically wishes to study a foreign language through additional elective courses, their timetable is adjusted to an intensive foreign language teaching program. Such classrooms used to be called as foreign language classrooms. The English Curriculum of the Ministry of National Education does not differentiate between different fields of specialization anymore. The differentiation is solely based on the elective courses that the students select. Nevertheless, those who wish to specialize in foreign languages, as the focus of this study, will be referred to as foreign language classrooms and students in this study.

The song-based lessons: This study included 12 different songs within 10 song-based lessons to investigate the effects of the authentic English songs on student

motivation and cultural awareness. The main focus of these lessons was authentic English songs. The songs were preceded and followed by skill-focused activities depending on the objectives of the lesson and content of the songs.



CHAPTER II

LITERATURE REVIEW

2.1 Presentation

In this chapter, a literature review relevant to the subject matter has been presented to establish the foundation for the study. Firstly, the importance of both motivation and culture in language teaching have been addressed respectively. The chapter also examines various functions of authentic English songs in the EFL context and refers to several aspects regarding this potential teaching material.

2.2 The Importance of Motivation in Language Teaching

The factors that contribute to student success in language learning have been widely investigated in the educational domain. Motivation is regarded as an essential yet complicated part of human characteristic that creates an inner drive and orientation toward achieving long term goals (Crookes & Schmidt, 1991; Dörnyei, 2001). According to Figure 1 adapted from Dörnyei (1990), it is proposed that foreign language learning motivation is affected by four components which are Instrumental Motivation, Integrative Motivation, Need for Achievement, and Attributions about Past Failures. Instrumental Motivation derives its potency from explicit motives such as good grades or a handsome salary. This motivation type is associated with high level of motivational contribution to language learning. Secondly, Integrative Motivation, as the name suggests, refers to one's desire to

integrate into a community by appreciating its language, culture and people. It should be noted that the instrumental and integrative components overlap in certain points based on some instances where career and professional development could be a primary motive behind learning a language.

The determination to succeed and predisposition to fail play a major role in determining student motivation to learn a language. Dörnyei (1990) states that need for achievement is defined as the inclination to be involved in achievement focused activities, to be determined to pursue efforts during these activities, and to become specialized in the terminal behaviour. Considering that language learning mostly takes place in academical environment where achievement is observed, students' need for achievement, therefore, can substantially affect students' language learning. Another component that affects language learning motivation is defined as Attributions about Past Failures. The dashed line indicates an indirect relationship between student attributions and motivation. Bad learning experiences stemming from a variety of reasons might create cognitive attributions about the failures and this can cause students to have limited goals or give up on their goals.

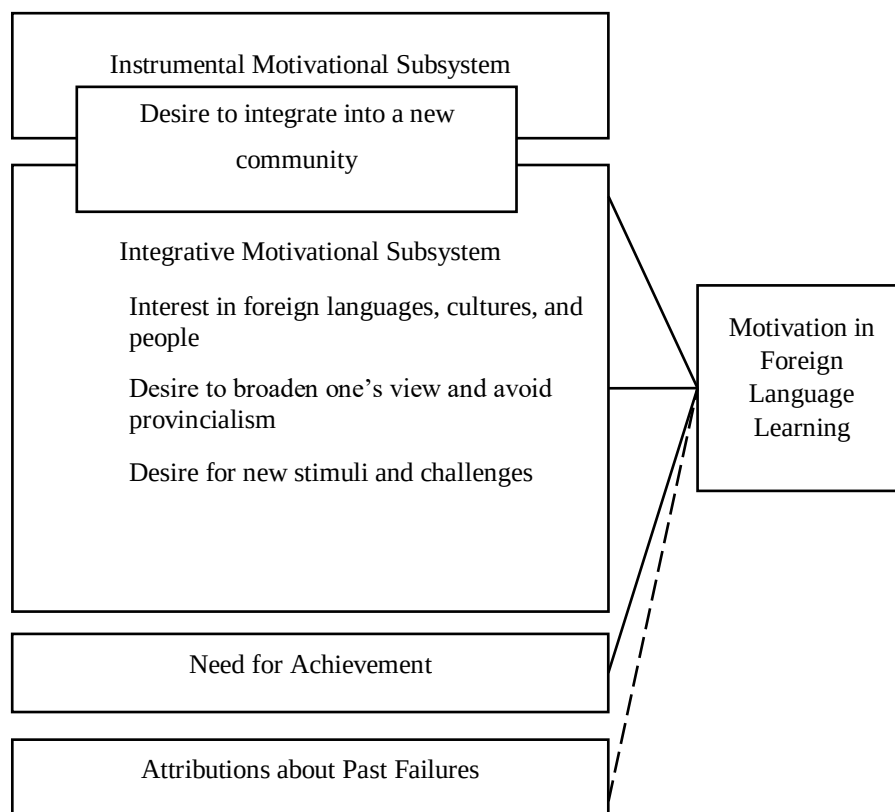


Figure 1. *Schematic representation of the conceptualized construct of motivation in foreign-language learning* (Dörnyei, 1990)

Different types of motivations affect student success depending on a variety of circumstances. Nonetheless, it is now accepted that the extent to which a student is successful in language learning is profoundly affected by their motivation level. Student achievement wouldn't be possible without adequate student motivation even with the most talented students or the best teachers available. Likewise, motivation on its own could be a compensation for students' lack of ability in language learning and unfavorable learning conditions (Dörnyei, 1998). Therefore, it is significant that student motivation in the educational domain should be taken into consideration to succeed in foreign language teaching.

2.3 The Importance of Cultural Elements in Language Teaching

Societies' view of thinking and interpretation of events are reflected on their language because language is transmitted across generations and it serves as a medium for cultural transmission throughout the history. However, this does not mean that the relationship between language and culture is unilateral. Rather, it is a mutual relationship in that language is embedded in culture, and vice versa. The nature of modern culture is international; therefore developing mutual respect and tolerance for diversities of world cultures and, being aware of one's own national culture should be within the scope of foreign language teaching to ensure that students are versatile and socially developed in the global world (Kostikova, Prishvina, Ilyushina, Fedotova & Belogurov, 2018). Buttjes (1990) also defines culture as “integral elements of any natural language” and claims that intercultural interaction both expands students' perspective on life and brings about overall linguistic, emotional and social development (p. 56).

Increasing cultural contents in teaching materials and fostering intercultural communication in classrooms have become a prevalent focus within foreign language teaching (Biebricher, East, Howard & Tolosa, 2019; Zhan, 2016). The rationale behind this interest is the realization that the teaching materials including a variety of cultural elements from both the source and target culture are of significant value in developing intercultural

competence among students (Yaman, 2017). It is also related to the idea that cultural properties of a language can facilitate the process of language learning in terms of language performance (Ali, Kazemian & Mahar, 2015; Pourkalhor & Esfandiari, 2017).

It is now accepted that foreign language teaching is not only teaching the linguistic units and language skills of the target language, but also teaching the culture of the speakers of that language. Several metaphors to describe the connection between language learning and culture have been put forward by Oxford and Gkonou (2018) as follows:

- culture, language, and learning strategies combined as the nucleus of a cell
- learning strategies as a bridge to cultural and linguistic understanding
- a journey on the Culture and Language (C&L) Railroad, with learning strategies as the fuel (p. 421)

Kramersch (1995) signifies that the scope of being a language teacher should not be limited to conveying linguistic units, instead, language teachers have a potential and significant role in promoting cultural competence in EFL classrooms. Besides, offering students learning environments enriched with foreign cultural elements has proved to be essential in understanding and learning the target language in a motivating way (Genc & Bada, 2005; Zhan, 2016). The methodological approaches to promote cultural awareness in EFL classrooms offer opportunities to explore such artistic properties of the target culture as music, visual art, literature and dance (Oxford & Gkonou, 2018).

Nguyen (2017) proposes a three levels of learner outcomes in cultural learning: cultural knowledge, cultural awareness and cultural competence. As can be seen in Figure 2, cultural competence has a wider coverage which comprises cultural awareness and cultural knowledge within its range. The first level of the framework is defined as learners' knowledge of their own and other cultures, for example, beliefs, local traditions, habits, arts and literature of the people in a cultural group. The second level is more extensive in that it requires a decent amount of cultural knowledge and learners are expected to create an awareness of the cultural beliefs and values. They should be able to compare and contrast between the source and target culture. The key to cultural awareness is learners' successful integration into the target culture and preserving their own identity concurrently. The most comprehensive level of the framework is cultural competence. It entails an extensive

knowledge and a profound awareness of cultural aspects. Besides understanding such aspects and integration into a cultural group, learners in this level are expected to express, analyze and reflect their own critical judgements on various cultural aspects and cultural personalities of their own.

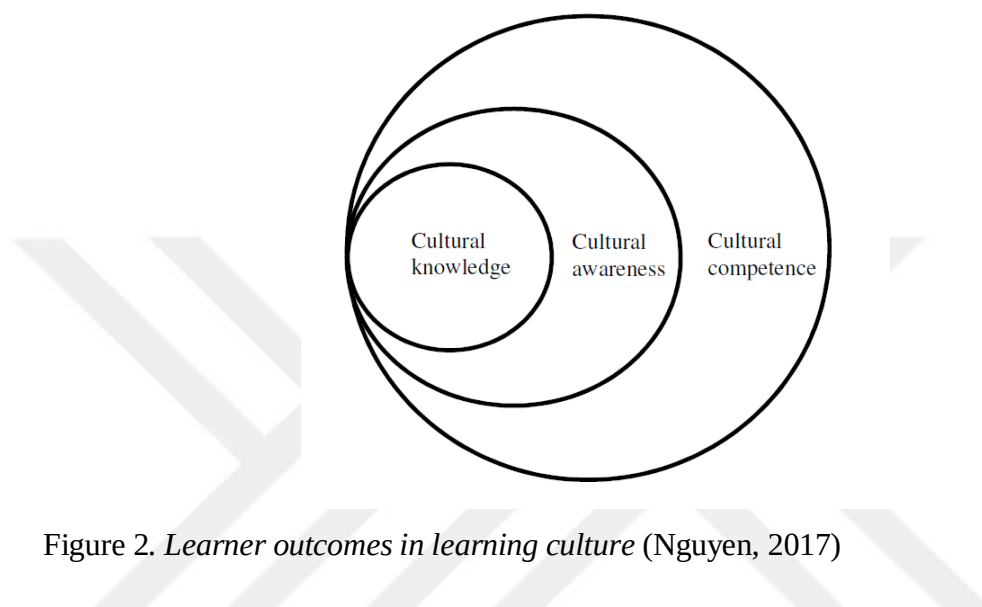


Figure 2. *Learner outcomes in learning culture* (Nguyen, 2017)

2.4 Definitions of English Songs in EFL Context

Various definitions of English songs have been addressed based on the ways of utilizing these authentic materials in EFL context. First of all, using English songs in EFL classes has been reported to be effective in terms of maintaining or enhancing student motivation. The underlying reasons are mostly attributed to the idea that songs offer potential materials for interesting and interactive activities to attract students' interest (Aguirre, Bustinza & Garvich, 2016). Moreover, Kao and Oxford (2014) emphasized that self-motivation and learner autonomy are crucial factors for students to foster language development, and students' intrinsic involvement in English songs and culture can awaken their interest to search out and be autonomous learners. Moreover, authentic English songs provide students with opportunities to connect to real life and various cultural aspects (Engh, 2013; Vethamani & Keong, 2008). By experiencing English songs as authentic materials in ELT classrooms, students can also improve their language skills, enrich their vocabulary and, eventually attain deep and long-lasting learning (Arleo, 2000; Chen,

2016; Kao & Oxford, 2014; Lems, 2018; Saldıraner, 2020). The following subtitles present elaborations of the functions of authentic English songs mentioned.

2.4.1 English Songs as Potential Motivation Boosters

It is now widely accepted that motivation is an indispensable factor that facilitates learning and success in any educational domain (Augustyniak, Ables, Guilford, Lujan, Cortright & DiCarlo, 2016; Çetin, 2015; Everaert, Opdecam & Maussen, 2017; Kırkağaç & Öz, 2017). When students feel motivated and find an interesting aspect of target language or culture, they are more enthusiastic about engaging in learning activities. Music, in this sense, can be considered as a medium for encouragement and inspiration that would help students build up their motivation. Harnessing the power of music to keep them motivated offers a possible alternative or a supplement to coursebooks.

Lems (2005) states, with justification of lyrics websites being very popular, that it is difficult to find materials more engaging than song lyrics. Cifuentes (2006) and Sağlam (2010) conducted action research to determine the effects of authentic English songs and drew attention to promising nature of these materials in maintaining student motivation and interest. Cifuentes (2006) attributed this motivational increase to the engaging nature of songs which encouraged students to interact more. A recent study by Saldıraner (2020) reported that motivation and participation of the students of the experimental group were found to be higher compared to the control group. A similar action research study by Palacios and Chapetón (2014) inspired 11th grade students to participate in more lessons and improved their critical thinking abilities.

Authentic songs chosen according to instructional objectives might not only encompass catchy sounds and beats but also convey interesting and informative lyrics that reveal cultural content of the target language. Students feel inclined to participate and contribute more if they are presented with interesting songs with thematic value (Domoney & Harris, 1993). Cheung (2001) and Shen (2009) also state that it is possible to improve student motivation through cultural components and the communicative and cultural properties embedded in music offer many opportunities for increasing student involvement. Moreover, the cultural and linguistic input can be potentially useful in

evoking motivation in foreign language learning because authentic songs offer various opportunities for educators to diversify their teaching techniques and for students to experience the target language and culture in a learner-centered way (Macancela, Acosta & Stagg, 2016).

In countries like Turkey where English is taught as a foreign language, students are hardly ever exposed to the target language outside the classroom. A foreign language that is supposed to be used in an interactive way does not go beyond a school subject. The authentic English songs, in this case, serve as real-life materials for students. These songs are easily accessible and can be reached anytime through the internet. Students can have a connection between songs and their lives through interactive and reflective learning (Vethamani and Keong, 2008). What is more, exposure to songs can also be developed into systematic song-based classroom activities to foster students' interests further. Therefore, bringing these songs to students in the classroom means including something that is related to "their knowledge, their music and their language"; and in other words, increasing their motivation while dancing to the tune of the students (Domoney & Harris, 1993, p. 235).

Ajibade and Ndububa (2008), Kao and Oxford (2014) and Sigurðardóttir (2012) refer to the importance of authentic songs as teaching aids in order to enrich classroom atmosphere and contribute to learner motivation and state that students are inclined to get bored with tiring and flat textbooks whose content are predominantly grammar and structural rules. These studies indicated that authentic song-based activities with cultural content proved to be fun for most of the students and served rewarding outcomes in terms of their motivation. As Green's (1993) study indicated, college students placed listening to a song in the first position in terms of enjoyableness out of other activities. Kanel's (1997) findings also indicated a high level of motivation and appreciation of tasks when students were provided with song-oriented activities. Several other studies also showed that students feel more involved and engaged in classroom activities when they were presented with song-based activities (Aguirre, et al., 2016; Ajibade & Ndububa, 2008; Chou, 2014).

Positive classroom environment in which teachers and students work in harmony with one another can provide the optimum conditions for foreign language learning (Hadfield, 1992). In such classrooms, student morale and motivation are likely to be affected positively. Dörnyei and Murphey (2003) draws attention to the significance of cohesion in the classroom and in the contrary case, the absence of it may lead to demotivation and inefficiency. One promising material that teachers can adopt to foster or restore group cohesion can be authentic English songs. Rosova (2007) proposes that using songs in ELT context can create intimate and cooperative learning environment. Murphey (1992a) emphasized the potential influence of music on the classroom atmosphere as follows: ‘It (music) seems to give energy where there was none, and to spark off images when students complain of having nothing to write about’ (p.37). Akhmadullina and Abdrafikova (2016) found favorable results of the effects of music on the psychological state of students. Huy Le (1999) and Vethamani and Keong (2008) also observed the classroom effects of music to be relieving and relaxing for students based on the fact that it lowers the affective filter and provides students with tension-free classroom environment.

2.4.2 English Songs as Cultural Input

Music is much more than a composition of tune and words (Palacios & Chapetón, 2014). It is composed of a bundle of cultural properties. It includes such content as politics, literature, history, and art of the communities to which it belongs. The songs of a community resemble a mirror of culture that reflects various themes of the target society (Failoni, 1993). Lems (2005) identified English songs as materials full of idiomatic phrases and different dialects. Therefore, the use of English songs in the classroom context can offer opportunities in terms of enriching classroom environment with discussions and interpretations of these societal aspects (Arleo, 2000; Failoni, 1993; Rosova, 2007). In fact, Arevalo (2010) carried out an action research and reported that authentic song-based lessons acquainted students with the target culture.

Incorporating authentic songs in foreign language teaching provides students with “a direct avenue to the basic values of the culture” because songs serve as

embodiment of people's inmost thoughts and feelings of everyday life (Jolly, 1975, p. 14). Shen (2009) summarized the functions of authentic songs as a genuine way of cultural expression in the following lines: 'Black American's call for equality and respect, the legends of the American West, celebration of western festivals and people's attitudes toward love, friendship and marriage all find expression in the lines and rhythmic melodies of the song' (p. 88).

It is no doubt, like any piece of art, authentic songs accommodate certain virtues and cultural value systems of communities. They reflect the perceptions of people on various subjects. Palacios and Chapetón's (2014) action research study indicated that songs with cultural and social content helped students think critically and gain different perspectives about the world around them. It was argued that such songs offered opportunities for conveying ideas and expressing feelings in a relaxing classroom environment.

Authentic songs can be utilized to introduce the virtues and values of the speakers of the target language. Students, then, become more aware of these societal and cultural aspects when they are exposed to them in an encouraging way. This awareness might hopefully pave the way for foreign language students with such virtues as tolerance, respect, and open-mindedness because the cultural content can provide students with different perspectives on diversities. In order to support this idea, results from Vethamani and Keong (2008) can be put forward. They recorded positive reactions from 23 college students to the song-based lessons and argued that the students had learned about such virtues as being joyful and hopeful about the moment and future.

Some interesting or even bewildering cultural aspects of the target language might be embedded in music and thus song-based materials not only raise cultural awareness but also evoke curiosity and interest in the target language. Cheung (2001) mentions that students feel more enthusiastic when they encounter the cultural content that they are familiar with and these engaging cultural inputs can be easily derived from popular songs. Shen (2009) also holds the view that using English songs with catchy tunes and impressive lyrics can foster the awareness of the English culture and possibly motivate students to search more about the English language and its culture. In this case, it can be

argued that the cultural content in English songs can be a direct or indirect factor in determining students' language learning motivation.

2.4.3 English Songs as Authentic Linguistic Materials

Native speakers of a language communicate in a natural flow; therefore, educational environments need to be adapted accordingly to the spontaneity and naturalness of a language. In expanding circle countries in which English is taught as a foreign language and language exposure outside their classrooms is limited, EFL learners are likely to have difficulties in listening skills due to their lack of exposure to authentic listening tasks in their learning environment. To call attention to this deficiency, Domoney and Harris (1993) states that “the lack of English time outside the classroom makes it important to maximize it for each student inside” (p. 235). Authentic materials can play a significant role in providing students with real and natural language to experience the target language in the classroom context (Alinia & Lavinia, 2018). Authentic English songs, in this case, may very well create opportunities for students to engage in listening tasks in its natural context.

It is already signified in the previous titles that music can possibly boost motivation and increase cultural accumulation within students. Apart from that, authenticity of English songs can offer a variety of activities to improve language skills and in turn students' perceptions toward the target language. That is to say, English songs are regarded as a source of motivation in ELT classrooms and researchers are in agreement that they can be used in order to improve students' language skills in English (McCormack & Klopper, 2015; Moradi & Shahrokhi, 2014; Paquette & Rieg, 2008; Sariçoban & Kuç, 2010). Haghverdi (2015) conducted a research to examine the effects of songs on the language achievement of high school students. The experimental group was found to have attained statistically significant results in listening, reading, vocabulary and grammar scores. Razmjoo, Mehrpur and Darban (2012) also conducted a study with an experimental and a control group to determine the effects of using games, songs, and stories on student achievement. It was reported that the implementation of songs in the

classroom significantly affected students' listening, speaking, and writing skills along with their vocabulary and grammar knowledge.

English songs serve as authentic materials in that students are exposed to a wide range of English accents through the classroom implementation of these songs (Shen, 2009). When these songs are adjusted with a well-prepared worksheet to induce students' motivation to speak, songs in this case may offer a variety of opportunities for students to practice speaking patterns in a natural way. Students have numerous chances to exercise phonological rules of English through enjoyable and catchy songs.

Several studies referred to songs as materials that can improve students' phonological awareness (Abdullah, 2013; Chen, 2016; Shen, 2009; Smith, 2003). Sağlam (2010) tested the effects of songs on pronunciation with an experimental and a control group. The results indicated a statistically significant improvement in the post-test scores of the experimental group. According to the study conducted by Chen (2016), students were reported to improve their pronunciation skills through appreciation of English songs on YouTube. According to the research conducted by Ratnasari (2007), students' poor pronunciation scores in the pretest improved after song-based lessons. Similarly, Kömür, Saraç and Şeker (2005) confirmed the communicative advantages of music in foreign language teaching. Interestingly enough, a recent study by Başaran (2020) investigated the correlation between musical aptitude and pronunciation performance of 51 sophomore students in a state university in Turkey. The findings of the study found a statistically significant moderate positive correlation between participants' musical aptitude and their pronunciation performance. The aptness for music, therefore, can be considered as a factor in determining success in pronunciation in the target language.

Besides the effects on listening and speaking skills, several studies referred to songs' contributions to vocabulary development and grammar acquisition (Duisembekova, 2014; Kara & Aksel, 2013; Yüksel, 2016). Phrasal verbs can also be taught through English songs in that they offer hints as to how these verbs are used in context (Upendran, 2001). Ludke (2010) reported that integration of authentic songs in language classes had demonstrated various advantages in terms of vocabulary and grammar. The reason is that the repetition patterns in songs enable students to remember

certain vocabulary much easier thanks to catchy tunes that get stuck in their heads, thus facilitating acquisition (Kaur, 2017; Shakerian, Rezaei, Murnani & Moeinmanesh, 2016; Wray & Perkins, 2000). Medina (1990) also demonstrated that vocabulary acquisition can be promoted through appreciation of songs. She found that the group in which both music and illustrations were used scored significantly higher compared to the other groups. One justification of the effectiveness of authentic songs could be related to the idea that EFL learners, adults and adolescents in particular, can associate the lyrics with their experiences, which makes vocabulary acquisition even more enduring (Sigurðardóttir, 2012).

As displayed through various studies in this section, authentic songs can provide students with opportunities for overall language development and interaction in the target language. Once students realize that authentic songs can be used in language classrooms to promote communicative skills and interaction in the classroom, it can improve their language learning motivation as well. Frymier and Shulman (1995) states that if the content of a lesson is relevant to the interests, goals and needs of students, their learning motivation is positively affected. Richards and Rodgers (2001) also confirms that foreign language learning becomes successful if students are convinced of the contributions and benefits of a certain material.

2.4.4 English Songs as Catchy Materials

Music has dramatic influence on shaping people's psychological state of mind. An audio track can easily cause someone to have the blues or, on the contrary, it can help elevate one's mood. Levitin (2006) states that 'musical activity involves nearly every region of the brain that we know about, and nearly every neural subsystem' (pp. 83-84). He refers to the combination of these neurons in our brain and states that music is one of the factors that stimulate the neurons and arouse thoughts and emotions. Arleo (2000) also argues that music has the potential to stimulate emotions and create a lively and enjoyable environment.

The stimuli that induce emotions were reported to have better results in recalling and learning compared to non-emotional stimuli (Eschrich, Münte, & Altenmüller, 2008;

Frederickx, Verduyn, Koval, Brans, Brunner, Laet, Ogrinz, Lee Pe & Hofmans, 2013; Heuer & Reisberg, 1990; Kensinger & Corkin, 2003). One evidence would be that people are very likely to remember the lyrics of their most favorite songs even after many years (Abbott, 2002). Music appeals directly to people's emotions and influences their experiences and memories (Mora, 2000). Musical rhythm and lyrics are composed of emotions and language, which could activate the right and left hemispheres of our brain (Lake, 2002). The influential nature of music on peoples' state of mind, therefore, can be a convincing argument as to why teachers should use songs to facilitate foreign language learning.

2.5 Song Selection and Student Motivation

Although there are no universally accepted instructions on which songs to include in ELT classrooms, there are several points that should be considered while selecting the songs. The applicability of a song ranges from its linguistic qualifications to social convenience. Yet above all, language teachers' enthusiasm for learning new topics and delivering them to students in a passionate way play a significant role in deriving the most advantage from authentic English songs. This passion of teachers will eventually be reflected on the students as an inspiration and encouragement in the language-learning context (Robinson, 2011).

According to Degrove (2019), musicians or those with musical aptitude were found to have benefitted from song-based lessons while on the other hand, Arleo (2000) claims that almost all learners can enjoy songs on condition that the songs be selected carefully and appropriately for learner environment. Students' needs, interests, age, socio-cultural background, proficiency level, and past experiences are acknowledged as crucial factors in selecting songs.

As for a compilation of the criteria for song selection, the following list was compiled based on the ideas of Abbott, 2002; Arleo, 2000; Kaur, 2017; Ludke, 2009; Mobbs and Cuyul, 2018; Su and Yang, 2015; Tegge, 2018. It gives guidelines on how to select songs for language teaching:

1. The theme of a selected song should be in line with the purposes of the lesson. The song should serve specific linguistic properties of English, in this regard, it is required to contain contextual and structural units according to the needs of students. The grammatical content and vocabulary in the song should help the students meet the learning objectives of the lesson.
2. The language and lyrics of a song should be comprehensible. The vocals and rhythms in songs are required to be easy to follow. Teachers should avoid selecting extremely difficult songs in which music drowns out the lyrics and singer's voice is somehow unintelligible. The songs that have difficult lyrics even for native speakers can lead to disconnection and demotivation.
3. The age and language level of students are significant determinants of the songs to be used. Young learners are likely to enjoy repetitive songs, while older learners would mostly prefer to interpret thought-provoking songs. Adolescents may enjoy popular songs that appeal to them emotionally or songs that they can internalize. Nursery rhymes in textbooks are specifically designed for language teaching and are not sufficient for authentic language input. Besides, they are regarded as 'childish' by adolescent and adult learners. Adults and adolescent learners will most probably show discontent with a child song such as 'Old MacDonald Had a Farm', and similarly, young learners will be overwhelmed by 'Bohemian Rhapsody' by Queen (1975).
4. The cultural content of a song should comply with the cultural norms of the students. The suitable songs are the ones that offer opportunities for exploring the target culture, and promote the idea of tolerance and diversity. Conversely, songs that contradict established cultural and societal values may lead to undesired results and severe reactions by school administrators, colleagues, parents and students. It is advisable for teachers to take various educational and environmental factors into consideration in order not to experience possibly unwanted results.
5. The musical tastes of teachers and students should be taken into consideration. The popular and interesting hit songs can be compiled in a common list and the agreed ones can be selected on condition that these songs

meet the learning objectives. One important point regarding song choice is that the songs should be catchy, fun and engaging for the target age group.

6. Rap music offer good song options because adolescents, in particular, tend to like such songs. However, it is really challenging to find rap songs without derogatory and inconvenient lyrics. The songs with explicit lyrics should be avoided when selecting songs for classroom environment.

2.6 Forming a Sense of Community with Music

Music has been passed down through the generations as a communal and collaborative activity, which forms a sense of belonging to a certain group. It is possible to witness a similar sense of belonging after using songs in classroom context (Engl, 2012). Anshel and Kipper (1988) found that trust and cooperation in group settings can contribute to forming a sense of community in the classroom through the medium of listening to music and group singing.

Songs may offer an intimate environment where students break boundaries in-between and mingle with one another through discovering similar interests. Based on the interview findings of Palacios and Chapetón's (2014) action research, students were found to have developed better relationships with their classmates when they were provided with songs with social content. Similar positive effects could be observed in student-teacher interaction as well. The musical atmosphere can remove traditional and inflexible boundaries between teachers and students, and create a bridge that can possibly close the gap between students and teachers (Huy Le, 1999).

2.7 Reluctance to Use English Songs

The utilization of authentic English songs in the educational context is ignored by many teachers despite the potential of songs as a source of motivation, and cultural and linguistic input. Several reasons were suggested by researchers as to why teachers feel reluctant to use English songs in foreign language teaching. According to Kaur (2017), one of the reasons for teachers' reluctance to use songs in language teaching may be due to the obligation to implement the syllabus. Teachers are mostly worried about the content

that they are supposed to finish by the end of the term. Teachers may also refrain from using additional materials for fear of being disapproved or criticized by school administration or higher authorities. Tegge (2018) points out to the lack of official support and interest in song use in language learning. In order to overcome this problem, authorities need to take firm actions in integrating songs in ELT classrooms considering the fact that songs can be potential materials for language teaching.

Preparing song-based materials and activities from scratch demands time and effort. Tegge (2018) states that teachers avoid using songs due to the necessity of devoting vast amount of time and effort to preparation. Degraeve (2019) attributes this unwillingness to the lack of adapted materials and theoretical background as to how to use songs in EFL classrooms. Moreover, teachers generally regard songs as trivial teaching materials to skip a lesson after a long and tiring day. Another disincentive not to use authentic songs is that some schools might lack the facility or groundwork for the use of song-based activities in the classrooms (Kömür, Saraç & Şeker, 2005).

It is true that different educational settings around the world can affect teacher mindsets and their attitudes toward using songs in EFL context. The degree of access to different facilities could be the main determinant of choosing songs as teaching material. Alisaari and Heikkola (2017) reported highly positive results from Finnish teachers while mentioning the fact that the Finnish teachers are independent in selecting their own materials. The results could have been the otherwise in a place where standardization of the materials is a requisite. The environmental factors can either provide or limit the range of opportunities for material selection.

Successful language teaching calls for diligence and innovation (Kömür, Saraç & Şeker, 2005). As long as language teachers are aware of the potential of English songs as authentic and cultural materials in addition to coursebooks, the possible unfavorable conditions mentioned above can be reversed by innovative and conscientious teachers (Kaur, 2017).

2.8 Lack of Empirical Study

Based on the literature review by the researcher, a large quantity of studies have been conducted to justify the idea that music and songs have a positive effect on language learning, student motivation and cultural awareness; however, a vast majority of these studies have been referred to primary and secondary school students. Engh (2013) stated that most of the current studies on the relationship between music and language learning focused on young learners and he went on to emphasize the lack of practical application of music in classrooms. There are comparatively fewer studies on high school and college students, and yet there seems to be no empirical study that investigates the motivational and cultural effects of English songs on adolescent learners in Turkey.

CHAPTER III

METHODOLOGY

3.1 Presentation

This chapter presents an elaboration of the methodology used in this research. It firstly starts with explaining the research design, and defining the sampling method and the participants. The data collection tools are elaborated separately, and the procedures followed while conducting the study are reported to illustrate the process of the study. The last section clarifies how the analyses of the collected data are conducted.

3.2 Research Design

The current study was conducted with a mixed-methods research design integrating both quantitative and qualitative methodologies to find out the effects of authentic English songs on adolescents' motivation to learn English language and English culture. The primary purpose of the mixed-methods research design is to benefit from the superiorities of the both research methods and minimize their limitations, and eventually allow researchers to gain an in-depth understanding of complex human behavior through various perspectives (Almalki, 2016; Ivankova & Wingo, 2018; Johnson & Onwuegbuzie, 2004; Myers & Powers, 2017; Onwuegbuzie & Leech, 2006). This study adopted a convergent parallel mixed method design, in which both qualitative and quantitative data are collected and analyzed separately, and the results are compared to reach an evaluation (Creswell, 2014). Both quantitative (questionnaire) and qualitative (semi-structured interviews) phases were prioritized equally to answer the research questions.

3.3 Sampling and Participants

A convenience sample of 22 12th grade students were selected from Özel İdare Anatolian High School in the province of Gaziantep, Turkey. The participants included 15 girls and 7 boys all at the age of 17-18. All of the participants volunteered to participate in the study. These students have been trained to learn English intensively since the beginning of 11th grade so that they can pass Higher Education Institutions examination, which is required for admission to higher education in Turkey. The skills essential for the exam are reading comprehension, interpretation, inference and translation skills based on grammar and vocabulary proficiency; therefore, it should be noted that 14-16 class hours of English per week have been mostly tailored according to the requirements of this central exam.

3.4 Data Collection Tools

Two different data collection tools were used to collect data for the study: The Questionnaire on Appreciation of English Songs (QOAOES) for quantitative data (See Appendix A) and a semi-structured interview for qualitative data (See Appendix B).

3.4.1 The Questionnaire on Appreciation of English Songs (QOAOES)

The QOAOES has been adopted from Chen and Chen (2009) to find out the effects of authentic English songs on student motivation to learn English and attitudes toward the English culture. The instrument includes two parts. The first part asks about participants' gender and whether they have taken all the song-based lessons. The second part consists of 16 items to identify the effects of English songs on student motivation and cultural awareness through implementation of authentic English songs in the classroom. The 5th item aimed to form an opinion about participants' cultural awareness of the target culture through song-based lessons. The rest of the questions provided answers pertaining to participants' English learning motivation and their attitudes toward the English language. All the statements in the questionnaire were positive except that the item 14 was a reverse coded version of the 4th item. The idea behind this was to see whether a participant had paid attention to the content or not.

A Likert-type scale was used to measure the extent of motivation and attitude through 5-point scale corresponding to 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree). The questionnaire was translated into Turkish so that the participants would not miss out any content and elicit the most accurate information possible. The content of the questionnaire was examined by experts to ensure the feasibility of the questionnaire. A reliability analysis was conducted on the pretest and posttest, both comprising 16 items. The Table 1 below shows that the both scales reached acceptable reliability respectively ($\alpha = .790$) ($\alpha = .781$).

Table 1
Reliability statistics for the pretest and posttest

Questionnaires	Cronbach's Alpha	Number of items
Pretest	.790	16
Posttest	.781	16

Originally, the questionnaire included a 17th item, which was an open-ended question. Chen and Chen (2009) stated that it had been designed to collect more data on the specific songs that students enjoyed and the reasons behind their appreciation. This item was excluded from the questionnaire because conducting a comprehensive interview was already within the scope of this study. It was thought that, instead of a single item to collect qualitative data, an independent data collection tool would be more prolific to serve the qualitative purposes of the study.

3.4.2 Interview Protocol

A face-to-face semi-structured interview with open ended questions was conducted to collect qualitative data. The interview included eight predetermined questions to gain a deeper understanding of participants' opinions about song-based lessons and their motivational and cultural effects on participants. Out of all the questions, the 1st, 4th and 8th questions sought answers directly related to motivation while the 2nd question was a direct investigation of cultural effects. The data collected from the rest of

the questions varied depending on the participants' answers. The questions were designed with the help of the supervisor and tried out with several educators to avoid any ambiguities.

3.5 Procedure

Before the students took the song-based lessons, they were given a pre-test QOAOES to detect their motivation to learn English and attitudes toward the English language and culture. The classroom implementation of English songs included 10 separate lessons with 12 English songs in total, which lasted for a semester, an approximate of 19 weeks. The students took the lessons depending on the availability of their schedule; nevertheless, it was made sure that every two weeks followed at least one lesson. The weeks were tabulated as illustrated in the following Table 2:

Table 2
Chart for timeline, people involved and appendices

Week	Action	People	Appendix
Week 1	Pre-test QOAOES	22 Participants	A
Week 2-19	Song-based Lessons 1-10	22 Participants	C
Week 20	Post-test QOAOES	22 Participants	A
Week 21-22	Interviews	22 Participants	B
Week 23	Analysis of Quantitative Data	The Researcher	
Week 23-24	Analysis of Qualitative Data	The Researcher and 2 Coders	

Pop and rock songs are the music kinds that are very likely to attract adolescents thanks to their energetic and appealing musical patterns (Abbott, 2002). Murphey (1992b) refers to pop songs as appealing songs with 'vague references' (p. 771). This indefiniteness creates opportunities to interpret and deduce more out of songs. Moi (1994) refers to rock songs as meaningful and interesting teaching materials that appeal to students emotionally. Such resources were taken into consideration while selecting the songs. The songs have been carefully selected based on rich lyrical content to be interpreted and catchy instrumental tune to attract students' attention. Moreover, from a

list of 30 songs, the researcher consulted the supervisor of this study about whether a song included an adequate amount of cultural content or not. 12 songs were determined, and the order in which the songs were presented throughout the weeks are shown in the following Table 3:

Table 3
The songs covered in the lessons

	Song	Singer/Band	Genre	Theme
Lesson 1	Six Days War	Colonel Bagshot (1971)	Pop/Rock	War
Lesson 2	Perfect	Ed Sheeran (2016)	Pop	Love
Lesson 3	People Are Strange	The Doors (1967)	Rock	Solitude
	Tom's Diner	Suzanne Vega (1987)	Folk Rock	Solitude
Lesson 4	Someone Like You	Adele (2011)	Pop	Love
Lesson 5	A Horse With No Name	America (1971)	Soft Rock	Adventure
Lesson 6	If I Were A Boy	Beyonce (2008)	Pop/R&B	Empathy
Lesson 7	Lady In Black	Uriah Heep (1971)	Progressive Rock	Hope
Lesson 8	Society	Eddie Vedder (2007)	Alternative	Nature
Lesson 9	Rude	MAGIC! (2013)	Pop	Love
	Never Gonna Give You Up	Rick Astley (1987)	Dance-pop	Love
Lesson 10	Young Turks	Rod Stewart (1981)	New Wave	Youthfulness

All the songs were introduced through a mini Bluetooth speaker and some lessons were reinforced with videos through smartboards depending on the content of the lesson. These 10 lessons included different worksheets tailored for each lesson to meet the demands of 12th grade students (See Appendix C). At the end of the semester, students took a post-test QOAOES.

A semi-structured interview was conducted to learn about student opinions about songs and the classroom implementation of English songs. While the interview questions were determined beforehand, some follow-up questions depending on the course of the interview were asked to have a deeper understanding of students' motivation and attitudes. All the participants consented to be voice recorded. Before the interviews, each participant was assured that their identities would not be revealed and any type of opinion or information supplied would not in any way affect their grades so that they could be

straightforward and sincere about their answers as much as possible. The interviews took place in Turkish to help participants feel relaxed and elicit as much data as possible from the participants. Each participant had one interview after the implementation and a total of 22 tape recordings was collected. The interviews lasted 5-10 minutes on average and 85 minutes in total. There were also brief interviews with voluntary students throughout the weeks to gather student opinions about the process and make modifications to the process if necessary.

3.6 Data Analysis

The current study was conducted through a mixed-methods research design (i.e., quantitative and qualitative). The quantitative data collected from the pre-test and post-test of the questionnaire was inserted in the software called the Statistical Package for the Social Sciences 23.0 (SPSS). A special attention was paid if any participant selected contradictory statements within the questionnaire (i.e., reverse coded items). Such case was not observed while checking out the questionnaires. There was no participant with an incomplete questionnaire either. Another important point was that every participant ticked the box “I have participated in all of the 10 song-based lessons”. The gathered data was analyzed through using a Shapiro-Wilk normality test, one-way ANCOVA and paired samples *t*-test.

The data collected through interviews was recorded with a voice recorder. After the interviews, all the recordings were transcribed to text, and printed out for analyses on paper. Several resources were drawn on to figure out as to how to plan and perform content analysis (Bengtsson, 2016; Fraenkel, Wallen, & Hyun, 2012; Vaismoradi, Jones, Turunen & Snelgrove, 2016). The qualitative data were analyzed inductively. Taking the research questions into consideration, three English teachers including the researcher himself examined the transcriptions independently, generated code lists accordingly and discussed to reach consensus on possible codes to increase the reliability of the analysis. Only the relevant and agreed statements were grouped into codes.

CHAPTER IV

FINDINGS

4.1 Presentation

This chapter presents the findings of the analyses of the data that were collected by means of the Questionnaire on Appreciation of English Songs (QOAOES) and the semi-structured interview. In the first section, quantitative data analysis was conducted by means of a Shapiro-Wilk normality test, a one-way ANCOVA test, and a paired-samples *t*-test. The second section includes the qualitative content analysis of the data through various tables to deepen the understanding of the subject matter.

4.1 Findings of Quantitative Data Analysis

A preliminary analysis of Shapiro-Wilk normality test on SPSS 23.0 was conducted to see whether scores on the questionnaire were normally distributed. As the Sig. values for both tests are greater than .05 in Table 4 below, we can infer that parametric statistics should be used for analysis of quantitative data.

Table 4
Shapiro-Wilk test of normality

Questionnaires		Shapiro-Wilk	
	Statistic	df	Sig.
Pretest	.932	22	.133
Posttest	.880	22	.012

Table 5
Descriptive statistics for posttest scores

		Statistic	Std. Error
Posttest Scores	Mean	68.55	1.408
	Std. Deviation	6.603	
	Skewness	-.796	.491
	Kurtosis	-.492	.953

In order to double-check the normality of posttest scores, the Table 5 is referred to indicate that the average posttest scores of the participants are 68.5 (SD=6.6) and, the scores are normally distributed with skewness of -.796 (SE=0.49) and kurtosis of -.492 (SE=0.95). The results are within the acceptable range to conduct a one-way ANCOVA and paired-samples *t*-test.

A one-way ANCOVA test was carried out to investigate the effect of gender on participants' motivation level and cultural awareness through the implementation of song-based English lessons after controlling for pretest results. Table 6 below shows that the gender was not found to be statistically significant factor related to motivation level and cultural awareness of the participants $F(1, 19) = .302, p = .589$.

Table 6
Tests of between-subjects Effects

Source	Type III Sum	df	Mean Square	F	Sig.	Partial Eta
	of Squares					Squared
Corrected Model	30.888 ^a	2	15.444	.332	.722	.034
Intercept	1620.411	1	1620.411	34.806	.000	.647
Pretest	13.224	1	13.224	.284	.600	.015
Gender	14.041	1	14.041	.302	.589	.016
Error	884.566	19	46.556			
Total	104282.000	22				
Corrected Total	915.455	21				

a. R Squared = .034 (Adjusted R Squared = -.068)

For further analysis, a paired-samples *t*-test was conducted to find out whether participants have gained statistically significant improvement following the song-based teaching program.

Table 7

Paired sample t-test results for pre-test and post test results

Group	N	M	SD	df	t	p
Pretest Scores	22	64.41	7.545	21	- 1.82	.084
Posttest Scores	22	68.55	6.603			

As shown in Table 7, the mean scores of pretest (M=64.41, SD=7.54) and posttest (M=68.55, SD=6.6) indicates that there was an improvement in participants' motivational level and cultural awareness; however, the implementation of song-based English lessons did not elicit statistically significant improvement; $t(21)=-1.82$, $p=.084$.

The fifth item in QOAOES specifically aimed to investigate participants' development in cultural awareness of the target language. The Table 8 below indicates the mean scores of item 5 in both pretest and posttest.

Table 8

Mean scores of item 5 in pretest and posttest

Gender		Pretest Q.1.5	Posttest Q.2.5
Female	Mean	3.87	4.20
	N	15	15
	Std. Deviation	.915	.915
Male	Mean	4.00	4.14
	N	7	7
	Std. Deviation	.816	.900
Total	Mean	3.91	4.18
	N	22	22
	Std. Deviation	.868	.853

According to the table, the overall mean scores improved and, female scores reached slightly higher scores compared to male ones, but even so, it is difficult to assert that there was a notable improvement in scores. Therefore, the data acquired through the

second question of the interview will be analyzed in detail to dispel the uncertainty over variance in cultural development (See Table 15).

4.2 Findings of Qualitative Data Analysis

This section examines the findings of the qualitative data under seven different tables representing seven different themes. Each table is interpreted thoroughly based on the data. Some participants' statements are quoted verbatim in order to reinforce the arguments mentioned. It should also be reminded that students' names are changed to maintain their anonymity.

The 1st, 4th and 8th question of the interview was directly inquiring whether students benefitted from song based lessons in terms of English learning motivation. The 2nd one was a direct question to find out authentic English songs' cultural effects on students. The other questions also provided data on motivation and cultural gains depending on students' answers.

Table 9

General effects of song-based English lessons on student motivation to learn English

Effects	Frequency
Positive	17
Neutral	2
Negative	-

As shown in table 9, 17 students have reported that song-based English lessons provided them with an environment which affected their motivation to learn English positively. None of the students seemed to have been demotivated by the implementation of song-based English lessons. 2 of the students, however, reported no change in their motivation whatsoever. One of the two, Alp, stated that he believed no change in his motivation due to his indifference toward English songs, while the other student, Nergis, expressed that she had already motivated herself with English songs therefore claimed no change. But interestingly enough, 3 students out of 17 expressed clearly that they did not enjoy any type of foreign music beforehand, yet the implementation of song-based lessons

helped them break down prejudices that once hindered them from enjoying English songs, as Burcu uttered during the interview. Aleyna also stated as follows:

Aleyna: I am not a person who is very interested in English music, but frankly I started listening more after these lessons.

What is more interesting about the results is that 8 of the students who claimed to have benefitted positively from these lessons reported that they had been demotivated to learn English due to several reasons before the song based lessons started. They mostly attributed the underlying reason for their demotivation to the mismatch between their expectations from their language learning process and what they encounter in reality. They were expecting classes mostly based on productive skills which would enable them to use the language itself while on the other hand they were presented with more grammar focused methods in the classroom. The general opinion among these students was that they were affected positively because they were involved in activities that they were supposed to be doing all along.

Table 10

Effects of skills focused during song-based lessons on student motivation

Motivational effects on participants	Student opinion about language input during song-based English lessons	Frequency
Positive	Regarding songs as beneficial materials of language input	
	Speaking-Pronunciation	18
	Listening	16
	Writing-Spelling	9
	Vocabulary	8
	Reading	2
Negative	Regarding songs as opportunities to boost self-confidence to speak English	7
	Realizing their inadequacy in speaking	1
	Considering English songs an inconvenient source of language input because of incorrect grammar use	1
	Unable to understand songs due to different accents	1

When students perceive the tasks they are presented as valuable and beneficial, or when they consider the content to be relevant, they tend to pay more attention to the content of the lesson (Frymier & Shulman, 1995). Therefore, offering students tasks and activities that are related to their learning goals and needs can be regarded as a means of fostering motivation and encouraging positive attitudes toward the English language. Considering the factor of relevance and its potential impact on students, a second table was created to analyze participants' opinions about language input they had been presented during song-based lessons. Table 10 indicates that a considerable number of students agreed to have benefitted from the song-based lessons in terms of various skills, and this contribution seems to have affected their motivation positively.

When the nature of the song-based lessons is considered, it is not surprising that relatively more participants mentioned the importance of song-based lessons in improving speaking and listening skills in a fun and relaxing way. Several other students referred to specifically tailored worksheets as good means of improving various skills. It is also worth mentioning that 7 of the participants reported that the language input presented would create novel opportunities not only to improve their skills but also boost their self-confidence to perform these skills among their classmates. Burcu commented on the lessons' potential to remove negative effects of regular grammar-based lessons. Nevertheless, two students stated that they realized they were not good enough in speaking and listening and affected them negatively when compared to their classmates. Their inadequacy in specific skills somehow affected their motivation negatively. One of the participants, Cem, referred to English songs as inconvenient source of language input considering that songs include colloquial language and incorrect grammar use.

Table 11
Students' eagerness for continuity of the song-based lessons

Student opinion	Reasons	Frequency
Positive	Considering song-based lessons fun and regarding them as a getaway from grammar-based English lessons.	12

	Regarding song-based lessons skill- focused and claiming to have benefitted from the lessons.	5
	Believing the positive effects will be more in the long run.	1
	Considering learning English through song-based lessons is easier.	1
	Being interested in the musical value of the lessons.	1
	Feeling motivated to learn English thanks to the lessons.	1
	Assuming song-based lessons as what they are actually supposed to be learning.	1
Negative	Believing song-based lessons are too subjective to fit in every student's interests.	1

The degree of willingness among participants to expect more lessons is an indicator of how motivated they are about the song-based lessons. Therefore, the question of ‘would you rather continue the song-based lessons and why?’ was addressed to participants and answers were analyzed accordingly. Table 11 shows that 20 out of 21 students reported their willingness to continue English song-based lessons through a variety of reasons, which clarifies students’ high level of motivation to be involved in more song-based lessons. The most noticeable reason why they want to continue is that they feel overwhelmed by the grammar focused lessons and regard song based lessons as an opportunity for fun and relaxation. Some students attributed their eagerness to the language input they had during the implementation of song based lessons. 5 different reasons were also put forward as can be seen in the table.

The only student who was not willing to continue the lessons, Ceren, reported that the song based lessons include too much subjective content which prevents students from maintaining motivation during subsequent lessons. She claims to have started the lessons with high motivation, yet her motivation decreased as the lessons followed some songs which did not interest her at all. She mentioned her fluctuation in her motivation, which was heavily affected by the song chosen for the lesson.

Ceren: I would not like to continue (the lessons), because the more people (in the classroom), the greater diversity in musical taste, and I believe it is not plausible to carry on such a project with such subjective nature.

Table 12
Attitudes toward songs

Student opinion	Songs	Frequency	General reasons for likes and dislikes
Most loved	Ed Sheeran-Perfect	8	Musical preference
	Colonel Bagshot-Six Days War	5	and taste
	Adele-Someone like you	4	Cultural and
	America- A horse with no name	2	historical content
	Beyonce-If I were a boy	2	Thematic and lyrical
	Rod Stewart-Young Turks	1	appreciation
	MAGIC!-Rude	1	
Least loved	Rick Astley - Never gonna give you up	1	Considering love songs thematically
	MAGIC!-Rude	1	mediocre
	The Doors-People are strange	1	Gloomy and
	Uriah Heep-Lady in black	1	depressing content

The formation of Table 12 was inspired by a student's quotation, which is as follows:

Ceren: My desire to be involved in song-based activities to improve my language skills was dependent on how much a song appealed to me.

The chosen songs and activities prepared alongside were critically important in directing students' motivation. Table 12 reveals students' most loved and least loved songs. Without making a separation between boys and girls, it can be stated that most of the participants showed enthusiasm about recent and popular songs which appealed to their musical preference and taste. They mostly appreciated songs with familiar singers and genres. Some participants enjoyed thematic, lyrical, cultural and historical content, through which they claimed to maintain a high level of motivation and interest. It should be noted that only three songs given above were reported to be disliked by participants

mostly because of they were love songs, as referred by boys, and they were gloomy and depressing songs, as referred by girls.

Table 13

Student opinions on contribution to classroom activities

Student Opinions	Frequency
Regarding the activities in the song-based lessons as	
a good opportunity for self-confidence building in terms of active participation	3
an environment where they feel relaxed among their classmates	1
Attributing their low contribution to	
shyness and lack of self-confidence	5
peer pressure	3
lack of speaking and listening classes in the previous terms	2
feeling incompetent in speaking and listening	2
Considering that general classroom involvement would be gradually higher if the lessons continued for one more term	2

The frequency of student participation and contribution to activities can be seen as an indicator of how motivated they are. Although no question related to participation and contribution to classroom activities has been directed during the interviews, some of the participants expressed their opinions on this matter, which called for the formation of Table 13. Four students stated that song-based lessons provided opportunities for them to build their self-confidence to be involved in activities, while some students ascribed their inability to participate to a variety of reasons. Considering that these participants are adolescents, it is acceptable that they can be motivated or demotivated easily due to their periodical sensitive nature or by the acts of their peers. Their eagerness to contribute can easily be affected in either positive or negative direction. It is also acceptable that lack of any kind of classes with exposure to speaking or listening activities would restrict students to benefit from the song-based lessons to the fullest. Moreover, two students specifically

stated that the few number of song-based lessons had only made them accustomed to the nature of such lessons, and the participation would have gradually increased if the lessons had continued for one more semester.

Table 14

Self-conducted research after song-based lessons

Self-conducted research after song-based lessons	Frequency
After all of the classes	2
After the songs I loved	11
Only once out of ten classes	4
Never conducted a search	5

During the course of 10 song-based lessons, students were presented with a worksheet specifically tailored for the lessons, including a last section with a list of related singers and songs for further listening. This section recommended some of the singers with their well-known songs related to the song covered during the lesson. In order to evaluate the efficacy of the section, during the interviews, participants were posed the question of whether they conducted a research after the lessons or not. The idea behind this is that searching for further information about the songs and singers related to the previous lesson can be regarded as an indicator of motivation. As the previous tables indicated, students claimed to have earned high level of motivation through song-based lessons; yet when it comes to doing their own share, Table 14 indicates that almost half of the students ignored after-class research about songs which supposedly increased their motivation. Only two of the participants had a full dedicated attitude toward searching for further singers and songs; nonetheless, it is fairly acceptable that half of the participants only conducted extra research after the songs they liked. Those who never conducted a research reported that they had no time to spare for extra listening due to their excessive amount of homework to do at home. One student frankly described himself a discriminating listener and specified this as a reason for not doing an after-research. Some students mentioned that they were overwhelmed with homework and other exam related studies.

Table 15
General opinions on songs as cultural content

Songs as cultural content	Frequency	General opinions of participants
Agreed	15	Regarding songs as a cultural reflection of their period and daily life, material rich in local phrases and idioms, thematically valuable, a source of general knowledge over target culture, a way of gaining different perspectives toward target culture, a motivation booster toward learning English culture, a fun and lasting way to learn target culture
Unsure	2	Feeling unsure whether every song covered has provided a decent amount of cultural content, thus expressing uncertainty
Disagreed	4	Regarding songs as insufficient in terms of providing cultural content, Regarding today's songs extremely similar to one another due to the United States' globally dominant culture, thus lacking distinctive cultural content

Several studies have shown that culture is an indispensable factor in affecting foreign language learning and, students with cultural awareness of the target culture indicated improvement in language learning. Therefore, the question of whether song based English lessons improved cultural awareness of students is of significant value under the scope of this study. During the interviews, participants were asked whether they found the musical content as culturally informative and valuable or not. As seen in Table 15, the majority of participants were aware of the cultural properties of English songs and agreed that the songs contributed to them as cultural materials. The English songs covered during lessons were mostly reported to be valuable materials which would enable students to gain a deeper insight into the target culture through fun and catchy nature of the songs. One of the participants, Semra, commented on developing different perspectives through songs as follows:

Semra: You (the teacher) have brought different kinds of songs (to the class). Making good use of these (songs) contributed to me culturally through different viewpoints. For example, Beyonce's song (If I were a boy) helped me gain a different point of view.

Two participants reported that they were unsure whether songs could be culturally valuable or whether every song has provided a decent amount of cultural content. This might be related to how these students define the term culture and their expectations from the lessons accordingly. Not every participant agreed on the cultural content of the English songs. Four participants considered songs as insufficient materials in terms of providing cultural content, and in fact, among them, Nergis pointed to an interesting point. She thought that the recently released songs do not possess distinctive cultural values because of the cultural preponderance of the United States on other countries, which in turn makes the songs extremely similar to one another. English songs were also reported to be unsatisfactory in terms of cultural content, particularly when compared to other cultural materials such as movies and literary texts.

Nergis: ... A song published in England or America starts to affect the whole world, so all the songs start to look alike. I do not think that English songs tell about English culture as much as Turkish folk songs do.

CHAPTER V

DISCUSSION

5.1 Presentation

This chapter provides a comprehensive discussion within the scope of findings of quantitative and qualitative data. Both research questions are discussed thoroughly to clarify the effects of authentic English songs on adolescent learners' language learning motivation and their cultural awareness of the target language.

5.2 Discussion of Research Questions

Research Question #1: Does using authentic English songs in a foreign language classroom enhance students' motivation to learn English?

The first research question of this study investigated whether student motivation was positively affected through the classroom implementation of English song-based lessons over a period of one semester. The quantitative component of the study aimed to examine students' motivation levels before and after the implementation by using the Questionnaire on Appreciation of English Songs (QOAOES) adopted from Chen and Chen (2009). A paired-samples *t*-test was conducted to find out whether participants had gained statistically significant improvement following the song-based teaching program. According to the results of the questionnaire, the implementation of the lessons did not elicit statistically significant improvement in motivation even though there was a slight improvement in participants' motivational levels.

There are plenty of studies that advocated songs in terms of motivational increase (Bokiev, Bokiev, Aralas, Ismail & Othman, 2018; Kara & Aksel, 2013; Mejzini, 2016; Millington, 2011; Nadera, 2015; Shen, 2009; Vishnevskaya & Zhou, 2019). Numerous other studies proved the motivational effects of English songs on young learners (Aguirre et al., 2016; Asmalı, 2017; Chen & Chen, 2009; Dzanic & Pejic, 2016; Yüksel, 2016). It should be noted that most of these studies did not include authentic songs but materials that were specifically intended for language teaching.

As for the studies focused on the effects of authentic English songs on student motivation, Sağlam (2010) conducted a similar research on 46 pre-intermediate level university students to measure the effects of music on motivation. The instruments were a questionnaire to determine the motivation levels and an interview conducted with the teacher. Based on the questionnaire, she found that authentic English songs did not increase motivation. It was stated that the motivation and interest levels of both treatment and control group decreased, but the decrease in the treatment group was reported to be significantly less than that of the control group. However, the data collected from the teacher and student reflections indicated that music as a teaching material could be a powerful source of motivation.

Cifuentes (2006) also conducted an action research on 10th grade students. The study basically focused on students' spoken interaction and production in relation to authentic English songs but it was also reported that a high level of motivation was observed in field notes, video recordings, and interviews. Based on the data, the students were said to have shown signs of enthusiasm and attentiveness. Duimsembekova's (2014) second research question was also to determine the effects of music on adult students' motivation. Songs as authentic teaching material were found to be motivating and encouraging in this study as well.

As for the qualitative data, a semi-structured interview was conducted to gather in-depth data pertaining to students' motivation toward learning English. However, before moving to understand the current motivational variance among students, it is plausible to refer to their motivational background prior to classroom implementation of English song-based lessons. Understanding the background of their motivation and attitudes toward

English will help explain the reactions they gave toward song-based lessons. Interestingly enough, the foreign language students that participated in the study were rather demotivated to learn English although these students voluntarily chose to study English in a more intense way, and eventually to build their careers around English-based jobs. As inferred from the prevalent opinion among students, the source of the demotivation stemmed from the overemphasis of grammar and vocabulary based examinations, particularly the Higher Education Institutions examination at the end of the high school.

Hadfield (1992) states that language learning can be fostered through a favorable classroom atmosphere, in which positive relations and attitudes abound. Such classrooms are likely to produce positive effects on student morale, motivation and self-esteem. Dörnyei and Murphey (2003) refer to cohesiveness as one of the most significant properties in the classroom and the absence of it may bring about failure and ineffectiveness. However, based on the impressions taken from the attitudes of the students in this study, their classroom atmosphere was just the contrary of what was proposed by Hadfield, Dörnyei, and Murphey. Their surrounding conditions challenged the students to the extremes so that they could outrace others. This setup was inclined to breed an understanding of rivalry rather than collaboration, and dullness rather than creativity. Such an atmosphere of competitiveness in the classrooms caused disturbance and tension, thus creating demotivation among students. The researcher himself also witnessed the high level of tension and demotivation in various other classrooms with intense foreign language teaching purposes. The situation even grows worse as the date of the actual examination draws closer. For this reason, it would be reasonable to take students' motivational background into consideration while discussing alterations in their motivation levels.

The first, fourth and eighth questions in the interviews focused particularly on the effects of songs on English learning motivation. The other questions also provided data on motivation depending on the students' answers. The comments given by the participants indicated much higher motivational results compared to the quantitative data. The majority of the participants claimed that the song-based lessons improved their motivation while no student reported that these lessons in any way caused demotivation. However, two participants stated that the lessons did not affect their motivation because

they were already motivated by English songs to learn English. The probable cause in such motivational increase is that when students are constantly exposed to monotonous and exam-based methods in the classroom, it is more likely for them to react positively to any distinctive and lively material presented (Cheung, 2001). After being exposed to exam oriented teaching materials, it is also believed in this context that students showed positive reactions to English songs as opposed to what they encountered in the classroom beforehand.

McCormack and Klopper (2015) draws attention to the globalization of English and went on to emphasize that music is an opportunity that should be utilized in ELT classrooms to encourage communicative skills and interaction in various social contexts. It was found that music as an educational tool proved improvement in students' rhetoric skills. The findings of McCormack and Klopper (2015) were in line with the findings of the interviews in this study. Most of the students were aware of the fact that the rationale behind language learning is to prepare themselves to communicate and interact in the target language. Some of the participants considered English songs as an alternative to meet such communicative needs. They embraced the song-based lessons because they thought the lessons provided them with authentic language input and opportunities to use the actual language. Besides, they clearly identified authentic song-based lessons as one of the things that they should have been doing. Frymier and Shulman (1995) deduced that the content relevance of a lesson to learners' career goals determined their motivation to study and contribute. As Richards and Rodgers (2001) also indicated, foreign language learning is very likely to succeed if students accept that the subject they learn and the materials they make use of are helpful and target-specific. Based on the student interviews in this study, it can be reported that using materials with communicative purposes helped receive positive reactions from students.

The findings of the interviews also revealed that the students were found to be enthusiastic about further lessons and were persistent in asking for more lessons in a week. The vast majority of the participants were eager to continue the program after the ten song-based lessons. Overall, the students reacted positively to the idea of extending the program for one more semester. They stated that the most notable reason behind this motivation was mostly due to a perception of song-based lessons as a fun and beneficial way of

learning English. This eagerness of the students increased as students got accustomed to the nature of the lessons and started to benefit from the materials used in the lessons. An action research study by Palacios and Chapetón (2014) found similar results. Authentic songs were found to motivated 11th grade students and inspired them to participate in more lessons and improved their critical thinking abilities.

It is already noted that based on the interview results, participants indicated positive reactions in terms of the content, flow, and continuity of the lessons. Although participants were inclined to utter positive statements and seemed quite motivational toward song-based lessons and the materials used, it was found, as the 8th question in the interview revealed, that almost half of the students lacked the motivation to search about the content of the lesson regarding its topic, singer and song. Students were provided with sections on worksheets where they could find suggested singers and songs related to the lesson content. Only a few stated that they fulfilled dedicated research after every lesson. The rest of the students were not determined to take action when they had to do their own share. Considering that they were motivated to participate in and contribute to the song-based lessons, what retains students from doing a self-study after the lessons is open to discussion.

Some of the students reported that the first possible reason to keep students from continuing with after-class-research is the overload of homework mostly related to the preparation for the Higher Education Institutions Examination. During the interviews, the students mentioned their anxious and stressful state of mind due to the upcoming examination. As a second excuse, it is also acceptable that students might not have enjoyed every song and showed unwillingness to carry on studying anything related to that song. This reason was reported by some of the students. Above all, it could be the lazy nature of students who refuses to do the work when it comes to their share, as the results of 8th question revealed.

Research Question #2: Does using English songs in the foreign language classroom affect students' attitudes toward the English language and culture?

The second research question examined whether students developed positive attitudes toward the English language and its culture through classroom implementation

of English song-based lessons over a period of one semester. The 5th question of the QOAOES directly aimed to find out students' attitudes toward the English culture and the value of English songs as cultural materials. The results of the pretest and posttest showed a slight improvement in mean scores, which is not statistically significant. At this point, it is necessary to refer to the data obtained through the qualitative component of the study.

As for the qualitative part of the study to analyze the second research question, the second question of the interview examined student perceptions about the cultural content and value of the English songs in terms of foreign language teaching. Based on student commentaries, it also directly investigated whether students developed cultural awareness of the target language through song-based lessons. The qualitative data provided a clearer understanding of the matter.

Most of the students reported that they appreciated the cultural content of the songs because it both aroused interest and enlivened the classroom atmosphere. They were presented with songs that ranged from the 60s to the recent years, and were mostly of the same opinion that English songs provided insight into the daily lives of the English speaking people and also the period in which the songs were released. Suzanne Vega's (1987) 'Tom's Diner' pictured a slice of daily life. Rod Stewart's (1981) Young Turks shared a story of 80s youth. Ed Sheeran's (2016) 'Perfect' narrated the first stage of a romantic relationship. In this way, they gained a general knowledge of the target culture. Beyonce's (2008) 'If I were a boy' tried to put across the meaning of empathy. Colonel Bagshot's (1971) 'Six-day war' and Uriah Heep's (1971) Lady in Black portrayed the cruelty of wars. America's (1971) A horse with no name pushed the limits of imagination and fantasy. In this way, they developed different perspectives toward different issues. People are strange by the Doors and Tom's Diner by Suzanne Vega described the state of loneliness. Eddie Vedder's Society exemplified the ideas of a free-spirited young man. In this way, they identified with the characters in the songs as adolescents (Domoney & Harris, 1993).

In parallel with the results of the interviews, Failoni (1993) referred to English songs as a mirror of culture that reflects a variety of subjects embedded in the target society. Lems (2005) also identified English songs as "a rich source of contemporary

idioms and culture” and went on to emphasize that songs included various terms found in different dialects (p.19). Based on the action research conducted by Arevalo (2010), students were found to be eager to contribute to song-based lessons and these lessons were reported to have familiarized students with the target culture.

As for the commentaries in which students claimed that they acquired different perspectives in regard to their lives, the same implications were also found in Vethamani and Keong (2008). The results indicated that the participants established a bond between songs and their lives, which required skills attributed to interactive and reflective learning. Both the cited study and this study aimed to foster student interpretation through authentic lyrics to create meaningful learning experiences. The student judgments and statements made on songs were a reflection of their perceptions in their lives. Such implications match the definition of cultural competence proposed by Nguyen (2017) in Chapter 2. Palacios and Chapetón’s (2014) found similar results in regards to the effects of authentic songs on critical thinking and developing different points of views. As it was mentioned in Chapter 3, Arleo (2000), Mora (2000) and Abbott (2002) referred to English songs as powerful materials to induce emotions, experiences, and memories. As the findings indicated, such attributes can help students establish a bond with the target language and eventually facilitate language learning.

Both studies were revolved around songs comprised of different themes and values that were embedded within the themes. Vethamani and Keong (2008) included songs related to teenage issues such as solitude, expectations from life, and desperate feelings, which adolescents could easily identify themselves with. The songs chosen for this study also included songs that could appeal to adolescent learners (See Table 3 in Chapter 3).

Palacios and Chapetón (2014) reported that students in their study appreciated the social and cultural content in authentic songs and this helped increase their motivation to learn English. Similar findings were also observed in this study. The titles of the songs were kept secret from the students in order to arouse curiosity about the upcoming lessons. This expectation and the liveliness of the cultural content in each song played a major role in increasing student motivation. Besides the answers in the interview, the researcher

himself constantly witnessed students' curiosity about the upcoming songs and their themes. Some of the students suggested their favorite songs to be included for the next lessons as well. The prospects for new themes inspired students' involvement in and out of the classroom.

Domoney and Harris (1993) emphasized the importance of promoting student involvement by introducing materials related to their musical interests and areas they are acquainted with. The songs covered during the program were selected out of different themes, musical types and periods. The results indicated that the content of the songs interested students thanks to their thematic value and lyrics rich in local phrases and idioms. It was also stated that the previous examination-based language teaching methods lacked cultural content and therefore the song-based lessons brought about a motivation boost more than expected. In line with this result, Cheung (2001) states that students lose interest due to dull and monotonous textbooks and suggests that songs are one of the many options to promote student interest through cultural components. Shen (2009) also asserts that the communicative and cultural properties of music can awaken interest in the target language and thus motivate students.

Although most of the students were very certain about the cultural gains, some students were uncertain about the prevalence of cultural content in the songs. Two possible reasons can be put forward. The first one was probably the inconsistency in the amount of cultural content ranging from one song to another. That is to say, some songs could have had density in cultural content while others may not have had just as much content. Vishnevskaya and Zhou (2019) also state that the amount of linguistic and cultural input in authentic songs can vary in density just like any other authentic material does. Secondly, this indecision may have stemmed from students' own definition of what was cultural and what was not, and what they expected from the lessons.

One should be aware that songs may not reveal its cultural content to every student or may not be clear enough for every student to grasp. The intelligibility of the songs can also be defined by the degree of cultural background knowledge that someone has, or whether someone is a native speaker or not (Shayakhmetova et al., 2017). In this case, students' background knowledge and experiences should be considered carefully and

song lists should be tailored according to their needs and interests so that every student could benefit from the materials as much as possible (Mobbs & Cuyul, 2018).

Some students disagreed with the cultural properties of the songs because they considered them insufficient in terms of providing cultural content in the classroom context particularly when they compared songs with other culturally rich materials such as movies and literary texts. Apart from this, one astounding idea that objected to the cultural property of songs was related to the United States' globally dominant culture around the world. It was stated that this one-way domination caused modern English songs to become extremely similar to one another, thus lacking diverse cultural content.

Huy Le (1999) draws attention to the problem of cultural imperialism and western music that endanger the local musical practices. He mentions the young's enthusiasm for popular and western music and indifference to traditional Vietnamese folk songs, now reserved only for the old. It is also argued that songs can be embedded with covert messages and the content of such songs might bring about contradiction between the source and target culture. Considering these aspects, it is recommended to adopt a critical approach toward the songs that are planned to be used in foreign language classrooms.

Authentic English songs provide students with speech patterns of different dialects in a natural way (Mobbs & Cuyul, 2018). The range of various speech patterns can familiarize students with songs from different varieties and dialects of English. Including songs from various English-speaking countries could minimize the effects of cultural domination and even possibly develop an awareness of cultural properties of each variety. It can raise an awareness and appreciation of diversity and multiculturalism.

Robinson (2011) clarifies that promoting communicative competence and cultural awareness among students is closely linked with avoiding routine instructions and including distinctive cultural content. It should be noted that cultural teaching is not expecting a change in student behaviors but recognition of the cultural differences. As Robinson (2011) states, the idea behind fostering cultural awareness is "to recognize the differences in cultural ideals and stimulate intellectual curiosity about the target culture in order to build respect and understanding" (p.15). This diversity will not only avoid one-

sidedness in the classroom but revive classroom environment with a variety of cultural content. Kostikova, et al. (2018) also refers to the importance of integrating world cultures and one's own national culture in the learning environment in order to develop mutual respect and tolerance and to ensure that students are versatile and socially developed in the global world.

‘Why do we bother learning their language/culture anyway?’ is a possible question that foreign language teachers might encounter in their classes. Some students tend to regard the foreign culture with contempt, but these types of students are extremely rare in foreign language classes with intensive English learning goals. It should be noted that none of the participants showed any disregard or contempt toward cultural learning.

As drawn from classroom experience and student opinions, it can be concluded that the participants of this action research indicated positive attitudes toward the target culture through the implementation of song-based lessons. They regarded authentic songs as valuable opportunities for cultural awareness. However, not every song includes good amount of cultural value. It is recommended that teachers select the musical content which would potentially enhance students' cultural awareness of the target language.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1 Presentation

The final chapter provides the summary and conclusion of the current study. It includes some implications for language teachers, foreign language students, and curriculum designers respectively. The recommendations for further studies are also presented at the end of the chapter.

6.2 Summary and Conclusion of the Study

This study aimed to determine whether using authentic English songs in foreign language classrooms in Turkey affected language learning motivation and awareness of the target culture. Data collection was conducted through a mixed-method research design. The study was an action research through employing a convenience sampling method. The participants of the study were 12th grade foreign language students from an Anatolian High School in the province of Gaziantep, Turkey. The researcher of this study was also the teacher of the song-based lessons.

Two research questions were intended to determine the potential effects of authentic English songs on foreign language students. The first research question concentrated on the motivational effects of authentic songs on the students. It aimed to find out whether the students improved their English learning motivation in accordance with the song-based lessons. The second research question focused on the cultural effects

of authentic English songs and students' perceptions about the cultural value of songs as teaching materials.

The data was collected through two data collection tools. The first one was a Questionnaire on Appreciation of English Songs (QOAOES). It was employed to 22 participants for quantitative data. Secondly, a semi-structured interview was conducted to gain a deeper understanding of the effects of music on language learning motivation and awareness of the target culture.

The quantitative data collected from the pre-test and post-test of the questionnaire indicated that the scores followed a normal distribution and parametric statistics was used for analysis of the quantitative data. It was found that the gender of the participants did not play an important role in participants' motivation level and cultural awareness. The findings of the paired-samples *t*-test indicated that the song-based lessons did not provide a statistically significant increase in student motivation and cultural awareness although there was an improvement in mean scores.

The interviews were transcribed and coded by three English teachers including the researcher himself and the qualitative data were analyzed in detail using content analysis. The findings of the qualitative data shed light on students' motivational changes from various aspects. The qualitative data revealed that most of the participants showed an increase in their motivation to learn English. The notable reason for this motivation increase was attributed to authentic songs as beneficial materials of language input. They also considered song-based lessons enjoyable and regarded them as a getaway from grammar-based English lessons. This explained as to why the majority of the participants were found to be enthusiastic about participating in the song-based lessons and persistent in the continuation of the teaching program for one more semester.

Some of the students were nevertheless shy when it comes to contribution to the classroom activities due to a couple of reasons they argued during the interviews. Among the noted reasons were lack of self-confidence, peer pressure, and incompetence in speaking and listening skills. Similarly, the findings revealed that the students' motivation for self-conducted study after song-based lessons were not as high as expected considering

that the students showed a high level of motivation to any other aspect regarding the lessons.

The qualitative findings also revealed that most of the participants gained cultural awareness of the target culture thanks to authentic English songs. They considered authentic songs to be rich in content that reflects the local phrases and cultural properties of the target community. These songs were also reported to have provided different perspectives toward various issues in the target culture. However, some of the students expressed their doubts over the practicality of authentic songs in terms of cultural content. The concern was mostly revolved around the idea that not every song included a decent amount of cultural content.

Apart from investigating the motivational and cultural effects of authentic songs, one of the motives behind this study was to encourage students to feel inspired to look for further cultural content of English through English songs, and eventually to help students feel enthusiastic about the English language and its culture. It is hoped that this study will provide a scientific contribution to the field of foreign language teaching and to the increasing needs of foreign language classrooms in Turkey.

6.3 Implications for Language Teachers

The second chapter of the current study drew attention the importance of motivation and cultural elements in foreign language teaching (Biebricher, et al., 2019; Buttjes, 1990; Crookes & Schmidt, 1991; Dörnyei, 1990, 2001; Kramsch, 1995; Oxford & Gkonou, 2018; Zhan, 2016). The methodological value of authentic English songs has already been addressed in this study and several other studies (Cifuentes, 2006; Duimsembekova, 2014; McCormack & Kloppe, 2015; Sağlam, 2010; Vethamani & Keong, 2008). In accordance with these studies, language teachers are recommended to recognize the importance of authentic English songs and include these songs in their foreign language classrooms to utilize its potential benefits.

This study does not necessarily claim that authentic English songs are the mere and the most appropriate material for foreign language students. Instead, it argues that these materials can be one of the many other materials that can be used to increase student

motivation and cultural awareness. Language teachers can use this study as a base when experiencing similar situations in their EFL classrooms. It is up to teachers to adapt song-based lessons to their specific classroom context by considering student needs. The diversity and flexibility of authentic songs provide teachers and students with plenty of options to consider. There could always be better choices of songs when one starts to explore the playlists. Language teachers can also apply to Tim Murphey's (1992a) *Music and Song handbook*, which offers a range of useful music-oriented activities for all levels.

The liveliness that the songs brought to the classroom not only provided professional satisfaction for the researcher in terms of language teaching, but also contributed to student morale at a time of exam stress and pressure. Given the theoretical support to authentic songs in the ELT domain, practical application of these materials should not be neglected. If teachers believe in the educational value of authentic English songs, their beliefs should also be reflected in their classroom practices. Once they realize the potential of such materials in serving learning objectives and include them in their teaching plans continually, students will eventually regard them as target-specific and critical materials instead of insignificant leisure time activities to skip a lesson after a long and tiring day.

6.4 Implications for Foreign Language Students

Several studies cited the educational value of authentic English songs in increasing student motivation and improving classroom atmosphere (Ajibade & Ndububa, 2008; Cifuentes, 2006; Kao & Oxford, 2014; Sağlam, 2010; Sigurðardóttir, 2012; Vethamani & Keong, 2008). These studies also showed that such songs were mostly filled with interesting cultural content, which could eventually raise cultural awareness of the students as well as serving promising outcomes in terms of motivation.

The findings of the current study proved that foreign language students can improve their motivation to learn English and become aware of the cultural properties of the target language by including English songs to their lives. It is believed that similar implications will be observed in other foreign language students as well. The researcher himself believed in the potential of English songs as a foreign language student in high

school and benefitted from its linguistic, cultural and motivational contributions; and continues to appreciate the value of songs to this day.

Although this study did not intend to find out the anxiety levels of foreign language students, the commentaries of the students during the interviews showed that most of them were overly anxious and restless about the upcoming Higher Education Institutions examination. It was revealed that most of these students were demotivated and overwhelmed by the burden of such examination. Aydın (2009) stated that testing environment, test format, test techniques and measurement of different constructs can lead to student anxiety, which in turn affect student achievement and performance. Aydın, Yavuz and Yeşilyurt (2006) also found that test anxiety and exam pressure can have a negative impact on student motivation and success. Dolean (2015) stated that foreign language classrooms with quite high anxiety can be treated with song-based lessons. Similar positive results were also observed in this study.

6.5 Implications for Curriculum Designers

As noted in the first chapter, foreign language students in Turkey choose elective English classes in high school to specialize in English and pursue their careers accordingly. However, the overemphasis of grammar and vocabulary in university admission examinations only leads to demotivation and failure of an overall language development, evinced by the qualitative data in this study. A foreign language, which is supposed to be used in a communicative and interactive way by its nature, ultimately becomes a rule-based subject on paper. Including authentic songs in the EFL curriculum more often would eventually offer students opportunities to use the language in its natural context. It is also believed that inclusion of such songs would increase student motivation thanks to their interesting content intertwined with cultural components.

It is high time that educators, notably the Council of Higher Education and curriculum designers in Turkey, took firm action on readjusting grammar and vocabulary based examinations. Those educators must also equally focus on promoting overall language development. One promising option that educators can adopt to achieve this goal is to implement authentic English songs as teaching materials.

6.6 Recommendations for Further Research

The students that graduate from foreign language classrooms are the potential English teachers or might work in other English related jobs in Turkey. This circle of students plays a significant role in determining English speaker profiles across the country. In this case, any study concerning the advancement in educational methodologies in foreign language classrooms should be encouraged for the common good. The following recommendations can be considered for further research:

1. This study included authentic English songs to foster language learning motivation and cultural awareness among students. The motivational and cultural effects of other potential cultural materials such as movies, TV series, video clips, literary texts, newspapers, magazines on foreign language students can also be assessed and evaluated to find out their implications.
2. This study focused on a foreign language classroom with 22 students in a high school in Gaziantep. It is recommended to expand the scope of this study by focusing on a different city in Turkey and including various language classes from schools with different socioeconomic backgrounds or student demographics.
3. The implementation of song-based lessons included 10 separate lessons with 12 English songs in total. The density of 12th grade students' school timetable and burden of their upcoming Higher Education Institutions examination only enabled the present study to continue for one semester. A longitudinal study can be conducted for 11th grade language students to prolong the duration of the teaching program.

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APPENDIX A

The Questionnaire on Appreciation of English Songs in English and Turkish

Dear Students,

We will be having English song-based lessons for one semester. Before starting the lessons, I want you to fill in the questionnaire given below. Please tick the boxes that best reflect your views.

Sincerely,

Muhammed Emin Yüksel

A. Personal Information

1. Gender:

☐ Female ☐ Male

2. I want to / have attended 10 song-based lessons involving 12 songs this semester.

☐ Yes ☐ No

B. About Appreciation of Authentic English Songs

Survey Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I want to learn English well through the appreciation of English songs.					
2. I am very interested in learning English songs.					
3. I am confident that I can learn the vocabulary and sentences in lyrics.					

4. I feel that learning English songs is easier than learning from the textbook.					
5. I get to learn foreign culture better through the appreciation of English songs.					
6. I want to enhance my English listening ability through the appreciation of English songs.					
7. I want to enhance my English speaking ability through the appreciation of English songs.					
8. I want to enhance my English reading ability through the appreciation of English songs.					
9. I want to enhance my English writing ability through the appreciation of English songs. “					
10. I feel that my English listening ability has improved through the appreciation of English songs.					
11. I feel that my English speaking ability has improved through the appreciation of English songs.					
12. I feel that my English reading ability has improved through the appreciation of English songs.					
13. I feel that my English writing ability has improved through the appreciation of English songs.					
14. I feel that learning English songs is more difficult than learning from the textbook.					
15. I feel that English songs are helpful for my English learning.					
16. I want to spend more time learning English songs.					

Sevgili Öğrenciler,

Bir dönem boyunca İngilizce şarkılarla dersler işleyeceğiz. Derslere başlamadan önce aşağıda verilen anketi doldurmanız gerekiyor. Lütfen görüşlerinizi en iyi yansıtan kutuları işaretleyiniz.

Sevgilerle,

Muhammed Emin Yüksel

A. Kişisel Bilgiler

1. Cinsiyet:

☐ Kız ☐ Erkek

2. Toplam 12 (on iki) şarkının işleneceği 10 (on) İngilizce dersine katılmak istiyorum/katıldım.

☐ Evet. ☐ Hayır.

B. İngilizce Şarkıların Derste Kullanımı Hakkında

Anket Soruları	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. İngilizce şarkılar dinleyerek İngilizce öğrenmek isterim.					
2. İngilizce şarkılara ilgiliyim.					
3. Şarkı sözlerindeki kelimeleri ve cümle yapılarını öğrenebileceğim konusunda kendime güveniyorum.					

4. İngilizce şarkılarla İngilizce öğrenmenin ders kitaplarından öğrenmeden daha kolay olabileceğini düşünüyorum.					
5. İngilizce şarkılar dinleyerek yabancı kültürü daha iyi öğreniyorum.					
6. İngilizce “dinleme” becerimi İngilizce şarkılarla geliştirmek istiyorum.					
7. İngilizce “konuşma” becerimi İngilizce şarkılarla geliştirmek istiyorum.					
8. İngilizce “okuma” becerimi İngilizce şarkılarla geliştirmek istiyorum.					
9. İngilizce “yazma” becerimi İngilizce şarkılarla geliştirmek istiyorum.					
10. İngilizce “dinleme” becerimin İngilizce şarkılarla gelişebileceğini düşünüyorum.					
11. İngilizce “konuşma” becerimin İngilizce şarkılarla gelişebileceğini düşünüyorum.					
12. İngilizce “okuma” becerimin İngilizce şarkılarla gelişebileceğini düşünüyorum.					
13. İngilizce “yazma” becerimin İngilizce şarkılarla gelişebileceğini düşünüyorum.					
14. İngilizce şarkılarla İngilizce öğrenmenin ders kitaplarından öğrenmeden daha zor olduğunu düşünüyorum.					
15. İngilizce şarkıların İngilizce öğrenimim için yardımcı olabileceğini düşünüyorum.					
16. İngilizce şarkıları öğrenmeye daha fazla vakit ayırmak isterim.					

APPENDIX B

Interview Questions in English and Turkish

1. What were the effects of the authentic song-based lessons on your motivation to learn English?
 2. Do you think the authentic song-based lessons contribute to you culturally and foster cultural awareness of the English language?
 3. Do you think the authentic song-based lessons contribute to your English language skills?
 4. Would you like the authentic song-based lessons to continue or not? Why?
 5. What was the most interesting and your favorite aspect of the authentic song-based lessons?
 6. Was there a situation that you did not like about the lessons, or something that bothered you during the lessons?
 7. What is your favorite song from the songs we covered? Why?
 8. After listening to the songs, did you research about the recommended singers or songs?
-
1. Şarkı temelli derslerin İngilizce öğrenme isteğinize ve motivasyonunuza katkıları neler olmuştur?
 2. Şarkı temelli derslerin size kültürel olarak katkı sağladığını ve kültürel farkındalığınızı artırdığını düşünüyor musunuz?
 3. Şarkı temelli derslerin İngilizce dil becerilerinize katkı sağladığını düşünüyor musunuz?
 4. Şarkı temelli derslerin devam etmesini ister miydiniz? Neden?
 5. Bu derslerin en ilginç ve sevdiğiniz özelliği ne oldu?
 6. Derslerle ilgili hoşunuza gitmeyen bir konu ya da sizi rahatsız eden bir durum oldu mu?
 7. İşlediğimiz şarkılardan en sevdiğiniz hangisiydi? Neden?
 8. Şarkıları işledikten sonra tavsiye edilen şarkıcı ve şarkılarla ilgili araştırma yaptınız mı?

APPENDIX C

The Lesson Plans and Handouts

Lesson Plan: Six Days War

Time:	50 Minutes
Language Level:	Upper-Intermediate
Language Skills	Listening, Speaking, Reading, Writing
Teacher:	Muhammed Emin Yüksel
Materials:	The Song Mini Bluetooth Speaker The Handout for the Students
Objectives:	At the end of this lesson, students will be able to extract the main idea from a song formulate ideas and opinions pronounce English words correctly and intelligibly analyze and discuss the storyline in a song. listen for specific information differentiate between phonetic symbols

Procedures

Pre-Listening (5 minutes)

1. Ask the students the warm-up questions. Depending on the answers, give brief information about the history of the Six Day War.
2. Read the given text to let students have an idea about the content of the song. Make sure the students have understood the text.

Listening (10 minutes)

1. Play the song twice via a mini Bluetooth speaker. Make sure the song can be heard clearly by every student. Tell students to fill in the blanks while listening to the song.

Post-Listening (35 minutes)

1. Ask the questions in speech balloons to let the students interpret and discuss the song. Ask the questions respectively. Give hints when necessary. Pave the way for creative comments.
2. Let the students guess the formal ways of the underlined words in part C.
3. Study the symbols of the sounds and make sure students understood the symbols and their corresponding sounds.
4. Give students 5-10 minutes to fill in chart with the appropriate symbols.
5. Inform the students that they might enjoy further songs if they liked the song Six Day War.

Colonel Bagshot – Six Day War



A. Warm-up Questions: Answer these questions.

1. What do you see on this map?
2. Who do you think are responsible for wars?

The song is about the Six-Day War, which was fought in 1967 by Israel and the neighboring countries Egypt, Jordan, and Syria. Israel captured the Golan Heights from Syria and Sinai from Egypt. The results were positive for Israel, but the destruction of the war was experienced severely by both sides.

B. Lyrics: Listen to the song and fill in the blanks.

At the starting of the week

At summit talks¹ you'll ____ them speak

It's only Monday

◦ ○ ○

Do you know what type of people
attend summit meetings?

Negotiations breaking down

See those ____ start to frown

It's sword and gun day² ◦ ○ ○

How would you define a *sword and gun*
day?

Tomorrow never comes until it's too late³

◦ ○ ○

You could be sitting taking lunch

The news will hit you like a punch

It's only Tuesday

What does the singer mean by 'tomorrow
never comes until it's too late'?

You never thought we'd go to war

After all the things we saw

It's April Fools' day⁴ ◦ ○ ○

Why does the singer think it is April
Fools' day?

Tomorrow never comes until it's too late
 We'll all go running underground⁵
 And we'll be listening for the sound

When and why do people 'go underground'?

It's only Wednesday

In your shelter dimly lit
 Take some wool and learn to knit
Cos it's a long day

Tomorrow never comes until it's too late

You hear a whistling overhead
 Are you alive or are you dead?
 It's only Thursday

You feel the shaking of the ground
 A billion candles burn around
 Is it your birthday?⁶

Please, define the irony in this sentence.

Tomorrow never comes until it's too late
 Although that shelter is your home
 A living place you have outgrown
 It's only Friday

As you come out to the light
 Can your eyes behold the sight
 It must be doomsday⁷

Why do you think the singer defines the sight as doomsday?

Tomorrow never comes until it's too late

Ain't it funny how men think
 They made the bomb, they are extinct⁸
 It's only Saturday

What is the conclusion the singer has reached at the end?

I think tomorrow's come I think it's too late
 I think tomorrow's come I think it's too late
 Make tomorrows come I think it's too late

C. Informal Language: Guess the formal ways of the underlined words.

Ain't: _____

Cos: _____

Negotiations breaking down: _____

D. Pronunciation: Study the table below and tick the symbol of the sound that the words have in common.

i: sheep see	ɪ ship hit	e bed send	ʌ fun cup
aʊ house cow	əʊ/oo alone stone	aɪ pride kind	ɔ: talk law

	e	aʊ	əʊ/oo	i:	ɪ	ʌ	aɪ	ɔ:
Week								
Speak								
Down								
Frown								
Lunch								
Punch								
War								
Saw								
Underground								
Sound								

Lit Knit								
Overhead Dead								
Ground Around								
Home Outgrown								
Light Sight								
Think Extinct								

E. Further Listening: If you liked this song, you may also like the songs below.

Colonel Bagshot – Lord High Human Being

Rolling Stones – Gimme Shelter

The Cranberries - Zombie

Scorpions - Wind of Change

Queen- Under Pressure

Queen- Hammer to Fall

Green Day - Holiday

Creedence Clearwater Revival - Fortunate Son

Black Sabbath - War Pigs

Elvis Presley - If I Can Dream

Bob Dylan- Masters of War

Jimi Hendrix - All Along the Watchtower

Michael Jackson – The Lost Children

Iron Maiden – Run to the Hills

U2- Sunday Bloody Sunday

Lesson Plan: Perfect

Time:	50 Minutes
Language Level:	Upper-Intermediate
Language Skills	Listening, Speaking, Reading, Writing
Teacher:	Muhammed Emin Yüksel
Materials:	The Song Mini Bluetooth Speaker The Handout for the Students
Objectives:	At the end of this lesson, students will be able to extract the main idea from a song grasp meaning of words and sentences analyze and discuss the storyline in a song formulate ideas and opinions listen for specific information differentiate between American and British English words

Procedures**Pre-Listening (5 minutes)**

1. Ask the warm-up questions. Depending on the answers, give brief information about the song, singer and content of the song.

Listening (10 minutes)

2. Play the song via a mini Bluetooth speaker. Make sure the song can be heard clearly by every student. Help the students understand each activity that they have to do while listening. Play the song once more.

Post-Listening (35 minutes)

3. Ask the questions in speech balloons to let the students interpret and discuss the song.
4. Ask the questions respectively. Give hints when necessary. Pave the way for creative comments.
5. Do the activities that focus on spelling and word variations in American and British English.
6. Inform the students that they might enjoy further songs if they liked the song Perfect.

Ed Sheeran – Perfect



A. Warm-Up Questions

- 1-What do you see in the picture above?
- 2-Have you heard about Ed Sheeran before? Which songs do you know of him?

B. Lyrics: Fill in the blanks

I found a love for me
Darling, just dive right in and follow my lead ○ ○ ○

Well, I found a girl, _____ and _____
Oh, I never knew you were the someone waiting for me

'Cause we were just kids when we _____
Not knowing what it was
I will not give you up this time ○
But darling, just kiss me _____ ○
Your _____ is all I own ○
And in your eyes you're holding mine ○

Baby, I'm _____ in the dark
With you between my arms
_____ on the grass
Listening to our _____ song
When you said you looked a mess ○
I _____ my _____ ○
But you heard it, ○
Darling, you look perfect tonight

What does the singer
want his lover to do?

What is his promise?

Have you noticed an
incorrect use here?

What does 'mine' refer
to?

How does somebody
look a mess?

Put the sentences in the correct order as (1)(2)(3)(4).

() She shares my dreams, I hope that someday I'll share her home

() I found a love to carry more than just my secrets

() Well, I found a woman, stronger than anyone I know

() To carry love, to carry children of our own

We are still kids but we're so in love

Fighting _____

I know we'll be alright this time

Darling, just hold my hand

Be my girl, I'll be your man

I see my _____ in your eyes

Why does the singer
think he found the love
of his life?

Baby, I'm _____ in the dark

With you between my arms

_____ on the grass

Listening to our _____ song

When I saw you in that dress

Looking so beautiful

I don't _____ this

Darling, you look perfect tonight

What does he mean
here?

Baby, I'm _____ in the dark

With you between my arms

_____ on the grass

Listening to our _____ song

I have _____ in what I see

Now I know I have met an _____

And she looks perfect

I don't _____ this

You look perfect tonight

Where do you think the
song take place?

What is the general
mood of the song?

C. Spelling: Differences in American and British English: Look at the words with different spellings and guess which word belongs to which.

Now check how you have filled in the blank here: Listening to our _____ song

centre/center color/colour recognise/recognize analyze/analyse licence/license dialogue/dialog Travelled/traveled labour/labor	
American English	British English

D. Words: Differences in American and British English: Look at the words and guess which word belongs to which.

Lift / Elevator Mobile phone / Cell phone Diaper / Diaper Gas / Petrol Garbage Can / Dustbin Trainers / Sneakers Football / Soccer Underground / Subway Vacation / Holiday Pants / Trousers	
American English	British English

E. Further Listening: If you liked this song, you may also like the songs below.

Ed Sheraan – Shape of you

Ed Sheraan – Thinking out loud

Maroon 5 - Girls Like You

Michael Jackson - Beat It

Justin Timberlake - Can't Stop the Feeling

Katy Perry-Roar

Michael Jackson – Man in the Mirror

Kodaline- High Hopes

David Bowie – Heroes

Bruno Mars- Grenade

Queen – Somebody to love

Queen – Love of my life

Lady Gaga-Always Remember Us this Way

Coldplay – Something Just Like This

Passenger -Let her go

Lesson Plan: Tom's Diner and People Are Strange

Time:	50 Minutes
Language Level:	Upper-Intermediate
Language Skills	Listening, Speaking, Reading, Writing
Teacher:	Muhammed Emin Yüksel
Materials:	The Song Mini Bluetooth Speaker The Handout for the Students
Objectives:	At the end of this lesson, students will be able to extract the main idea from a song. narrate simple experiences and series of events formulate ideas and opinions analyze and discuss the storyline in a song. listen for specific information.

Procedures

1 st song	2 nd song
Pre-Listening (3 minutes) 1. Ask the only warm-up question. Depending on the answers, express your own ideas about lyrics and music. Listening (6 minutes) 2. Play the first song via a mini Bluetooth speaker. Make sure the song can be heard clearly by every student. Tell students that they have to fill in the blanks while listening. Listen to the song once more. Post-Listening (15 minutes) 3. Ask the questions in speech balloons to let the students interpret and discuss the song. 4. Ask the questions respectively. Give hints when necessary. Pave the way for creative comments. 5. Do the activities that focus on spelling and word variations in American and British English. 6. Inform the students that they might enjoy further songs if they liked the song Tom's Diner.	Pre-Listening (5 minutes) 1. Ask the students the warm-up questions. Depending on the answers, give brief information about the history of the rock bands from The States or The UK. 2. Read the given text to let students have an idea about the content of the song. Make sure the students have understood the text. Listening (6 minutes) 3. Play the second song via a mini Bluetooth speaker. Make sure the song can be heard clearly by every student. Tell students that they have to fill in the blanks while listening. Listen to the song once more. Post-Listening (15 minutes) 4. Ask the questions in speech balloons to let the students interpret and discuss the song. 5. Inform the students that they might enjoy further songs if they liked the song.

Suzanne Vega – Tom's Diner



A. Warm-Up Questions

1. Which one do you think is more important in a song: lyrics or music?

B. Listen to the song and fill in the blanks. Answer the following questions.

I am sitting in the morning
At the diner on the corner
I am waiting at the _____
For the man to _____ the coffee

◦ ○ ○

Where is the narrator and
what is she drinking?

And he fills it only halfway
And before I even _____
He is looking out the window
At somebody coming in

◦ ○ ○

Why does the waiter fill the
cup halfway?

"It is always nice to see you,"
Says the man behind the _____
To the woman who has come in
She is shaking her _____

◦ ○ ○

Does the waiter know the
woman who has just come in?

And I look the other way
As they are kissing their hellos
And I'm _____ not to see them
And instead I pour the milk

◦ ○ ○

How does the narrator feel
about this?

I open up the paper
There's a story of an actor
Who had died while he was drinking
It was no one I had _____ of

◦ ○ ○

Did she know about the actor
that died?

And I'm turning to the _____
 And looking for the _____
 When I'm feeling someone watching me
 And so I _____ my head

Why did she stop reading?

There's a woman on the outside
 Looking inside
 Does she see me?
 No she does not really see me
 'Cause she sees her own _____

Can the woman outside see her?

And I'm trying not to notice
 That she's _____ up her skirt
 And while she's straightening her stockings
 Her hair has gotten wet

Why is the woman's hair wet?

Oh, this rain
 It will continue through the morning
 As I'm listening to the bells of the cathedral

Why is the narrator hearing cathedral bells?

I am thinking of your voice
 And of the _____ picnic once upon a time
 before the rain began

Who do you think "your voice" is?

And I finish up my coffee
 And it's time to _____ the train

What does the narrator do at the end of the story?

What do you think about the song?

Where do you think she is going?

This song was used by the woman who invented the MP3 format to test the quality of MP3s. Why do you think she chose this song?

The Doors – People are Strange



C. Warm-Up Questions

1. Have you heard of The Doors before? Do you know any other rock bands from The States or The UK?
2. This song is about the isolation of a person from other people and considering others 'strange'. Have you ever had this feeling some time in your life?

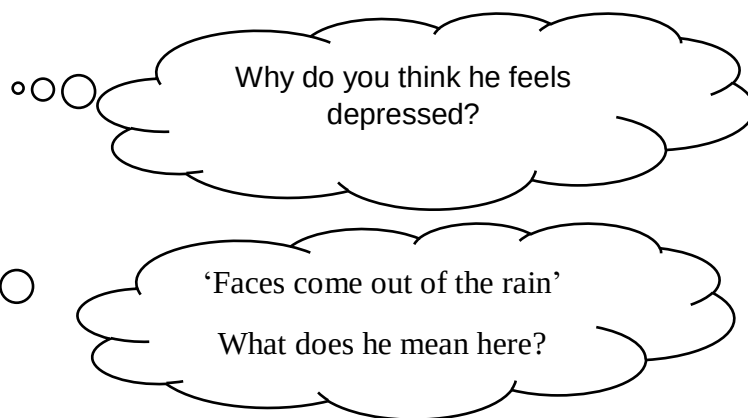
In early 1967, Jim Morrison, the vocalist of the Doors, was exhibiting symptoms of depression. Together with guitarist Robby Krieger, they hiked Laurel Canyon to watch the sunset, at which time Morrison came up with the lyrics of "People Are Strange," a song about alienation.

D. Listen to the song and answer the following questions.

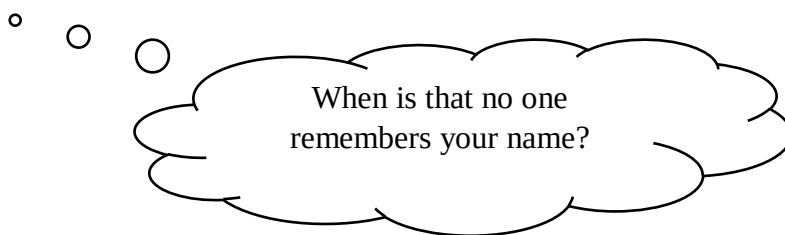
People are _____ when you're a _____
 Faces look _____ when you're _____
 Women seem _____ when you're _____
 Streets are _____ when you're _____

When you're strange
 Faces come out of the rain
 When you're strange
 No one remembers your name
 When you're strange
 When you're strange
 When you're strange

People are _____ when you're a _____
 Faces look _____ when you're _____
 Women seem _____ when you're _____
 Streets are _____ when you're _____



When you're strange
 Faces come out of the rain
 When you're strange
 No one remembers your name
 When you're strange
 When you're strange
 When you're strange
 Alright, yeah



When you're strange
 Faces come out of the rain
 When you're strange
 No one remembers your name
 When you're strange
 When you're strange
 When you're strange

E. Further Listening: If you liked this song, you may also like the songs below.

Suzanne Vega - Luka

Iggy Pop- The passenger

Suzanne Vega - Left of center

Toto - Hold The Line

Bruce Springsteen – Dancing in the night

The Yardbirds – Heart full of soul

Tom Petty – Yer so bad

Derek & Dominos – Layla

Tom Waits – I hope I don't fall in love with you

Steppenwolf- Born to be wild

The Doors- Riders on the storm

Bob Dylan- Knocking on heaven's door

The Doors – Roadhouse Blues

Foghat - Slow ride

The Doors- Break on through

The White Stripes- Seven nation army

The Doors- Love me two times

Ram Jam - Black Betty

The Rolling Stones- Satisfaction

The Mamas & The Papas – California Dreamin'

The Rolling Stones- Gimme shelter

Bon Jovi- Living on a prayer

The Beatles – Come Together

Bon Jovi- You give love a bad name

The Beatles – Don't let me down

The Beatles – Here comes the sun

Cat Stevens- Wild World

Cat Stevens- Lady D'arbanville

Lesson Plan: A Horse With No Name

Time:	50 Minutes
Language Level:	Upper-Intermediate
Language Skills	Listening, Speaking, Reading, Writing
Teacher:	Muhammed Emin Yüksel
Materials:	The Song Mini Bluetooth Speaker The Handout for the Students
Objectives:	At the end of this lesson, students will be able to formulate ideas and opinions extract the main idea from a song. analyze and discuss the storyline in a song understand meaning of words, phrases and sentences in context listen for specific information utter 'th' sound in English

Procedures**Pre-Listening (5 minutes)**

1. Ask the students the warm-up questions. Depending on the answers, give brief information about the TV series or Computer games. Note that the song was included in these series and games.
2. Read the given text to let the students have an idea about the idea behind the song. Make sure the students have understood the text.

Listening (10 minutes)

3. Play the song via a mini Bluetooth speaker. Make sure the song can be heard clearly by every student. Have the students fill in the blanks while listening to the song.

Post-Listening (35 minutes)

4. Ask the questions in speech balloons to let the students interpret and discuss the song. Ask the questions respectively. Give hints when necessary. Pave the way for creative comments.
5. Explain the idea of double and triple negation. Correct the given statements.
6. Study the 'th' sound with the cartoon. Practice the tongue twisters with students.
7. Inform the students that they might enjoy further songs if they liked the song.

America – A Horse with No Name



A. Warm-up Questions: Answer the questions.

1. Have you ever watched the series 'Breaking Bad, Friends or BoJack Horseman', or played the video game 'Grand Theft Auto: San Andreas'? If so, what do you think of them?

Written by Dewey Bunnell, this song was the band America's first and most successful single, released in 1972. Originally titled "Desert Song", then changed to the catchier current name. The songwriter, Dewey Bunnell, remarks that "It was a travelogue in my mind, an environmental song to some degree. We were part of the hippie era to save the earth, and I've always been attracted to nature and the outdoors."

B. Lyrics: Find the missing words while listening to the song.

On the first part of the journey

I was looking at all the life

There were plants and birds and rocks and things

There was sand and hills and rings

The first thing I met was a _____ with a buzz

And the sky with no clouds

The heat was hot and the ground was dry ○

But the air was full of _____

I've been through the desert on a horse with no name ○ ○ ○

It felt good to be out of the rain

In the desert you can't remember your name ○ ○ ○

'Cause there ain't no one for to give you no pain

Could you identify the incorrect use of language in this sentence?

You are in a desert but you want to stay away from rain. Why would someone in a desert want to stay away from the rain?

The horse doesn't have a name and the singer can't remember his name. What would be the reason?

After two days in the desert sun
 My skin began to _____ red
 After three days in the desert fun
 I was looking at a river _____
 And the story it told of a river that flowed
 Made me sad to think it was _____

Why does the singer
 feel sad?

You see I've been through the desert on a horse with no name
 It felt good to be out of the rain
 In the desert you can't remember your name
 'Cause there ain't no one for to give you no pain

Why do you think he
 let the horse go?

After nine days I let the horse run _____
 'Cause the desert had turned to _____
 There were plants and birds and rocks and things
 There was sand and hills and rings
The ocean is a desert with its life underground
And a perfect disguise above
Under the cities lies a heart made of ground
But the humans will give no love

Try to explain these
 four lines.

You see I've been through the desert on a horse with no name
 It felt good to be out of the rain
 In the desert you can't remember your name
 'Cause there ain't no one for to give you no pain

I've never actually spoken that way, but I think it conveys a certain honesty when you're not picking and choosing your words, and you use that kind of colloquialism. "

The songwriter, Dewey Bunnell

C. Double Negation/Triple Negation: Correct the sentences.

- 'Cause there ain't no one for to give you no pain

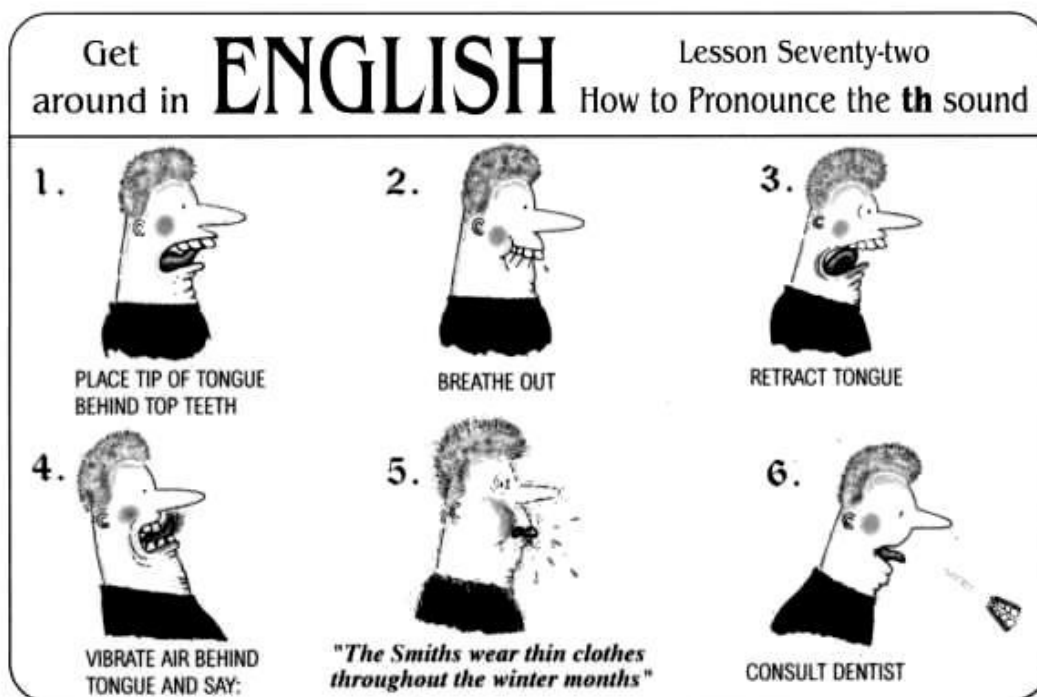
 Ain't no sunshine when she's gone (*Ain't No Sunshine* by Bill Withers)
- Got nothing to hide no more. (*Shape of My Heart* by Backstreet Boys)

- We don't need no education. (*Another Brick in the Wall* by Pink Floyd)

- I can't get no satisfaction. (I can't get no satisfaction by The Rolling Stones)

5. I wasn't looking for nobody when you looked my way. (Don't Stop The Music by Rihanna)

D. Practice 'Th' sound with tongue twisters.



Thirty thousand thoughtless boys thought they would make a thundering noise. So the thirty thousand thumbs thumbed on the thirty thousand drums.

Three thin thieves thought a thousand thoughts. Now if three thin thieves thought a thousand thoughts how many thoughts did each thief think?

They thankfully think this thing is the best thing that they can throw the three times they need to throw a thing.

E. Further Listening. If you liked this song, you may also like the songs below.

America – Venture Highway

America – Sister Golden Hair

Neil Young - Heart of Gold (A horse with no name was inspired by this song)

Neil Young - Rockin' In The Free World

Neil Young - Hey Hey, My My

Eagles – Hotel California

The Cranberries – Zombie

Red Hot Chili Peppers –

Californication

Red Hot Chili Peppers - Snow

Creedence Clearwater Revival:

Have You Ever Seen the Rain?

The Mamas & The Papas -

California Dreamin'

Pink Floyd – Time

Lesson Plan: If I Were A Boy

Time:	50 Minutes
Language Level:	Upper-Intermediate
Language Skills	Listening, Speaking, Reading, Writing
Teacher:	Muhammed Emin Yüksel
Materials:	The Song Mini Bluetooth Speaker The Handout for the Students
Objectives:	At the end of this lesson, students will be able to extract the main idea from a song analyze and discuss the storyline in a song listen for specific information formulate ideas and opinions use vocabulary appropriately

Procedures**Pre-Listening (5 minutes)**

1. Ask the students the warm-up questions. Depending on the answers, help students empathize with the other gender.

Listening (10 minutes)

2. Play the song via a mini Bluetooth speaker. Make sure the song can be heard clearly by every student. Help the students understand each activity that they have to do while listening. Play the song once more.

Post-Listening (35 minutes)

6. Ask the questions in the speech balloon to let the students interpret and discuss the song. Ask the questions respectively. Give hints when necessary. Pave the way for creative comments.
7. Let students read the sentences and match the phrasal verbs.
8. Inform the students that they might enjoy further songs if they liked the song.

Beyonce – If I Were A Boy



A. Warm-up Questions.

1. What do you think about her clothes in this photograph?
2. Have you ever wished you were a boy or a girl? Why?
3. What would you do if you were a boy or a girl?

B. Do the following activities while listening to the song.

a. Find the missing words.

If I were a boy

Even just for a day

I'd r_____ out of bed in the morning

And t_____ on what I wanted and go

Drink beer with the guys

And c_____ after girls

I'd k_____ it with who I wanted

And I'd never get c_____ for it.

Cause they'd s_____ up for me.

b. Put the lines in order.**(Chorus, x2)**

___1___ If I were a boy
 ___ I'd listen to her
 ___ And everything you had got
 destroyed
 ___ How it feels to love a girl
 ___ I think I could understand
 ___ Cause I know how it hurts
 ___ I swear I'd be a better man.
 ___ Cause he's taken you for granted
 ___ When you lose the one you wanted

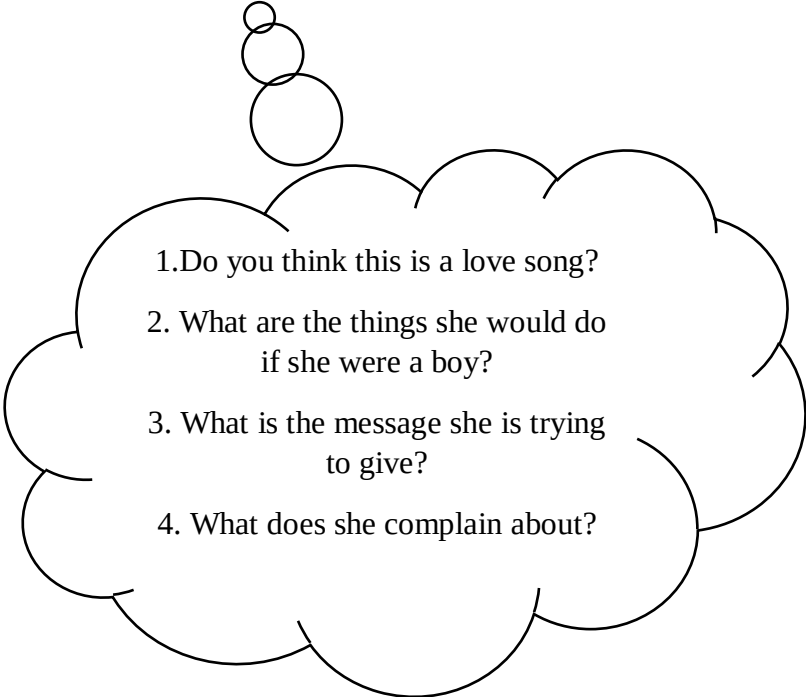
c. Underline the 6 words with /əʊ/ or /oo/ sound.

If I were a boy
 I would turn off my phone
 Tell everyone it's broken
 So they'd think that I was sleepin' alone
 I'd put myself first
 And make the rules as I go
 Cause I know that she'd be faithful
 Waitin' for me to come home

(Chorus)**d. Correct the mistakes. (5 words)**

It's a little too late for you to come back
 Think its just a mistake

Think I'd forget you like that
 If you thought I would look for you
 You thought wrong
 But you're just a boy
 You don't understand
 Yeah you don't understand
 How it feels to love a girl someday
 You wish you were a better man
 You don't listen to her
 You don't care how it hurts
 Until you miss the one you wanted
 Cause you've taken her for granted
 And anything you have got destroyed
 But you're just a boy

- 
1. Do you think this is a love song?
 2. What are the things she would do if she were a boy?
 3. What is the message she is trying to give?
 4. What does she complain about?

C. Read the sentences and match the phrasal verbs.

- Could you turn the television off, please?
- It's high time we all stood up for our rights around here.
- She threw on her jacket.
- I chased after the robbers for more than fifteen minutes.

1.Throw on	a. to defend or support a particular idea or a person
2.stick up for	b. go after with the intent to catch
3.chase after	c. to stop a piece of equipment working by moving a switch
4.turn off	d.to quickly put clothes on

D. Further Listening.

Beyoncé- Halo

Beyoncé - Broken-Hearted Girl

Rag'n'Bone Man - Human

Whitney Houston - I Will Always Love You

Adele – Hello

Passenger- Let Her Go

Lana Del Rey - Summertime Sadness

Lana Del Rey - Young and Beautiful

Lesson Plan: Lady in Black

Time:	50 Minutes
Language Level:	Upper-Intermediate
Language Skills	Listening, Speaking, Reading, Writing
Teacher:	Muhammed Emin Yüksel
Materials:	The Song Mini Bluetooth Speaker The Handout for the Students
Objectives:	At the end of this lesson, students will be able to extract the main idea from a song. analyze and discuss the storyline in a song formulate ideas and opinions discuss and respond to content of the song orally listen for specific information use grammatical structures appropriately to revise and reinforce structure already learnt

Procedures**Pre-Listening (5 minutes)**

1. Ask the students the warm-up questions. Depending on the answers, give brief information about any fairy characters or creatures in your culture.

Listening (10 minutes)

2. Play the song via a mini Bluetooth speaker. Make sure the song can be heard clearly by every student. Tell the students to fill in the blanks while listening to the song.

Post-Listening (35 minutes)

3. Ask the questions in speech balloons to let the students interpret and discuss the song.
4. Ask the questions respectively. Give hints when necessary. Pave the way for creative comments.
5. Discuss the possible identities of the lady and ask the following question.
6. Do the grammar section and explain relative clauses and reduction patterns.
7. Inform the students that they might enjoy further songs if they liked the song.

Uriah Heep – Lady in Black



A. Warm-up Questions

- 1- What do you see in the picture? What do you think the song is about?
- 2- Do you have any fairy characters or creatures in your culture?

B. Lyrics: Find the missing words while listening to the song.

She came to me one morning

One _____ Sunday morning

Her long hair flowing in the midwinter wind

I know not how she found me

For in darkness I was walking

And _____ lay around me

From a fight I could not win

What happens in this
scenery?

She asked me name my _____ then

I said the need within some men

To fight and kill their brothers

Without thought of love or God

And I _____ her to give me horses

To trample down my enemies

So _____ was my passion

To devour this waste of life

What is his enemy?
Why does he want horses?

But she wouldn't think of _____ that

Reduces men to animals

So easy to begin

And yet impossible to end

For she's the mother of all men

Who counselled me so _____ that

I feared to walk alone again

And asked if she would stay

War, the fight for survival, turns civilized human beings into animals who do unacceptable things to one another.

What is he scared of?

"Oh lady _____ your hand," I cried

"And let me rest here at your side."

"Have _____ and trust in peace," she said,

And filled my heart with life

"There's no strength in numbers

Have no such

But when you need me

Be assured I won't be far away."

The singer wants the lady to stay with him. What do you think her underlined message means?

Thus having spoke she turned away

And though I found no words to say

I stood and watched until I saw

Her black cloak disappear

My _____ is no easier

But now I know I'm not alone

I find new _____

Each time I think upon that windy day

And if one day she comes to you

Drink deeply from her words so wise

Take _____ from her as your prize

And say hello for me

Could you identify the incorrect use in these lines?

What is the singer's advice to the listeners? What does he want you to do?

The Possible identities of the lady:

- The Death Angel
- The Virgin Mary
- Morrigan, The Celtic Goddess of Magic and Might
- Kuan Shi Yin, or Guanyin, Goddess of Mercy

Why do you think the singer does not reveal the real identity of the lady in black?

C. Relative Clauses and Reduction

If the sentence is active, omit the relative pronoun (which, that, who) and turn the active verb into –ing form.

- battle ~~that~~ reduces men to animals
battle reducing men to animals
- the mother of all men ~~who~~ counselled me so wisely I feared to walk alone again
the mother of all men counselling/having counselled me so wisely I feared to walk alone again

If the sentence is passive, omit the relative pronoun and to be.

- the horses ~~which were~~ given to the men
The horses given to the men
 - The post ~~which is~~ delivered every week
The post delivered every week
- 1- The school which was damaged in a fire over the weekend will remain closed for today.

 - 2- Children who play video games tend to be more creative.

 - 3- The man who works near my office walks home every day.

 - 4- The elephant which was raised in a cage was released.

 - 5- I read a book which was written by Jack London last week.

D. Further Listening

Uriah Heep- July Morning

Cat Stevens-Wild World

Kansas- Dust in the Wind

Scorpions-Wind of Change

Rod Stewart - Have You Ever Seen The Rain

Michael Jackson - You Are Not Alone

Queen - Under Pressure

John Lennon - Imagine

Lesson Plan: Someone Like You

Time:	50 Minutes
Language Level:	Upper-Intermediate
Language Skills	Listening, Speaking, Reading, Writing
Teacher:	Muhammed Emin Yüksel
Materials:	The Song Mini Bluetooth Speaker The Handout for the Students
Objectives:	At the end of this lesson, students will be able to understand meaning of words, phrases and sentences in context extract the main idea from a song. analyze and discuss the storyline in a song. listen for specific information. to revise and reinforce phrases already learnt

Procedures**Pre-Listening (5 minutes)**

1. Ask the students the warm-up questions. Depending on the answers, give brief information about Adele and her songs.
2. Read the given text to let the students have an idea about the song's popularity.

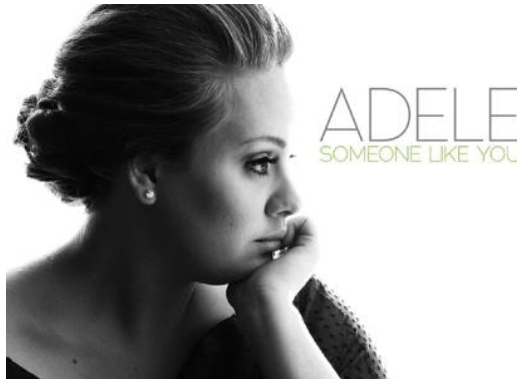
Listening (10 minutes)

1. Play the song via a mini Bluetooth speaker. Make sure the song can be heard clearly by every student. Help the students understand each activity that they have to do while listening. Play the song once more.

Post-Listening (35 minutes)

3. Ask the questions in speech balloons to let the students interpret and discuss the song. Ask the questions respectively. Give hints when necessary. Pave the way for creative comments.
4. Explain the most common idioms in English. Give students some time to fill in the blanks with the given idioms.
5. Inform the students that they might enjoy further songs if they liked the song.

Adele – Someone Like You



The single is one of Adele's most commercially successful singles. It became Adele's first number-one single in the UK and second in the USA. As of 2015, it is the third most downloaded single of all-time in the UK and the fourth best-selling single of the 21st century.

A. Warm-Up Questions

- 1-Which songs do you know from Adele?
- 2-Why do you think her songs have sold millions? Why do you think she is successful?

B. Lyrics and Exercises: Listen to the songs and complete the exercises.

a. Order the Sentences

- () That you found a girl and you're married now.
- () I heard that you're settled down
- () I heard that your dreams came true.
- () Guess she gave you things I didn't give to you.

Old friend, why are you so shy?
Ain't like you to hold back or hide from the light.

Why does he call him an 'old friend'?

b. Match the Sentences

- | | |
|-----------------------------------|--------------------------------|
| 1. () I hate to turn up | a. you'd see my face |
| 2. () But I couldn't stay away, | b. that for me, it isn't over. |
| 3. () I had hoped | c. out of the blue, uninvited |
| 4. () And that you'd be reminded | d. I couldn't fight it. |

Do you think she gave up on him?

c. fill in the blanks

Never _____, I'll find someone like you
I wish nothing but the _____ for you too
Don't forget me, I _____
I'll _____ you said,
"Sometimes it _____ in love but sometimes it _____ instead,
Sometimes it _____ in love but sometimes it _____ instead"⁴

You know how the time flies
 Only yesterday was the time of our lives
 We were born and _____
 In a summer _____
 Bound by the surprise of our glory days

d. Match the Sentences

- | | |
|-----------------------------------|--------------------------------|
| 1. () I hate to turn up | a. you'd see my face |
| 2. () But I couldn't stay away, | b. that for me, it isn't over. |
| 3. () I had hoped | c. out of the blue, uninvited |
| 4. () And that you'd be reminded | d. I couldn't fight it. |

Never _____, I'll find someone like you
 I wish nothing but the _____ for you too
 Don't forget me, I _____
 I'll _____ you said,
 "Sometimes it _____ in love but sometimes it _____ instead."

e. Cross out the unnecessary words.

Nothing then compares
 No worries or cares for
 Regrets too and mistakes
 They are not memories made.
 Who would really have known how bittersweet this would taste?

What is the
 meaning of
 bittersweet?
 How would you
 describe it?

Never _____, I'll find someone like you
 I wish nothing but the _____ for you
 Don't forget me, I _____
 I'll _____ you said,
 "Sometimes it lasts in _____ but sometimes it _____ instead".
 Never _____, I'll find someone like you
 I wish nothing but the _____ for you too
 Don't forget me, I _____
 I'll _____ you said,
 "Sometimes it _____ in love but sometimes it _____ instead,
 Sometimes it _____ in love but sometimes it _____ instead."

C. The Most Common Idioms in English: Fill in the blanks with the given idioms.

Out of the blue	Take with a grain of salt	Piece of cake
Hit the hay	Stabbed in the back	Rule of thumb
Beat around the bush	Cry over spilt milk	Speak of the devil

1. As a _____, you should usually pay for your date's dinner, too.
2. I don't want to be your friend anymore, you _____!
3. _____, a fox jumped in front of my car.
4. I feel exhausted. I have to _____ now!
5. That project work we were assigned was really a _____!
6. Did you hear what happened to Sue yesterday - oh, _____, here she is.
7. Don't _____ and tell me exactly what you think of my offer.
8. Michael tells some stories, but we take what she says _____ because she tends to exaggerate.
9. I admit we made some mistakes, but there's no use in _____.

D.Further Listening

Adele- Rolling in the Deep

Adele – Rumour has it

Adele- Set fire to the rain

Adele-Rolling in the deep

Celine- My heart will go on (Main theme of the movie Titanic)

Celine – The power of love

LP- Lost on You

Lady Gaga- I'll never love again

Passenger- Let Her Go

Snow Patrol – Chasing cars

Robbie Williams- Angels

Coldplay – Yellow

Lesson Plan: Society

Time:	50 Minutes
Language Level:	Upper-Intermediate
Language Skills	Listening, Speaking, Reading, Writing
Teacher:	Muhammed Emin Yüksel
Materials:	The Song Mini Bluetooth Speaker The Handout for the Students
Objectives:	At the end of this lesson, students will be able to extract the main idea from a song. analyze and discuss the storyline in a song. listen for specific information discuss and respond to content of the song orally express themselves and their experiences

Procedures**Pre-Listening (15 minutes)**

1. Ask the students the warm-up questions. Depending on the answers, give explanations about the movie. Watch the short clips from the movie and let students explain the scenes.
2. Read the given text to let the students have an idea about the content of the song.

Listening (10 minutes)

3. Play the song via a mini Bluetooth speaker. Make sure the song can be heard clearly by every student. Tell the students to fill in the blanks while listening to the song.

Post-Listening (25 minutes)

4. Ask the speaking questions and pave the way for a conversation environment.
5. Inform the students that they might enjoy further songs if they liked the song.

Eddie Vedder - Society



In this song Eddie sings about the society and how he doesn't fit in nor understand it. The lyrics match the thoughts of Christopher McCandless in the movie *Into The Wild*.

A. Warm up Questions.

- 1-Have you watched the movie 'Into The Wild'? If so, how was it?
- 2- Watch the short clips from the movie and try to explain the scenes.
- 3-Have you ever considered going very far away and never come back?

B. Listen to the song and fill in the blanks.

It's a mystery to me
 We have a _____, with which we have _____,
 You think you have to want more than you _____,
 Until you have it all you won't be free

Society, you're a crazy breed
 I hope you're not lonely without me

When you want more than you have, you think you need
 And when you think more than you want
 Your thoughts begin to _____,
 I think I need to find a bigger place
 'Cause when you have more than you think
 You need more _____,

Society, you're a crazy breed
 I hope you're not lonely without me
 Society, crazy indeed
 I hope you're not lonely without me

There's those thinking more or less less is more
 But if less is more how you're keeping score?
 Means for every point you make
 Your level drops
 Kinda like it's starting from the top
 You can't do that

Society, you're a crazy breed
 I hope you're not lonely without me
 Society, crazy indeed
 I hope you're not lonely without me

Society, have _____, on me
 I hope you're not angry if I _____,
 Society, crazy indeed
 I hope you're not lonely without me

C. Speaking questions.

- 1- Do you enjoy watching movies? How often do you watch movies?
- 2- What kind of movies do you like watching?
- 3- Which one do you prefer? Foreign movies or movies made in Turkey?
- 4- What was the last movie you watched? What was it about?
- 5- Do you like watching movies alone or with friends or family?

D. Further Listening.

Eddie Vedder - Long Nights

Pearl Jam – Alive

Pearl Jam – Even flow

Alice in Chains - Would?

Johnny Cash - God's Gonna Cut You Down

Elvis Presley - Suspicious Mind

Oasis – Wonderwall

Ted Nugent- Fred Bear

Michael Jackson - Smooth Criminal

Lesson Plan: Never Gonna Give You Up & Rude

Time:	50 Minutes
Language Level:	Upper-Intermediate
Language Skills	Listening, Speaking, Reading, Writing
Teacher:	Muhammed Emin Yüksel
Materials:	The Song Mini Bluetooth Speaker The Handout for the Students
Objectives:	At the end of this lesson, students will be able to formulate ideas and opinions extract the main idea from a song analyze and discuss the storyline in a song understand meaning of words, phrases and sentences in context listen for specific information.

Procedures

1st song

Listening (10 minutes)

1. Listen to the song and fill in the blanks in the lyrics and in the picture given. Listen to the song twice. Explain that the lyrics in chorus should be written in the blanks in the picture.

2nd song

Pre-Listening (5 minutes)

2. Read the given text to let students have an idea about the popularity of the song. Make sure the students have understood the text.

Listening (6 minutes)

3. Make sure the song can be heard clearly by every student. Help the students understand each activity that they have to do while listening. Play the song once more.

Post-Listening (15 minutes)

4. Ask the questions in the speech balloon to let the students interpret and discuss the given part.
5. Inform the students that they might enjoy further songs if they liked the song.

Rick Astley – Never Gonna Give You Up



A. Listen to the song and fill in the blanks in the lyrics and in the picture above.

We're no strangers to love
 You know the rules and so do I
 A full _____ is what I'm thinking of
 You wouldn't get this from any other guy

I just wanna tell you how I'm feeling
 Gotta make you understand

CHORUS

We've known each other for so long
 Your heart's been _____, but
 You're too _____, to say it
 Inside, we both know what's been going on
 We know the _____, and we're gonna
 play it

And if you ask me how I'm feeling
 Don't tell me you're too blind to see

CHORUS x2

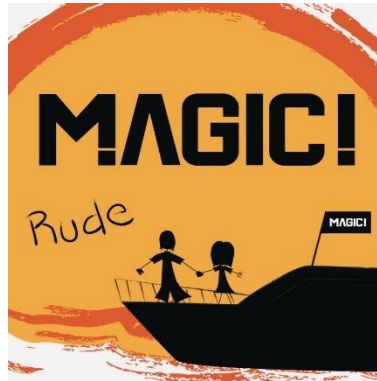
(Ooh, give you up)
 (Ooh, give you up)
 Never gonna give, never gonna give
 (Give you up)
 Never gonna give, never gonna give
 (Give you up)

We've known each other for so long
 Your heart's been _____, but
 You're too _____, to say it
 Inside, we both know what's been going on
 We know the _____, and we're gonna
 play it

I just wanna tell you how I'm feeling
 Gotta make you understand

CHORUS 3x

MAGIC! – Rude



"Rude" is the debut single by Canadian band Magic! from their debut studio album, *Don't Kill the Magic*. It was an international commercial success and the song peaked at number six on the Canadian Hot 100 and internationally topped the charts in the United States and the United Kingdom.

B. Listen to the song and do the activities accordingly.

a. Order the sentences.

- () Knocked on your door with heart in my hand
- () And put on my best suit
- () Got in my car and raced like a jet
- (1) Saturday morning jumped out of bed
- () To ask you a question
- () All the way to you
- () 'Cause I know that you're an old-fashioned man, yeah

Can I have your daughter for the rest of my life?
Say yes, say yes 'cause I need to know
You say I'll never get your blessing 'til the day I die
Tough luck, my friend, but the answer is 'No'

b. Fill in the blanks.

Why you gotta be so rude?
 Don't you know I'm human too?
 Why you gotta be so rude?
 I'm gonna marry her anyway
 Marry that girl

Marry that girl

Marry that girl

Why you gotta be so rude

Please try to explain what
is happening in these
lines?

c. Order the sentences.

- () Love me or hate me we will be both
- () Or we will run away
- () To another galaxy, you know
- () Standing at that altar
- () Can't live without her
- () She will go anywhere I go
- (1) I hate to do this, you leave no choice
- () You know she's in love with me

2x

Can I have your daughter for the rest of my life?
 Say yes, say yes 'cause I need to know
 You say I'll never get your blessing 'til the day I die
 Tough luck, my friend, 'cause the answer's still 'No'

Why you gotta be so rude?
 Don't you know I'm human too?
 Why you gotta be so rude?
 I'm gonna marry her anyway

d. Fill in the blanks.

Marry that girl

Marry that girl

Marry that girl

Why you gotta be so rude

C. Further Listening.

Rick Ashley – Together forever

Passenger – Let her go

James Blunt - You're Beautiful

Lighthouse Family- Live Again

Jason Mraz - I'm Yours

Bruno Mars - Just The Way You Are

Backstreet Boys - I Want It That Way

Backstreet Boys - As Long As You Love Me

Lesson Plan: Young Turks

Time:	50 Minutes
Language Level:	Upper-Intermediate
Language Skills	Listening, Speaking, Reading, Writing
Teacher:	Muhammed Emin Yüksel
Materials:	The Song Mini Bluetooth Speaker The Handout for the Students
Objectives:	At the end of this lesson, students will be able to extract the main idea from a song. use appropriate vocabulary analyze and discuss the storyline in a song. listen for specific information. formulate ideas and opinions

Procedures**Pre-Listening (5 minutes)**

1. Ask the students the warm-up questions. Depending on the answers, give brief information about the Young Turk Movement in Turkish History and Young Turks.

Listening (10 minutes)

2. Play the song via a mini Bluetooth speaker. Make sure the song can be heard clearly by every student. Tell the students to fill in the blanks while listening to the song.

Post-Listening (35 minutes)

3. Ask the questions in speech balloons to let the students interpret and discuss the song.
4. Ask the questions respectively. Give hints when necessary. Pave the way for creative comments.
5. Do the vocabulary study in section C. Tell students to find the adjectives and phrases in the blanks, write them down in the boxes and fill in the blanks.
6. Inform the students that they might enjoy further songs if they liked the song.

Young Turks - Rod Stewart



A. Warm-Up Questions.

1. Have you heard of the Young Turk Movement in Turkish History? Who were the young Turks, also known as 'Jeunes-Turcs'?
2. Why do you think the name of this song is 'Young Turks'?
3. Do you feel interested in the song simply because of the name of the song? Why?

B. Lyrics.

a) Listen to the song and fill in the blanks.

Billy left his home with a dollar in his pocket and a head full of dreams.
 He said somehow, some way, it's gotta get better than this.
 Patti _____ her bags, left a note for her momma, she was just seventeen,
 There were _____ in her eyes when she kissed her little sister goodbye.

Please make
comment about
the lines.

They held each other _____ as they drove on through the night they were so excited.
 We got just one shot of life, let's take it while we're still not afraid.
 Because life is so _____ and time is a thief when you're undecided.
 And like a _____ of sand, it can slip right through your hands.

Please make
comment
about the
lines.

Chorus

() Don't let 'em push you around

- () Time is on your side
- () Young hearts be free tonight
- () Don't let 'em ever change your point of view
- () Don't let them put you down

Paradise was closed so they _____ the coast in a _____ manner.
 They took a two room apartment that was jumping ev'ry night of the week.
 Happiness was found in each other's arms as expected, yeah
 Billy pierced his ears, drove a pickup like a _____, ooh!

Please make
comment about
the lines.

Chorus

Young hearts be free tonight.
 Time is on your side.

Billy wrote a letter back home to Patti's parents tryin' to explain.
 He said we're both real sorry that it had to _____ this way.
 But there ain't no point in talking when there's nobody list'ning so we just _____
 Patti gave birth to a ten pound baby boy, yeah!

Please
make
comment
about the
lines.

Young hearts be free tonight, time is on your side.
 Young hearts be free tonight, time is on your side.
 Young hearts be free tonight, time in on your side.
 Young hearts gotta run free, be free, live free
 Time is on, time is on your side
 Time, time, time, time is on your side
 Is on your side
 Is on your side
 Is on your side
 Young heart be free tonight
 Tonight, tonight, tonight, tonight, tonight, yeah

C. Vocabulary Study

a. Find the adjectives in the blanks and write them down in the boxes below.

--	--	--	--	--

1. Try to avoid what he says. It is just another of his _____ ideas.
2. It'll only be a _____ visit because we really don't have much time.

3. The old man took a _____ of cash from the drawer and rushed outside.
4. We spent a _____ year together before things went wrong.
5. It seems he can't untie the knot - it's too _____.

b. Fill in the phrases with the given phrases.

--	--	--

1. I've heard a whisper that they're _____ divorce.
2. Looking at all the accusing faces, she felt a sudden urge to _____.
3. The news report about the explosion _____ to be false.

D. Further Listening

Bruce Springsteen – Dancing in the dark

Michael Jackson - Billie Jean

Michael Jackson - Smooth Criminal

Queen - I Want It All

Queen - Don't Stop Me Now

Abba - Dancing Queen

Sting - Desert Rose

Dire Straits- Walk of life

Bee Gees – Stayin' alive

Toto - Hold the line

Jennifer Rush - The Power Of Love

Phil Collins - In The Air Tonight

APPENDIX D

Interview Transcriptions

HAKAN

- YUKSEL** Hakan hoş geldin.
- HAKAN** Hoş buldum.
- YUKSEL** Biliyorsun bir dönem boyunca ders işledik. Toplamda on dersimiz oldu. Bazı sorular soracağım sana. Dönem boyunca işlenen derslerin İngilizce öğrenme motivasyonuna ve isteğine sence katkısı oldu mu?
- HAKAN** Özellikle speaking konusunda motivasyon anlamında bir ilerlemem olduğunu söyleyebilirim. Bunun yanında listening becerilerimin de geliştiğini fark ettim. Önceki yıllara bakacak olursak yeterli speaking ve listening desteği almadığımız için bu alanda kendimi geliştiremediğimi düşünüyordum. Fakat almış olduğum bu dersler bu durumu tersine çevirdi ve motivasyon ve beceri açısından bana katkı sağladı.
- YUKSEL** Derslerde de zaman zaman katıldığını hatırlıyorum. Bu işlenen derslerin kültürel anlamda İngiliz ve Amerikan kültürü açısından sana bir şeyler kattığını düşünüyor musun? Şarkıların içerik olarak zengin olduğunu düşünüyor musun?
- HAKAN** Aynen. Birçok şarkı zaten yazıldığı dönemin ve toplumun izlerini taşır. Yani şu anlama geliyor: şarkılar birer kültür kaynağıdır. İşlediğimiz derslerdeki şarkılara bakacak olursak her birinin ayrı bir teması var ve bu şarkının yazıldığı toplum ve dönemin birçok özelliğini bize aktarıyor. Sonuç olarak şarkıların kültürel anlamda katkı sağladığını düşünüyorum.
- YUKSEL** Üçüncü sorumuz ise şu. Dil becerisi anlamında sana hangi alanlarda katkı sağladığını düşünüyorsun?
- HAKAN** Şarkılar aracılığıyla çok fazla kelime öğreniyorum. Aynı zamanda yerel dilde birçok kelimeyi şarkılarda bulmak mümkün. Dersler direkt olarak listening becerilerimizi ölçülüyor ve telaffuzunu belki yanlış bildiğimiz kelimelerin doğru telaffuzlarını bize aktarıyor. Sonuç olarak işlenen dersleri; kelime, dinleme, kelimelerin doğru telaffuzu açısından faydalı buluyorum.
- YUKSEL** Bir dönem boyunca işlenen bu derslerin devam etmesini veya etmemesini ister miydin?

HAKAN Tabii ki devam etmesini isterim çünkü yoğun geçen bir haftalık periyot dahilinde bir veya iki saat böylesine bir ders almak motivasyon açısından bayağı faydalı ve bilgiyi eğlenceli bir şekilde aktarmasının bunu kanıtlar nitelikte olduğunu düşünüyorum.

YUKSEL Derslerin en beğendiğin ve senin ilgini çeken özelliği ne oldu?

HAKAN Derslerde en beğendiğim şey her şarkının bir hikâyesi olması ve bilgi içermesiydi.

YUKSEL Derslerde beğenmediğin veya değişseydi daha iyi olurdu dediğin bir durum oldu mu?

HAKAN Genel anlamda rahatsızlık duyduğum bir durum olmadı.

YUKSEL Toplamda 12 şarkı dinledin. En beğendiğin hangisiydi ve sence neden?

HAKAN En beğendiğim şarkı daha önce de bildiğim bir savaşı ele alan Six Days War oldu. Savaş temalı şarkılar her zaman ilgi odağım olmuştur. Beni etkileyen bir şarkının derste de yer alması beni mutlu etti.

YUKSEL Sevmediğin bir şarkı oldu mu?

HAKAN Sevmediğim bir şarkı yoktu. Güzeldi genel olarak.

YUKSEL Şarkıları dinledikten sonra araştırma yaptın mı?

HAKAN Birkaç araştırmada bulunmuştum. Özellikle bilmediğim sanatçılarla ilgili araştırmalarda bulundum.

YUKSEL Araştırmanı yapmanı veya yapmamayı etkileyen etkenler nelerdi?

HAKAN Şarkının içeriği diye düşünüyorum. İçerik iyiye dikkatimi çekiyor ve sanatçının tarzı beni etkiliyor. Onunla ilgili araştırmalarda bulundum.

YUKSEL Başka eklemek istediğin bir şeyler var mı?

HAKAN Yok

YUKSEL Teşekkür ederim Hasan.

HAKAN Rica ederim.

BURCU

YUKSEL Hoş geldin Burcu.

BURCU Hoş bulduk.

- YUKSEL** Biliyorsun bir dönem on farklı ders ve on iki farklı şarkı işledik. Bu derslerin İngilizce öğrenme isteğine ve motivasyonuna katkı sağladığını düşünüyor musun?
- BURCU** Öncelikle şöyle bir şey var. Ben İngilizce şarkılara karşı biraz ön yargılıydım. İlk dersi duyduğum zaman da pek hoşuma gitmedi açıkçası çünkü şarkıları dinlemekten pek hoşlanmıyorum. Niye bilmiyorum ama. Sonra derslere katıldıkça aslında ön yargımı kırdım böyle olmadığını anladım çünkü gerçekten eğlenceliymiş. Motivasyonumu da arttırdı çünkü okuldaki o sıkıcı ortamı değiştirdiğini düşünüyorum biraz olsun eğlence kattığını düşünüyorum. Eğlencelinin yanı sıra eğitici de. Bu yönden de katkı sağladığını düşünüyorum.
- YUKSEL** İşlenen derslerin kültürel anlamda içerik olarak zengin olduğunu düşünüyor musun?
- BURCU** Evet, düşünüyorum çünkü o şarkıların hikâyeleri bence çok şey anlatıyor yani onların kültürü hakkında. Bizde de öyle sonuç olarak mesela savaşlar falan hakkında türküler falan var onlarda da aynı şekilde olduğunu düşünüyorum. Kültürel anlamda bence katkısı var.
- YUKSEL** Dil becerileri açısından hangi alanlarda katkı sağladı sence sana?
- BURCU** En çok dinleme konusunda çünkü önceden de ufak tefek yapıyorduk bunları öyle hızlı değildim veya iki üç dinlemeden sonra anlayabiliyordum şu an daha hızlı anladığımı düşünüyorum daha kolay anlıyorum.
- YUKSEL** Bu derslerin devam etmesini ister miydin veya istemez miydin?
- BURCU** İsterdim çünkü gerçekten okul ortamı çok sıkıcı oluyor, böyle eğlenceli oluyor.
- YUKSEL** Derslerin en beğendiğin ve ilgini çeken özelliği neydi?
- BURCU** O şarkıların sözlerini irdeleyip inceliyorduk ve yorum yapıyorduk, oydu.
- YUKSEL** Seni rahatsız eden veya keşke şöyle daha iyi olurdu dediğin bir durum var mı?
- BURCU** Kendimden kaynaklı var. Keşke biraz daha aktif olabilseydim çünkü çekingenlik, var özgüven eksikliği çok fazla var. Konuşamıyordum bir de bazı arkadaşlarımız çok fazla ön plana çıkmaya çalışıyordu. O da beni rahatsız etti.
- YUKSEL** Diğer arkadaşlarının ön plana çıkması mı?

BURCU Hayır, yani hakkını verenler var bunu düzgün bir şekilde yapanlar var bazıları da böyle ön plana çıkmaya çalıştı bu da beni rahatsız etti daha da çekti böyle.

YUKSEL Bu işlediğimiz derslerdeki en beğendiğin şarkı hangisiydi?

BURCU Ed Sheeran Perfect. Daha duygusal bir şarkıydı, daha hoş geldi bana. Diğerleri daha karmaşık geldi, daha iyiydi.

YUKSEL Bu şarkıları dinledikten sonra bir araştırmada bulundun mu?

BURCU Evet özellikle de Ed Sheeran araştırdım. Onun şarkılarını dinlemeye başladım çünkü yakın geldi. Tarzıma uygun buldum.

YUKSEL Genel olarak süreçle ilgili eklemek istediğin bir şey var mı?

BURCU Başta ön yargılıyım böyle olmadığını anladım gerçekten çok farklıymış daha eğlenceliymiş bunu anladım. Devam etmesini de isterdim.

YUKSEL Çok teşekkür ederim.

AYŞE

YUKSEL Hoş geldin Ayşe.

AYŞE Hoş bulduk hocam.

YUKSEL Biliyorsun bir dönem boyunca on farklı ders ve on iki farklı şarkı işledik ve bu derslerin İngilizce öğrenme isteğine ve motivasyonuna katkı sağladığını düşünüyor musun?

AYŞE Evet düşünüyorum. Ben de İngilizce şarkı dinlemezdim, çok isterdim aslında dinlemeyi. Hobim değildi. Türkçe şarkıları daha çok seviyordum. Hala da çok sevmiyorum ama eskisine göre ilerlediğimi de söyleyebilirim. Derslerden verim aldığımı da söyleyebilirim. Birazcık önyargım benim de vardı. Anlamam diye düşünüyordum. İngilizcemin çok geliştiğini düşünmediğim için kelimelerini anlamayacağımı düşünüyordum. Ama şimdi kelime kâğıtlarını verdiğiniz için ilk önce dinletip ondan sonra oradaki boşlukları doldurmamız bana çok yarar sağladı diyebilirim. En azından artık anlayabiliyorum eskisine göre. Bir de İngilizce kelime bilgim gitgide arttığı için bilmediğim kelimeleri anlamam mümkün değildi şimdi daha çok kelime bildiğim için anlamam daha da iyi oldu. Bu konuda çok yarar sağladı diyebilirim.

YUKSEL Peki, bu işlediğimiz derslerin kültürel anlamda zengin olduğunu düşünüyor musun?

- AYŞE** Tabii ki de düşünüyorum. İngilizcenin normal olarak kültürel anlamda katkı sağladığını düşünüyorum. Bir paragraf okuyoruz ve paragrafta bile bir ülkenin kültürünü öğrenebiliriz. Bunun şarkıyla da mümkün olduğunu gördüm. O yüzden katkı sağladığını düşünüyorum.
- YUKSEL** İşlediğimiz derslerin dil becerileri açısından sana bir şeyler kattığını düşünüyor musun?
- AYŞE** Evet. Mesela o kâğıtlarda kelimelerin telaffuzuyla ilgili bir şeyler öğretmişsiniz. Speaking yapmıyoruz biz derslerde, o konuda telaffuz olarak, anlama olarak, yazma olarak katkı sağladı.
- YUKSEL** Bu derslerin devam etmesini ister miydin veya istemez miydin? Neden?
- AYŞE** Çok isterdim. Yani, nasıl desem, böyle o kadar sıkıcı ders mi desem, yoğun bir şeylerden sonra güzel bir aktivite gibi oluyordu bu ders. İsterdim.
- YUKSEL** Derslerin en beğendiğin özelliği eğer varsa nedir?
- AYŞE** Şarkıyı dinledikten sonra onları yorumlamak ve konuşmak. Aslında çok aktif olmadım ama yani genel olarak sınıf sessiz. Sınıf çok katılım sağlamadı çünkü çok konuşamıyoruz. Speaking dersimiz olmadı bu zamana kadar. O yüzden de biraz pasif kalıyoruz.
- YUKSEL** Dersler esnasında seni rahatsız eden, beğenmediğin, keşke şöyle olsaydı dediğin bir durum var mı?
- AYŞE** Olmadı da, daha aktif olabilirdik, yani İngilizcemiz daha gelişmiş olsaydı ya da kelime bilgimiz yani konuşma becerimiz daha iyi olsaydı daha güzel geçerdi konuşma aktivitemiz. O da bizim yüzümüzden, derslerle alakalı değildi.
- YUKSEL** Daha önce speaking dersi olmaması ya da deneyiminiz olmamasına bağlıyorsun yani bunu.
- AYŞE** Evet.
- YUKSEL** Peki, 12 şarkıdan en beğendiğin hangisiydi? Neden?
- AYŞE** Six Days War ve Perfect şarkıları. Perfect'i biliyordum ve zaten sevdiğim bir şarkıydı. Bir de şunu fark ettim. Dinlediğim şarkıyı daha iyi anlamıştım, kelimelerini. Six days War da kültürel anlamda, içerik anlamında bir de müzik anlamında çok sevmiştim.
- YUKSEL** Şarkıları dinledikten sonra herhangi bir araştırmada bulundun mu?
- AYŞE** Sevdiğim şarkıların arkasından bunu yapmıştım. Belki yine sevdiğim şarkılar bulurum diye yapmıştım. Hepsinde yapmadım.

- YUKSEL** Genel olarak süreçle ilgili bir şeyler eklemek ister miydin?
- AYŞE** Güzeldi, devam etmesini çok isterim çünkü çok katkısı var. Bir de yoğun bir sene, güzel bir aktivite oluyordu. Çok fazla ders yoktu zaten daha çok olmasını bile isterdim.
- YUKSEL** Çok teşekkür ederim.
- AYŞE** Rica ederim.

ALEYNA

- YUKSEL** Hoş geldin Aleyna.
- ALEYNA** Merhaba hocam.
- YUKSEL** Biliyorsun bir dönem boyunca on farklı ders ve on iki farklı şarkı işledik. Bu derslerin İngilizce öğrenme motivasyonuna bir katkı sağladığını düşünüyor musun?
- ALEYNA** Evet hocam düşünüyorum. Daha önce daha çok Türkçe müzik dinliyordum. İngilizce müziğe çok yatkın bir insan değilim ama bu dersten sonra daha fazla dinlemeye başladım açıkçası. Motivasyonumu da şu şekilde etkiledi: Derslerde sürekli aynı gramer konularını işlemekten gerçekten insan yoruluyor bir süre sonra, sıkılıyor. Bu derste açıkçası daha fazla rahatladığımı hissettim. Daha fazla istek oluştu açıkçası.
- YUKSEL** Süreçten önce İngilizce şarkılar dinliyor muydun peki?
- ALEYNA** Çok sık dinlemiyordum. Türkçe daha çok dinliyordum.
- YUKSEL** Biraz daha ilgini çektiğini söylüyorsun
- ALEYNA** Evet, daha çok ilgimi çekti.
- YUKSEL** Bu işlenen derslerin kültürel anlamda bir katkı sağladığını düşünüyor musun?
- ALEYNA** Evet düşünüyorum.
- YUKSEL** Peki şarkılar kültürel açıdan önemli bir kaynak mı?
- ALEYNA** Tabii ki önemli.
- YUKSEL** Bu derslerin dil becerileri açısından sana bir şeyler kattığını düşünüyor musun?

ALEYNA Evet. Dinleme, telaffuz, heceleme konusunda katkı sağladığımı düşünüyorum.

YUKSEL Bu dersler devam etmesini ister miydin veya istemez miydin? Neden?

ALEYNA Aslında devam etmesini isterim. Dediğim gibi stres atmak için çok iyi geliyordu. Bir de arkadaşlar da söyledi zaten konuşma konusunda fazla derslerde zaman ayıramıyoruz. Ben de çok konuşan bir insan değilim aslında derslerde ama konuşmamamın sebebi aslında çekinmem. Sınıftaki ortamdan, diğer arkadaşlar konuşmaya daha yatkın olduğu için çekiniyorum konuşmaya ama konuşma için de yararlı olduğunu düşünüyorum ve devam etmesini de isterdim açıkçası.

YUKSEL Derslerde en ilginizi çeken şeyi bir cümleyle özetlemek istesen ne olurdu?

ALEYNA Şarkıyı dinledikten sonra boşlukları dolduruyoruz ya onlar.

YUKSEL Seni rahatsız eden bir durum oldu mu derslerde?

ALEYNA Rahatsız eden çok bir durum yok ama konuşmayı isterdim hocam. Etkin olmayı isterdim.

YUKSEL Bu şarkılardan en çok sevdiğin hangisiydi ve neden?

ALEYNA Ed Sheeran Perfect. Çünkü bu tür şarkılar dinliyorum. Daha çok hitap ediyor.

YUKSEL Şarkıları dinledikten sonra bir araştırma yaptın mı şarkılarla veya şarkıcılarla ilgili?

ALEYNA Yaptım.

YUKSEL En çok sevdiğin şarkıları mı araştırdın?

ALEYNA Sevdiğim şarkıları.

YUKSEL Genel olarak süreçle ilgili eklemek istediğin bir şey var mı?

ALEYNA Devam etmesini isterim derslerin. Açıkçası bu kadar.

YUKSEL Tamam teşekkür ederim.

BAŞAK

YUKSEL Hoş geldin Başak.

BAŞAK Hoş bulduk

YUKSEL Biliyorsun bir dönem boyunca on farklı ders ve on iki farklı şarkı işledik. İşlenen bu derslerin senin İngilizce öğrenme motivasyonuna ve isteğine bir katkı sağladığını düşünüyor musun?

BAŞAK Düşünüyorum çünkü şarkı dinlemeyi zaten seviyordum. Bu yüzden bu dersler sayesinde İngilizce öğrenmek benim için daha eğlenceli bir hal almaya başladı. İngilizceye zaten dinlediğim şarkılar sayesinde ilgim artmıştı. Ama derslerde daha çok gramer bilgisi gibi sıkıcı konular işlendiğinden bu ilgim biraz azalmıştı. Fakat işlenen bu ders sayesinde motivasyonum daha da arttı. Beni kötü etkileyen tek yönü ise konuşma becerimin biraz eksik olduğunu hissetmek oldu. Bunun temel nedeninin de okuldaki derslerde bu yönde tam olarak gelişemediğimizden dolayı olduğunu düşünüyorum.

YUKSEL Anladım. Derslerde konuşamadığını fark etmek biraz motivasyon kaybına sebep oldu. Peki, bu işlenen derslerin kültürel anlamda içerik olarak zengin olduğunu düşünüyor musun?

BAŞAK Düşünüyorum çünkü şarkıya kendi kültürünü yansıtan sanatçılarla bunu açık bir şekilde fark ediyoruz. Örneğin Six Days War şarkısında da bu kültürü anlamıştık.

YUKSEL Şarkıların İngilizce dil becerisi açısından sana katkı sağladığını düşünüyor musun?

BAŞAK Bence oldukça katkı sağladı. Özellikle dinleme becerisi konusunda katkı sağladığını düşünüyorum. Çünkü okuldaki İngilizce derslerinden dinleme becerisi üzerinden pek fazla duramıyoruz. Daha çok gramer gibi konular ele alınıyor. Ama işlenen bu dersler sayesinde başta dinleme becerisi olmak üzere kelime konuşma ve telaffuz gibi konularda ilerleme kaydettiğimi düşünüyorum.

YUKSEL Derslerin devam etme durumu olsaydı devam etmesini ister miydin? Neden?

BAŞAK İsterdim çünkü işlenen dersler sayesinde İngilizce öğrenmek daha kolay bir hal alıyor. Kelime öğrenme konusunda benim için oldukça yararlı oldu çünkü bir şarkının içinde geçen bir kelime başka bir yerde karşıma çıktığı zaman şarkının ritminden o kelimeyi hatırlayabiliyorum. Ayrıca bu derslerle birlikte birçok dil becerimizi de geliştirme fırsatımız oluyor.

YUKSEL Bu derslerin en beğendiğin özelliği ne oldu?

BAŞAK Şarkıyı dinlerken şarkının yazılı olduğu kâğıtta verilen boşlukları doldurmak güzel ve beğendiğim bir etkinlikti. Çünkü bu sayede yeni bir

kelime öğreniyor aynı zamanda o kelime aklımda daha kalıcı bir yer ediniyordu.

- YUKSEL** Derslerde hoşuna gitmeyen seni rahatsız eden bir durum oldu mu_?
- BAŞAK** Oldu. Şarkılar hakkında yorum yapmak için konuşmaya çekindim biraz. Çünkü sınıf ortamında herhangi bir kelimeyi yanlış telaffuz edersem böyle bir tepki alırım diye çekindim
- YUKSEL** Sence alır mıydın tepki?
- BAŞAK** Ben öyle düşündüm.
- YUKSEL** Bu derslerin bir başlangıç olduğunu düşünüyor musun yoksa sana bir katkı sağlamadı mı?
- BAŞAK** Tabii ki düşünüyorum. Konuşmak için daha fırsatımız oluyor.
- YUKSEL** İşlediğimiz şarkılardan en beğendiğin hangisiydi?
- BAŞAK** Adele'in Someone Like You. Çünkü Adele'in Rolling In The Deep, Set Fire To The Rain adlı şarkılarını dinlediğimden beğendiğim bir şarkıcıydı.
- YUKSEL** Zaten tanıdığın bir sanatçıydı.
- BAŞAK** Aynen. Aynı zamanda bu şarkı diğer şarkılara göre tarzıma daha yakın bir şarkı olduğundan en beğendiğim bu oldu.
- YUKSEL** Şarkıları dinledikten sonra herhangi bir araştırmada bulundun mu?
- BAŞAK** Bulundum. Ed Sheraan Shape of You şarkısından dolayı tanıdığım bir şarkıcıydı. Tavsiye edilen şarkılar arasından Thinking Out Loud adlı şarkısı dikkatimi çekti ve araştırdım.
- YUKSEL** Genel olarak süreçle ilgili eklemek istediğin bir şey var mı?
- BAŞAK** Süreç gayet iyiydi ama devam etseydi daha iyi olacağına inanıyordum.
- YUKSEL** Tamam, çok teşekkür ederim
- BAŞAK** Rica ederim.

ALP

- YUKSEL** Hoş geldin Alp.
- ALP** Hoş bulduk.
- YUKSEL** Biliyorsun on ders işledik bir dönem boyunca ve on iki şarkı vardı bu derslerde. İngilizce öğrenme motivasyonuna ve isteğine bir katkı sağladığımı düşünüyor musun bu derslerin?

- ALP** Fazla etkide bulunduğunu düşünmüyorum çünkü ben İngilizce şarkılar dinleyen birisi değilim ve sevdiğim de fazla söylenemez. Ama hiç mi olmadı diye sorarsanız tabii ki oldu yani konuşma esnasında konuşma sırasında biz eksiklerimizi görüyorduk onları telaffuz etmede bize yardımcı oluyordunuz biz de kendimizi geliştirebiliyorduk. Bu açıdan güzel bir etki sağladı bize.
- YUKSEL** Anladım. Dil öğrenme açısından istek anlamında çok bir katkı sağladığını düşünmüyorsun. Sene başındaki motivasyonunda veya dil bölümünü seçtiğin zamandaki motivasyonunda herhangi bir değişikliğe sebep oldu mu?
- ALP** Oldu çünkü farklı şarkılar geldiği için biz onlara karşı böyle sevmesek de sevsek de dinliyorduk ve sevmediklerimize karşı da bir hoşlanıtı duymaya başlıyorduk ve böylece İngilizce konuşma anlamında da katkı sağlıyor motivasyonu yükselttiği söylenebilir.
- YUKSEL** Kültürel anlamda şarkıların içerik olarak zengin olduğunu düşünüyor musun?
- ALP** Kesinlikle düşünüyorum çünkü şarkılar farklı farklı konulara değiniyor ve farklı olayları anlatıyor ve bazı olayları da bir akış içerisinde anlattığı için çok ilgi çekici oluyor ve katkı sağlıyor.
- YUKSEL** Peki bu derslerin dil beceriler açısından hangi alanlarda sana katkı sağladığını düşünüyor musun?
- ALP** Konuşmada ve telaffuzda çok katkı sağladığını düşünüyorum ayrıca biz bazı derslerde derslerin bölümlerinde eksik bölümler tamamlıyorduk şarkılardaki, bu da bizim kelimeleri anlama becerimizi ölçüyordu. Onun da etkisi vardı.
- YUKSEL** Derslerin devam etme şansı olsaydı ister miydi?
- ALP** İsterdim çünkü uzun vadede daha fazla etkisi olurdu.
- YUKSEL** Derslerin en beğendiğin özelliği neydi?
- ALP** Bazı bölümleri biz yorumluyorduk ve çıkarımlarda bulunuyorduk. Ben bunu çok seviyordum.
- YUKSEL** Yani yorum yapma şansınızın olması. Bu derslerin en sevmediğin özelliği neydi?
- ALP** Sevmediğim bir özelliği yoktu ama biz sınıf olarak daha aktif bir şekilde katılsaydık daha iyi olabilirdi.

- YUKSEL** On iki şarkıdan en sevdiğin şarkı hangisiydi?
- ALP** Six Days War güzeldi çünkü tarihi bir olayı anlatıyordu bu da ilgi çekiciydi.
- YUKSEL** Peki sevmediğin bir şarkı var mıydı bunlar içerisinde?
- ALP** Never Gonna Give You Up. Biraz romantik kaçtığı için pek sevmemiştim.
- YUKSEL** Şarkıları dinledikten sonra araştırmada bulundun mu?
- ALP** Sevdiklerimde bulundum sevmediklerime fazla baktığım söylenemez.
- YUKSEL** Genel olarak yorum yapmak ister misin?
- ALP** Güzeldi, devam etmesi uzun vadede cidden çok güzel olabilirdi.
- YUKSEL** Teşekkür ederim
- ALP** Rica ederim.

CEREN

- YUKSEL** Ceren hoş geldin. Biliyorsun bir dönem boyunca on farklı ders ve on iki farklı şarkı işledik. Bu dönem boyunca işlenen derslerin İngilizce öğrenme motivasyonuna ve istediğine katkı sağladığını düşünüyor musun?
- CEREN** Genel olarak her dilci gibi ben de ufak tefek ilk başta motivasyon düşüklüğü yaşamıştım. Sonuçta bahsi geçen şey dil olunca ki bu dil İngilizce gibi yaygın bir dünya diliyse herkes standart bir dil öğrenmenin dışında şeyler hayal eder ve gerçekler 12. Sınıf olunca yüzüme çarpıldı tabii. Biz dilciler her zaman ufku geniş ve çok açık yapılı insanlarız. Fakat eğitim sistemimiz sonlara doğru pek geniş ufuk ve açık yapı bırakmasa da bir şekilde devam etmeye çalıştık. Sınavlar olunca bu gerçekten bizi zorlamış oldu.
- YUKSEL** Dil bölümünü seçme sürecinden bahsediyorsun değil mi?
- CEREN** Evet. Tabii bazılarımız bu öğrenme arzusunu üniversitede tatmin etmeye yönelse de birçoğumuz 12. sınıfta neredeyse bitirme aşamasına geldi diyebilirim. Denilecek pek fazla da söz yok aslında çünkü sistem gereği tabiri caizse diplomalı köleler oluyoruz. Ama bu derslere gelecek olursak kesinlikle bir nefes almamızı sağladı diyebilirim. Motivasyon düşüklüğünü çok aşmamıza yardım etmese de yine de bir noktada güldürdü, eğlendirdi ve düşündürdü.
- YUKSEL** Peki, bu derslerin kültürel açıdan önemli kaynaklar olduğunu düşünüyor musun? Şarkıların sence kültürel bir öge olması düşünülebilir mi?

- CEREN** İşlediğimiz şarkılar arasında aslında Six Days War şarkısını baz aldığımız zaman kültürel etkileşimin oldukça yoğun aktarıldığını söyleyebilirim ama genele vurduğumuzda işlenen şarkılar açısından kültürel öğrenme açısından biraz zayıftı ama bunu olumsuz olarak nüksetmek istemem çünkü zaten kısıtlı bir şarkı skalamız vardı. Onun dışında bence bu çok ince bir çizgi sonuç olarak hem gelmiş geçmiş tüm şarkılar hem de tek bir şarkının nakaratı ve girişi arasında gerçekten apayrı şeyler var. Kesin katkı sağlar ya da sağlamaz diyemiyorum aslında. Ne kadar çok bir şarkı yakalayıcı bir şarkıysa o kadar çok durum değişiyor. Eğer bir insana bu hitap ediyorsa bundan çok fazla şey alabiliyor hitap etmeyen birine göre.
- YUKSEL** O zaman kişiye göre ve şarkıya göre değişiyor diyorsun öyle mi?
- CEREN** Bunun için net bir düşünce kalıbım yok.
- YUKSEL** Peki, bu şarkıların İngilizce dil becerileri açısından sana katkı sağladığını düşünüyor musun?
- CEREN** Hemen hemen hepsine sağladığını düşünüyorum. Tüm becerilerde temelimin olduğunu biliyordum ama zaten eğitim sistemini baz alınca çok fazla bunu dışarıya aktaramıyoruz. Beni çok expert bir seviyeye çıkarmadı. Ama en azından zihnimdekileri bir tık daha cesurca kâğıda dökmemi sağladı özellikle bu writing ve türevleri olunca. Konuşma ve telaffuz açısından bu benim sevdiğim bir bölümdü ve tüm bu becerileri açığa çıkarmak ya da geliştirmek istemem o şarkının bana hitap etmesiyle alakalıydı daha çok. Bu yüzden bir şarkı dediğim gibi ne kadar çok hitap ediyorsa ben o kadar çok katkı sağladığını düşünüyorum.
- YUKSEL** Dönem boyunca devam eden bu derslerin daha da devam etmesini veya etmemesini ister miydin?
- CEREN** Ben üzgünüm ama pek istemezdim. Çünkü ne kadar çok insan o kadar çok müzik zevki ve bu kadar öznel nitelik kapsamında olan bir proje bence bir noktadan sonra tıkanma aşamasına girecektir. Er ya da geç.
- YUKSEL** Biraz daha açar mısın peki söylediklerini?
- CEREN** Örnek verecek olursam, kendi açımdan söyleyeyim ilk başlarda çok iyiydi beklentim yüksek olarak başlamıştım ama dediğim gibi bu şarkının bana hitap edip etmemesine bağlıydı. Bir süreden sonra üç tane güzel şarkı geldi iki tanesinin beni çok yakalayamadı. Bana göre bu tıkanmış oluyordu.
- YUKSEL** Peki daha sonrasında daha iyi şarkı geleme ihtimali var mıydı? Ya da oldu mu?

- CEREN** Evet olmuştu bir süre sonra. İki şarkıdan sonra bir tane daha catchy şarkı bir şarkı bulmuştum mesela o zaman süreç tekrar başa alınıyordu ben daha çok konsantre oluyordum.
- YUKSEL** Yani şöyle diyorsun öğrencilerin ilgilerine göre şarkıları her zaman tutturmak zor olduğu için.
- CEREN** Evet çok zor.
- YUKSEL** 22 farklı öğrencimiz vardı, hepsine hitap etmeyen şarkılar denk gelebiliyordu tabii ki, o olmadığı zaman biraz motivasyon kaybı olduğunu düşünüyorsun.
- CEREN** Evet. Biraz düşüş oluyordu.
- YUKSEL** Dersin eğer varsa en beğendiğin özelliği neydi?
- CEREN** En beğendiğim özelliği şuydu: şarkılar arasında çok bana hitap edenler olmadığı gibi eski olup da bilmediğim ilk andan itibaren dilime dolanan şarkılar oldu. Sanırım hiç beklemediğim bir anda ve bana hitap etmediğini düşündüğüm bir dönemden sevebileceğim bir şarkı bulmak ve bunun beni şaşırtması en sevdiğim özelliği idi.
- YUKSEL** Peki, seni rahatsız eden keşke olmasaydı dediğin olumsuz bir durum oldu mu?
- CEREN** Aslında böyle bir şey çok olmadı yani çok ufak tefek şeyler. İlk başlarda da şey düşünmüştüm. Belki şarkı sözü videosuyla o şarkıyı dinlese daha iyi olur ama sonradan şöyle düşündüm bu bizim becerilerimizi ölçerken özellikle de writing bölümünde birazcık kolaya kaçmamız sağlayacaktı. Bu nedenle çok da verim alamazdık gibi.
- YUKSEL** Hatırlıyorum ilk röportajda bu öneriyi söylemiştin. Bu konuyu düşündüm ve buldum ama maalesef akıllı tahtanın hoparlörünün biraz zayıf olmasından dolayı biliyorsun boğuk bir ses çıkıyordu maalesef onu uygulayamadım yoksa aklımdaydı ama işte fiziksel yetersizliklerden dolayı.
- CEREN** Bu olmasa bile writing bölümünde birazcık bizi geri plana atacaktı.
- YUKSEL** Ever farklılık olması açısından belki birkaç derste uygulanabilirdi ama dediğim gibi fiziksel yetersizliklerden dolayı maalesef olmadı. 12 şarkıdan en beğendiğin şarkı hangisiydi ve neden?
- CEREN** O zamanlar Ed Sheeran Perfect şarkısıydı. Aslında bunun çok özel bir nedeni yok dediğim gibi bana hitap eden bir şarkıydı. O yüzden, melodisi falan da güzeldi.

YUKSEL Peki, bu şarkıları dinledikten sonra herhangi bir araştırmada bulundun mu?

CEREN Evet, hemen hemen hepsinde bulunduğumu söyleyemem ama zaten dinlediğim birkaç şarkı getirdiğinizde özellikle onlara bakıyordum neler var diye. Bazen o şarkıyı seviyordum ve önerilerde de daha çok sevebileceğim şeyler olabileceğini düşündüğüm için onları araştırıyordum.

YUKSEL O zaman sevdiğin şarkıların önerilerine daha çok baktın. Genel olarak süreçle ilgili yorum yapmak ister misin?

CEREN Bence güzel bir süreçti özellikle biz 12'ler için gerçekten nefes almamızı sağlayan bir süreçti yani ben eğlendim.

YUKSEL Çok teşekkür ederim

CEREN Rica ederim.

CEM

YUKSEL Hoş geldin Cem.

CEM Hoş bulduk.

YUKSEL Bir ders dönemi boyunca dersler işledik toplamda on dersimiz oldu. Bu işlenen derslerin İngilizce öğrenme motivasyonuna ve isteğine etkileri neler oldu?

CEM Ben ilk başta şöyle başlamak istiyorum. Sizin de bildiğiniz üzere ben dili seçmeden önce bu okulda değildim. Ben dil bölümü için bu okula gelmişim. Alan seçim kâğıdındaki şeyi unutamıyorum hem aklımdadır. İngiliz dili ve edebiyatı dersi vardı. O hep aklımda. Mesela ben gelirken başka bir kültürü başka bir dili öğrenmeye geliyordum içimde böyle bir heyecan vardı. Ama geldiğimde ortaya çıkan sonuç şuydu. Sanki bir fizik dersinde bir tablo veriyorlar. Tabloda ikinci anahtarı kapatırsan lamba kapanacakmış gibi bana gramer kuralları öğretiyorlardı. Buna göre benim dil öğrenmemi bekliyorlardı. Açıkçası ben hayal kırıklığına uğramıştım. Ama sizin bu dersiniz sayesinde tekrardan o motivasyonumu sağladım. Yani yükseldi.

YUKSEL Dersin olumlu anlamda sana katkı sağladığını düşünüyorsun motivasyon anlamında.

CEM Evet.

YUKSEL Başka eklemek istediğin bir şey var mı?

CEM Bir de ben şey düşünüyorum hocam. Yine sistemle ilgili ama. Sanki yukarıdan bir şey bizim farklı bireyler olmamızı istemiyor. Hem aynı

olmamızı istiyor. Hatta aklıma şey geldi. Another Brick in the Wall şarkısı geldi onu düşününce.

YUKSEL O da güzel bir şarkı doğru. İşlediğimiz bu derslerin sence kültürel anlamda katkı sağladığını düşünüyor musun? Şarkıların İngiliz ve Amerikan kültürünü öğretmek için güzel bir içerik olduğunu düşünüyor musun?

CEM Evet. Öğreneceğim dilin mensuplarının yaşayan insanların günlük hayatını öğrenerek aslında o dili daha iyi kavrayabileceğimi düşünüyordum. Şarkılar da bunu bence gayet iyi bir şekilde sağlıyordu.

YUKSEL İşlenen bu derslerin İngilizce dil becerisi açısından hangi alanlarda yardımcı oldu.

CEM Hocam şöyle söyleyeceğim. Ben açıkçası şarkılarla öğrenebileceğimizi pek düşünmüyorum. Şarkılar bize şöyle bir altyapı oluşturabilir. O kültürü ve günlük yaşamı öğrenebiliriz ki bu kültür ve günlük yaşam da dili çevreleyen, etkileyen en büyük faktörlerden birisidir. Çok yardımcı olur. Ama konuşma, yazma ben bunların daha çok edebi eserlerle romanlarla veya dizilerle filmlerle sağlanacağını düşünüyorum. O yüzden ben sadece bu müziklerin kültürel anlamda bir etki verdiğini düşünüyorum.

YUKSEL Peki dinleme anlamında bir şey kattığını düşünüyor musun?

CEM Dinleme anlamında da katıyor ama şöyle bir şey var sizin de bildiğiniz üzere. İngilizce şarkılarda genelde gramer hataları oluyor. Pek sağlıklı olduğunu düşünmüyorum açıkçası. Ama tabii ki de yararı oluyordur.

YUKSEL İşlediğimiz derslerin devam etmesini veya etmemesini ister miydin? Neden?

CEM Ben kesinlikle isterdim çünkü bir değişiklik oldu bizim için. Açıkçası dil öğrencisi olduğumu tekrardan fark ettim. Ben farklı bir şey okuduğumu fark ettim. Bu yüzden tabii ki de isterdim.

YUKSEL Derslerin en beğendiğin özelliği nedir?

CEM Benim hem İngilizce aracılığıyla genel kültürüme yaptığı katkısı oldu herhalde. Hem İngilizce şarkılar hem de genel kültürüme katkı yaptığını düşünüyorum şarkıların.

YUKSEL Derslerde seni rahatsız eden, beğenmediğin, keşke şöyle olsaydı daha iyi olurdu dediğin bir nokta var mı?

CEM Ben şöyle düşünüyorum hocam. Bizim sınıf özelinde şöyle bir şey var. Biz bu etkinliğe başlamadan önce en baştan etkinliğin amacını açıklasaydık bizimkilere belki çok çok daha farklı olabilirdi.

- YUKSEL** Ne gibi mesela.
- CEM** Mesela katılım daha yüksek olabilirdi.
- YUKSEL** Mesela nasıl bir açıklama yapsaydık?
- CEM** Aslında dilin bu olduğunu açıklasaydık. Somut örnekler verseydik. Onlarda da bilinç oluşsaydı çok daha yüksek katılımlar olabilirdi ki yine de iyiymi bence.
- YUKSEL** Peki, arkadaşların bunun farkında değiller miydi sence?
- CEM** Değillerdi bence.
- YUKSEL** Aslında konuşmalarını, dinlemelerini bu araçla geliştirebileceklerini bilmiyorlar mıydı?
- CEM** Tabii biliyorlardı ama bilmekle bilmemek arasında ince bir fark oluyor ya hocam, kavramak arasında. Kavrayamamışlardı işte.
- YUKSEL** Belki gereken önemi vermemişlerdir.
- CEM** Aynen.
- YUKSEL** Peki, bu önem vermemelerinin sebebi ne olabilir?
- CEM** Önem vermemelerinin sebebi bence sınavın büyük bir etkisi var diye düşünüyorum. Onun bir stresi var üstlerinde. Ondan belki de buna pek önem vermek istememişlerdir. Ya da başka kendi sebepleri olabilir. Ama ben yine de katılımın iyi olduğunu düşünüyorum. Sonlara doğru epey yükseldi çünkü.
- YUKSEL** Evet, ilk başlarda sisteme, derslerin işlenişine ayak uydurmakta zorluk çekebilirler, sonlara doğru katılımın arttığını ben de fark ettim. Toplamda 10 ders işledik biliyorsun. 12 şarkı vardı bu 10 derste. En sevdiğin şarkı hangisiydi ve neden?
- CEM** Six days war. Ben hocam tarihe ilgiliiyim. Bu yüzden çok sevdim. Bir de işin ironik kısmı şu ki ben tarihe ilgili olmama rağmen ben bu savaşı bilmiyordum. Bizim eğitim sistemimizde bazı şeyleri tarih dersinde çok üstünkörü geçiriyorlar. Mesela Timur'un Ankara savaşı. Mesela biz Timur'u çok işlemedik ama çok büyük bir hükümdar ve biz bunu işlemedik. Ankara savaşını doğru düzgün görmedik. Six Days War da büyük ihtimalle katılımcılardan dolayı. Birisi de malum devlet olduğu için.
- YUKSEL** Hem ondan hem de yakın tarih dersi almıyorsunuz.
- CEM** Çağdaşta alıyoruz hocam.

- YUKSEL** Çağdaş dersiniz var mı sizin?
- CEM** Var.
- YUKSEL** Anladım. Ama sınavda çıkmadığı için çağdaş tarih o yüzden bir önemi olmuyor aslında öğrencilerin gözünde maalesef, değil mi?
- CEM** Aslında önemsizleştiriliyor.
- YUKSEL** Bir de çok bilinen bir savaş değil, araştırmayla bulunabilecek bir savaş. Bu vesileyle öğrendiysen ne mutlu. Peki, en sevmediğin şarkı hangisiydi?
- CEM** Sanırım Magic-Rude hocam. I'm gonna marry you falan diyordu. Onu o yüzden sevmemiştim.
- YUKSEL** Peki neden sevmedin sence?
- CEM** Benim müzik zevkime uymuyordu açıkçası.
- YUKSEL** İçerikten dolayı mı sence? Yoksa tonlardan mı?
- CEM** İçerik daha çok sanki ergen kızların dinleyip dinleyip triplere girdiği şarkılar gibi.
- YUKSEL** Bu şarkıları dinledikten sonra herhangi bir araştırma yaptın mı? Şarkıcılarla, şarkılarla ilgili?
- CEM** Yaptım. Hatta siz arkada liste veriyordunuz ya bize, benzer şarkılar diye. Mesela ondan Fortunate Son vardı. Bir de War Pigs vardı. Ben bu ikisini mesela hala dinliyorum.
- YUKSEL** İlk şarkının önerilerinde vardı bunlar. Toplam on ders oldu. On dersin sonunda bütün şarkılara baktın mı? Ya da en azından birine baktın mı?
- CEM** Baktım.
- YUKSEL** Her türlü araştırdın yani ne var ne yok diye.
- CEM** Evet.
- YUKSEL** Genel olarak bu derslerle, bu projeyle ilgili herhangi bir yorumun, söyleyeceğin bir şeyler var mı?
- CEM** Ben hocam öncelikle sizi takdir etmek isterim çünkü bu sistem, bu buhran içerisinde bence güzel bir şeye kalkışmışsınız projeniz olarak. Ben bu yüzden teşekkür etmek isterim size. Bence iyi oldu. Ben devam etmesini çok isterdim. Ben de size başarılar dilerim akademik hayatınızda.

YUKSEL Ben de sizlere başarılar dilerim. Her şey aslında sizin daha iyi İngilizce bilen bireyler olmanız için. Umarım ufak da olsa bir katkısı olmuştur. Teşekkür ederim.

CEM Rica ederim hocam.

DAMLA

YUKSEL Hoş geldin Damla.

DAMLA Hoş bulduk hocam.

YUKSEL Biliyorsun bir dönem boyunca on farklı ders ve on iki farklı şarkı işledik. Bu işlediğimiz derslerin senin İngilizce öğrenme motivasyonuna ve ilgine, isteğine katkı sağladığını düşünüyor musun?

DAMLA Bence kesinlikle düşünüyorum. Sonuçta bu sene sınav senemizdeyiz. İngilizce öğrenmeye, film izlemeye, şarkı dinlemeye, dizi izlemeye o kadar da zaman ayıramıyoruz. Bu şarkı dinlemek bizim için hem bir eğlence oluyor hem de İngilizcemize, okumamıza, yazma becerimize, konuşma becerimize, şahsen benim konuşma ve dinleme becerime daha bir katkısı olduğunu düşünüyorum. Bir dönem yapmış olmamıza rağmen.

YUKSEL Kültürel anlamda şarkıların iyi bir kaynak olduğunu düşünüyor musun? Kültürel anlamda sana bir şeyler kattığını düşünüyor musun?

DAMLA Kesinlikle bir eser o kültürün tüm özelliklerini, tüm kimliğini yansıtır. İngilizce şarkılarda da bende bu oldu. Kültürlerinden aldıklarım noktalar oldu. Bu noktada bana önemli dağarcık kazandırdı.

YUKSEL Dil becerileri açısından en çok hangi alanlarda katkı sağladığını düşünüyorsun.

DAMLA Konuşma açısından. Konuşma daha bir özgüven kazandırdı. Aslında bu özgüvene ihtiyacım vardı. Bir nebze de olsa kazanmış oldum.

YUKSEL Biliyorsun bir dönem boyunca işledik dersleri. Derslerin devam etmesini veya etmemesini ister miydin?

DAMLA Etmesini kesinlikle isterdim. Daha önce belirttiğim gibi 12. Sınıfız. Bu zorlu dönemde eğlence oluyor İngilizce öğrenmemiz açısından. İyi bir şey oluyor. Kesinlikle isterdim.

YUKSEL Derslerin en beğendiğin özelliği ne oldu?

DAMLA Derste hem sizin hem bizim aktif olmamız. Sizin sürekli o şarkıyı bilmememize rağmen onu sürekli sormanızdı. Onu tahmin etmemizi istemenizdi.

- YUKSEL** Beğenmediğin, seni rahatsız eden bir özellik oldu mu?
- DAMLA** Hayır hiç olmadı.
- YUKSEL** Bu 12 şarkı içerisinde en sevdiğin şarkı hangisiydi?
- DAMLA** Young Turks.
- YUKSEL** Peki sebebi neydi sence?
- DAMLA** Türkler hakkında benim bilmediğim, yabancıların Türklere farklı bir gözle bakma noktasını kazandırdı. Bakış açısını kazandırdı.
- YUKSEL** Biliyorsun şarkıların en sonunda araştırmanızı istediğim bazı şarkılar ve sanatçılar vardı. Bunlarla ilgili herhangi bir araştırmada bulundun mu?
- DAMLA** Maalesef yapamadım. O noktada üzgünüm.
- YUKSEL** Peki sebebi neydi sence?
- DAMLA** Ben kendim zaman ayırmamış da olabilirim. Bu zorlu dönemde de yapamamam da olabilir. Yani ben kendim zaman ayırmadım açıkçası. Keşke yapsaydım.
- YUKSEL** Genel olarak süreçle ilgili eklemek istediğin bir şey var mı? Genel bir yorum?
- DAMLA** Bence daha iyiydi. Açığa geçmeseydim devam etmesini daha çok isterdim. Çok iyi oldu. Zaten üniversiteye gidiyoruz. Üniversitede bize artı bir puan kazandırırды devam etmesi.
- YUKSEL** Hangi açılardan sence artı kazandırırды?
- DAMLA** Farklı farklı türler getiriyorsunuz. Herkesten bir şey almak, kendi kültürüme daha fazla şey kazandırdı. Herkesten bir şey aldığım için daha fazla bakış açısı kazandırdı. Mesela Beyonce'nin bir şarkısında.
- YUKSEL** If I Were a Boy
- DAMLA** Evet o şarkıda mesela başka bir bakış açısı kazandım. Herkesten başka düşünceler kazanmak açısından iyi oldu.
- YUKSEL** Çok teşekkür ederim.
- DAMLA** Rica ederim.

ALİ

- YUKSEL** Hoş geldin Ali.
- ALİ** Hoş bulduk hocam.

- YUKSEL** Bir dönem boyunca ders işledik biliyorsun. Toplam on iki şarkı ve on ders. İşlenen bu derslerin İngilizce öğrenme motivasyonuna ve isteğine bir katkısı oldu mu sence?
- ALİ** Kesinlikle oldu hocam. Ben bu dil sınıfına geldiğimde bayağı hevesliydim ilk başlarda. Sevdığım bölümü okuyacaktım en azından konuşma dinleme açısından da gelişeceğimi düşünüyordum. Ama sonra sadece sınav için çalıştığımızı fark ettim. Şu an yapabileceğimiz tek şey de oydu zaten. Ama sizinle olan derslerimizde bunun böyle olmayacağını gördüm, bu beni bayağı bir motive etti. Sonuçta bölümümüze ait bir şeyler yapıyorduk ve bu beni iyi bir şekilde etkiledi.
- YUKSEL** İşlenen derslerin sana kültürel olarak bir şeyler kattığını düşünüyor musun? Şarkılar sence kültürel olarak iyi materyaller mi?
- ALİ** Bence bir ülkenin kültürünü öğrenmek için en iyisi gezme tarzı şeyler olabilir ama öyle bir şeyler yapamayacağımız için şarkılar onların yerine geçiyor olabilir. Benim için de iyi bir kültürel öğrenme şeyi oldu.
- YUKSEL** İşlenen derslerin dil öğrenme becerilerine ne gibi katkılar sağladı? Ya da katkı sağladı mı?
- ALİ** Katkı bayağı sağladı hocam kelime açısından dinleme açısından, en çok da dinleme açısından, telaffuz açısından faydası oldu.
- YUKSEL** Derslerin dönem boyunca devam etmesini ister miydin?
- ALİ** İsterdim hocam hem eğlenceliydi hem de en azından normal derslerde işlemediğimiz şeyleri yapıyorduk. Bu güzel geçiyordu.
- YUKSEL** Derslerin en beğendiğin özelliği neydi?
- ALİ** Speaking yapmamız ve yeni şarkılar keşfetmemiz.
- YUKSEL** Derslerde beğenmediğin şeyler oldu mu?
- ALİ** Benim açımdan olmadı çünkü dersi beğeniyordum ve zaman gerçekten hoş geçiyordu. Bu yüzden beğenmediğim pek bir şey yoktu.
- YUKSEL** Peki bu on iki şarkıdan en sevdiğin şarkısı hangisiydi ve neden?
- ALİ** A Horse With No Name. Sözleri hoşuma gitti anlayabildim arka plan müziği bayağı iyiydi. Zamanında oynadığım bir oyunun da şarkısıydı.
- YUKSEL** Daha önceden bir aşinalık olduğu için yani
- ALİ** Evet hocam

YUKSEL Peki, biliyorsun kâğıtların en sonunda tavsiye edilen şarkılar ve sanatçılar vardı. Herhangi bir araştırmada bulundun mu?

ALİ Hayır. Maalesef.

YUKSEL Neden?

ALİ Zaman yoktu hocam.

YUKSEL Genel olarak eklemek istediğin bir şey var mı?

ALİ Yok hocam.

YUKSEL Teşekkürler.

CÜNEYT

YUKSEL Hoş geldin Cüneyt.

CÜNEYT Hoş bulduk hocam.

YUKSEL Biliyorsun bir dönem boyunca on dersimiz oldu ve bu derslerde on iki şarkı işledik. Bu işlediğimiz derslerde senin motivasyonuna ve İngilizceyi öğrenme istediğine katkıları oldu mu veya olmadı mı?

CÜNEYT Biz dil bölümü seçmeden önce zaten dil bölümü sadece dil bilgisinden değil onun yanı sıra İngilizce konuşmaya yönelik olduğunu da düşünerek seçmiştik en başında ama ilk geldiğimizde böyle bir şeyle karşılaşmadık zaten. Yani bunun bir olumsuzluğunu ve motivasyon eksikliğini yaşadık ilk başta ama bu dönem işlediğimiz derslerle bu eksikliği ve isteksizliği attık. Yani bize biraz daha katkı gösterdi bu işlediğimiz dersler motivasyon olarak yükseltti bizi

YUKSEL Peki dil bölümünü seçtiğinde ilk baştaki motivasyon kaybını biraz daha açar mısın sebebi neydi sence?

CÜNEYT İlk önce şöyle başlayayım. Biz zaten yıllardır dil bilgisi görüyoruz ister istemez sıkıldık ve İngilizce seçerken farklı kültürleri farklı alanları öğrenmek için seçtik dil bölümünü. Ama geldiğimizde yine böyle bir şeyle karşılaşmadık hala dil bilgisi görüyorduk. Fakat bu derslerle birlikte, en büyük eksikliğimiz konuşma hala konuşamıyoruz dil bölümünü seçmemizi rağmen, biraz bunu giderme biraz isteksizliğimizi kırma adına iyi oldu.

YUKSEL Peki kültürel anlamda şarkıların iyi bir kaynak olduğunu düşünüyor musun?

CÜNEYT Tabii ki düşünüyorum zaten birçok ülkenin kültürünü öğrenmek için ya şarkılarını dinlemeyi ya da orayı gezmen gerekiyor tabii gezme imkânı

olmadığı için şarkılarını dinliyorsun şarkılardan öğreniyorsun biraz bu kültürü. Ben de öğrenmek istiyordum başka kültürleri, tabii işlediğimiz derslerde en ufak duyduğum bir kelimeyle günlük yaptıkları rutinleri ve kültürleri öğrenebiliyorsun. Faydalı, katkı sağladığını düşünüyorum.

YUKSEL Dil becerileri açısından en çok hangi alanda katkı sağladı?

CÜNEYT Aslında en çok değil de sırayla söylemek gerekirse konuşmada çok büyük bir eksikliğim vardı, konuşmada biraz daha korkumuzu yenmeyi, telaffuzumuzu düzeltmeyi biraz da yazarak bunu geliştirmemize destek gösterdiğini düşünüyorum bu derslerin.

YUKSEL Bir dönem boyunca işlenen bu derslerin devam etmesini ya da etmemesini ister miydin? Neden?

CÜNEYT Aslında devam etmesinden ziyade bu derslerin önceden başlamasını isterdim dil bölümüne ilk geldiğimde başlamasını isterdim çünkü son sene çok az işledik dersleri iki sene daha işlesem daha güzel olurdu, çünkü bana motivasyon olarak katkı sağladı.

YUKSEL Derslerin en beğendiğin özelliğini özetleyebilir misin?

CÜNEYT Derslerde en beğendiğim özellik konuşma imkânı bulmaktı özellikle sizlerle tabii biraz daha çekiniyoruz tabii hala ağır kalıyoruz biraz ama konuşma güzel oluyor tabii ki de.

YUKSEL Seni rahatsız eden bir durum oldu mu?

CÜNEYT Yok hocam dersler gayet güzel geçti.

YUKSEL İşlediğimiz 12 şarkıdan en beğendiğin hangisiydi ve neden?

CÜNEYT Bence Adele'in Someone Like You şarkısıydı. Bu şarkıyı biliyordum, şarkı sözleri de anlamlı geldiği için bu şarkıyı seçiyorum.

YUKSEL Şarkıları dinledikten sonra herhangi bir araştırmada bulundun mu?

CÜNEYT Araştırmada bulunmadım. Pek vaktim olmadı gibi. Sadece dersleri dinledim o kadar.

YUKSEL Teşekkür ederim

CÜNEYT Rica ederim

KEMAL

YUKSEL Hoş geldin Kemal.

KEMAL Hoş bulduk.

- YUKSEL** Biliyorsun bir dönem boyunca ders işledik. Toplam on iki şarkı on ders. Bu dönem boyunca işlenen derslerin İngilizce öğrenme motivasyonuna ve isteğine etkileri neler oldu sence?
- KEMAL** Açıkçası önceki yılları bu bölümü seçerken motivasyonum oldukça yüksekti çünkü yeni bir dil öğrenecektim. Zaten önceden ilgim vardı benim İngilizceye. Yeni bir kültür öğrenmeye gelmişim ben buraya ama derslerin işleyişi bakımından dinleme, okuma, ya da kültürel anlamda hiçbir şey bulamadım çünkü sadece gramer öğreniyoruz. Bu işlediğimiz dersler bu konuda motivasyonumu oldukça yükseltti. Şarkılarla iç içe olmamız, şarkıları dinlememiz benim motivasyonumu yükseltmesine sebep oldu. Bu derslerde dinlediğim şarkılar da daha motive olmamı sağladı.
- YUKSEL** İşlenen bu derslerin kültürel anlamda önemli olduğunu düşünüyor musun? Şarkıların kültürel olarak önemli öğeler olduğunu düşünüyor musun?
- KEMAL** Şarkılarda bahsedilen konular, yapılan kısaltmalar, kullanılan kalıplaşmış cümleler veya deyimler bana oldukça ilgi çekici geldi. Bu konuların işleyişi şarkılardaki konuların işleyişi benim o kültüre olan ilgimi arttırdı ve araştırarak daha da çok öğrenmemi sağladı.
- YUKSEL** Dil becerileri açısından sana bir şeyler kattığını düşünüyor musun?
- KEMAL** Kelimelerin telaffuzunu duymak hem dinleme hem de konuşma açısından beni yükselttiğini düşünüyorum. Daha akıcı olmamı sağladı bu telaffuzları duymak, konuşmayı geliştirmesi. Yazılışlarını bildiğim kelimeleri sadece yazmaktan ziyade konuşma olarak da doğru telaffuzlarını öğrenmek benim oldukça işime yaradı.
- YUKSEL** Bu işlenen derslerin devam etmesini ister miydin veya etmemesini mi isterdin?
- KEMAL** Devam etmesini kesinlikle isterdim. Hem yeni müzikler öğrenmek hem de onların neler anlattığını öğrenmek oldukça hoşuma gitti. Çünkü sadece melodi ve kafiyeden ziyade anlattıklarını da daha çok beğendiğim için bu dersler benim için güzeldi ve devam etmesini isterdim.
- YUKSEL** En beğendiğin özelliği neydi?
- KEMAL** Seçilen şarkıların konuları özellikle beni çeken şey oldu.
- YUKSEL** Seni rahatsız eden bir durum oldu mu?
- KEMAL** Keşke daha az aşk şarkısı olsaydı. Diğer şarkıların konuları daha çok ilgimi çekerken aşk şarkıları bana sönük kalıyordu.

- YUKSEL** oradaki amaç aslında herkesi dâhil etmektir. Konu çeşitliliği olmasıydı. 12 tane şarkı vardı. Bazıları aşk şarkısıydı bazıları değildi. Bunlardan en sevdiğin şarkısı hangisiydi.
- KEMAL** Kesinlikle A Horse With No Name. Çünkü konusu ve melodisi özellikle de akılda kalıcılığı açısından diğerlerinden oldukça farklıydı. Çünkü anlattığı hem temayı bu çöl temasını oldukça iyi yansıtıyordu o yüzden çok beğendim.
- YUKSEL** Şarkıları dinledikten sonra biliyorsun kâğıdın en sonunda araştırmanızı istediğim veya tavsiye edilen şarkılar veya şarkıcılar vardı. Bunlarda araştırmakarda bulundun mu?
- KEMAL** Hayır, çünkü şarkı konusunda oldukça seçiciyim o anki duygu ve düşünceme göre dinlediğim şarkılar değişiyor. Bir sanatçının bir şarkısını beğenmem diğerlerini de beğeneceğim anlamına gelmediği için o şarkıya benzer şarkılara da bakma istediği duymadım.
- YUKSEL** Pek beğendiğin bir şarkı mesela a Horse With No Name'i beğendiğini söyledin. Onun en sonundaki şarkılara göz attın mı?
- KEMAL** Hayır
- YUKSEL** Peki genel olarak eklemek istediğin bir şeyler var mı?
- KEMAL** Hayır
- YUKSEL** Teşekkür ederim

FURKAN

- YUKSEL** Hoş geldin Furkan.
- FURKAN** Hoş bulduk.
- YUKSEL** Biliyorsun bir dönem boyunca toplamda on ders on iki şarkı işledik. Bu dönem boyunca işlenen derslerin sana motivasyon anlamında bir şeyler kattığını düşünüyor musun? İngilizce öğrenme isteğini etkilediğini düşünüyor musun?
- FURKAN** Tabii ki motivasyon anlamında büyük bir katkısı oldu özellikle bir dil öğrencisi olmama rağmen İngilizce konuşmada çok yetersizdim. Bu dersler süresince bunları geliştirme fırsatı buldum ve en azından konuşmaya yönelik bir özgüven de kazandığıma inanıyorum. Bence bu yüzden güzel ve yararlı bir etkinlikti. Motivasyonumu tamamen olumlu etkiledi diyebilirim.

- YUKSEL** Dil bölümüne başladığın halinle şu anki halini karşılaştırdığında derslerin etkisi oldu mu?
- FURKAN** Bu derslerin etkisi kesinlikle oldu ama bence sadece bir dil öğrencisi için değil genel olarak bütün öğrenciler için olması gereken türden dersler bunlar çünkü hem kültür anlamında hem yabancı dil anlamında büyük etkileri olduğunu düşünüyorum. Benim için de dil bölümünde bu dersleri işlemen önceki halimle kıyasla yararı oldu.
- YUKSEL** İşlenen derslerin kültürel anlamda içerik olarak zengin olduğunu düşünüyor musun?
- FURKAN** Bence çok zengin kültürel anlamda çünkü özellikle yabancı ülkelerin Amerika'nın falan kültürünü yakından tanıma fırsatı sunuyor bu şarkılar. O yüzden ben de daha önce hiç dinlemediğim türden şarkılar dinleme fırsatı buldum. Farklı kültürler dinlemiş oldum. Bence kültürel anlamda da yararlı.
- YUKSEL** Dil becerileri açısından sana katkı sağladığını düşünüyor musun?
- FURKAN** Beni en çok dinleme ve konuşmada etkisi oldu ama bunun yanı sıra kelime anlamında da bayağı etkisi olduğunu düşünüyorum. Konuşma becerime geliştirdiğime inanıyorum. En azından ufak ufak da olsa birkaç cümle kurmaya başladım. O yüzden özgüven de verdi. Yararı var yani.
- YUKSEL** Bu derslerin devam etmesini ister miydin?
- FURKAN** İsterdim hatta daha önceden başlamasını isterdim. Çünkü İngilizce tüm dünyada geçerli bir dilken biz Türkiye'de bu konuda bayağı eksikiz. Bence o yüzden yararlı olduğunu düşünüyorum en azından biz kendi aramızda konuşurken bile bir özgüven veriyor ufak ufak. O yüzden bence yararlı ve devam etmesini isterdim.
- YUKSEL** Derslerin en beğendiğin özelliği sence neydi?
- FURKAN** En beğendiğim özelliği yakın arkadaşlarımla ve yabancı olmayan insanlarla birlikte daha rahat konuşabiliyordum. Dedğim gibi hiç dinlemediğim tarzda şarkılar dinlemiş oldum. Bunun da bana katkısı oldu. Arkadaşlarımla İngilizce konuşma açısından da katkısı oldu. O yüzden bence iyiydi İngilizce için.
- YUKSEL** Derslerin olumsuz bir yanı var mıydı sence?
- FURKAN** Yok benim için güzeldi.
- YUKSEL** 12 şarkıdan en sevdiğin şarkı hangisiydi ve neden?

FURKAN Ed Sheeran Perfect. Daha önce hiç dinlemediğim tarzdan bir şarkıydı. Ama dinlemememe rağmen çok hoşuma gitti ve dinlemeye başladı. Özellikle lirikleri çok güzeldi. Melodisi de bayağı güzeldi.

YUKSEL Biliyorsun kâğıtların en sonunda tavsiye edilen şarkılar ve sanatçılar vardı. Onlarla ilgili araştırma yaptın mı?

FURKAN Yaptım birkaç tanesine bakmıştım.

YUKSEL En çok hangilerine baktın veya bakmadın?

FURKAN En çok aklımda kalan ondan sonra dinlemeye başladığım Queen'in birkaç parçası vardı. Orada gördükten sonra dinlemeye başladım ve hoşuma gitti. Onları dinlemeye devam ediyorum.

YUKSEL Anladım. Genel olarak eklemek istediğin bir şey var mı?

FURKAN Teşekkür ederim

YUKSEL Ben teşekkür ederim.

ELİF

YUKSEL Hoş geldin Elif.

ELİF Hoş bulduk.

YUKSEL Bir dönem boyunca on farklı ders on iki farklı şarkı işledik. Bu derslerin senin İngilizce öğrenme motivasyonuna bir katkı sağladığını düşünüyor musun?

ELİF Evet düşünüyorum çünkü dönem başında motivasyonum çok yüksek değildi. Bu bölümü seçerken daha böyle kelime konuşma dinleme ve bu tarzlardaydı beklentilerim ve bunlar da olmayınca derslerle ilgili motivasyonum düştü. Bu dersin olması da motivasyonumu da biraz olumlu yönde etkiledi. Çünkü dinleme telaffuz yazma gibi konulara çok zaman ayıramıyorum.

YUKSEL Bu şarkıların kültürel anlamda sana bir şeyler kattığını düşünüyor musun?

ELİF Aslında çok zengin olduğunu düşünmüyorum. Sadece şarkı dinleyerek kültürü öğrenmenin etkili olacağını düşünmüyorum.

YUKSEL Peki nasıl bir tavsiyede bulunabilirsin kültürel öğrenmeyle ilgili?

ELİF Mesela küçük slaytlar izleyebiliriz filmler izleyebiliriz.

- YUKSEL** Bazı arkadaşların doğrudan o ülkeleri gezip görmek en etkili anlamda kültürel öğrenme olduğunu söylemişlerdi. Peki dil becerileri açısından sana neler kattığını düşünüyorsun?
- ELİF** Evet katkı sağladığını düşünüyorum. Kelime, dinleme ve telaffuz.
- YUKSEL** Bu derslerin devam etmesini ister miydin veya istemez miydin neden?
- ELİF** İsterdim çünkü dinleme ve telaffuz becerimi arttırıyordu.
- YUKSEL** Peki derslerin en beğendiğin özelliği ne olabilir?
- ELİF** Şarkılardaki kelimelerin nasıl telaffuz edildiğini öğrenmemiz ilgimizi çekmişti. Çünkü daha önce telaffuz için ayrı bir zaman ayırmıyorduk.
- YUKSEL** Sevmediğin seni rahatsız eden bir durum oldu mu?
- ELİF** Hayır olmadı aslında ama sınıfta herkesin daha verimli bir şekilde derse katılmasını isterdim.
- YUKSEL** En çok hangi şarkıyı beğendin?
- ELİF** Ed Sheeran-Perfect ve Adele-Someone Like You şarkılarını beğendim. Bunları daha önceden dinliyordum ve dinlediğim tarza yakındı.
- YUKSEL** O zaman daha önceden dinlediğin şarkılar olduğu için bunları daha çok sevdin diyebiliriz. Herhangi bir araştırmada bulundun mu şarkılarla ilgili? En sonda örnek olarak bakabileceğiniz sanatçılar vardı.
- ELİF** Hayır bulunmadım çünkü yeterli zamanım yoktu.
- YUKSEL** Ders çalışmadan dolayı mı zaman bulamadın?
- ELİF** Evet ders çalışmaktan.
- YUKSEL** Genel olarak süreçle ilgili yorum yapmak ister misin?
- ELİF** Hayır, yok.
- YUKSEL** Tamam, çok teşekkür ederim.

ECE

- YUKSEL** Hoş geldin Ece.
- ECE** Hoş buldum.
- YUKSEL** Biliyorsun bir dönem boyunca on farklı derste on iki şarkı işledik. Bu derslerin İngilizce öğrenme motivasyonuna katkı sağladığını düşünüyor musun?

- ECE** Evet, düşünüyorum bu bölümü seçtiğimde heyecanlıydım çünkü alanımızı başka bir bölüme yoğunlaştıracaktık. Fakat başladığımızda tamamen sınava yönelik olduğunu fark ettim. Ama bu sene sizinle olan derslerimiz bölümümüze ait bir şeydi ve bu da beni etkiledi.
- YUKSEL** Peki, kültürel anlamda iyi bir içerik olduğunu düşünüyor musun şarkıların?
- ECE** Bana pek bir katkı sağladığını düşünmüyorum, oralara gidip gezmek daha etkili bir yol olur.
- YUKSEL** Bu işlenen derslerin dil becerisi anlamında sana bir şeyler kattığını düşünüyor musun?
- ECE** Evet düşünüyorum. Kelime dinleme ve telaffuz açısından. Ama bazen anlamadığım yerler de oldu çünkü aksanı farklıydı ama faydası oldu.
- YUKSEL** Dinleme açısından faydası olduğunu söylüyorsun. Peki derslerin devam etme şansı olsaydı devam etmesini ister miydin? Neden?
- ECE** İsterdim çünkü katkısı oluyordu ve derslerin yoğunluğu arasında da iyi oluyordu.
- YUKSEL** Derslerin en sevdiğin özelliğini söylemek isteseydin ne derdin?
- ECE** O Kelimeleri yakalamaya çalışmak anlamaya çalışmak iyiydi.
- YUKSEL** Sevmediğin bir özelliği oldu mu derslerin?
- ECE** Hayır olmadı ama katılmak isteyip katılamamak beni huzursuz etti.
- YUKSEL** Peki neden katılamadın?
- ECE** Bence çekindiğim için ve cümle kuramadığım için.
- YUKSEL** Bu 12 şarkıdan en sevdiğin şarkı hangisiydi?
- ECE** Perfect.
- YUKSEL** Peki neden o şarkıydı?
- ECE** Sözleri hoşuma gitti.
- YUKSEL** Sevmediğin bir şarkı var mıydı?
- ECE** Yok.
- YUKSEL** Şarkıları dinledikten sonra tavsiye şarkılarla ilgili araştırmalarda bulundun mu?
- ECE** Beğendiğim şarkıları dinledim ama çok da şey yapmadım.

- YUKSEL** Beğenmediğin şarkılara bakmadın.
- ECE** Evet.
- YUKSEL** Genel olarak yorum yapmak ister misin süreçle ilgili?
- ECE** Yani etkili oldu, iyi yönde.
- YUKSEL** Çok teşekkür ederim.
- ECE** Rica ederim.

FİLİZ

- YUKSEL** Hoş geldin Filiz.
- FİLİZ** Hoş buldum.
- YUKSEL** Biliyorsun bir dönem boyunca dersler işledik. Toplamda on ders ve on iki şarkı vardı. Bu dönem boyunca işlenen derslerin İngilizce öğrenme motivasyonuna ve isteğine etkileri ne oldu sence?
- FİLİZ** Derslerin moda mod ilerlemesi açısından önceden motivasyon olarak pek yüksek değildim ama İngilizce şarkılarla ders işlediğimizden beri bu durum değişti çünkü ait olduğumuz bölümle yani dil bölümüyle ilgilenmek ve bu yönde ilerlemek tabii ki benim için daha iyiydi. Genel olarak baktığımda ait olduğum yerde hissettirdiği için bana iyi yönde katkısı oldu.
- YUKSEL** İlk başlarda motivasyonum çok yüksek değildi ama zaman içerisinde kazandığını söylüyorsun öyle mi?
- FİLİZ** Yani, aynen.
- YUKSEL** İşlenen derslerin sana kültürel anlamda bir şeyler kattığını düşünüyor musun?
- FİLİZ** Aslında buna pek katılamayacağım çünkü şarkılarda bir tema ele alınmış ve anlatılmak istenen düşünce üzerinden gidilmişti. Bazı parçalarda toplumsal mesajlar veriyordu bazılarında ise kişinin okuyup kendince farklı anlamlar çıkarabileceği parçalardı. Yani kültür öğrenmek için şarkıların iyi bir içerik olduğunu düşünmüyorum. O bölgeleri gezerek o kültürü yaşayarak edinmenin daha iyi bir seçim olduğunu düşünüyorum.
- YUKSEL** Peki işlenen bu derslerin İngilizce dil becerileri anlamında bir şeyler kattığını düşünüyor musun?
- FİLİZ** Telaffuz, heceleme ve dinleme açısından katkı sağladığını düşünüyorum. Yeri geldi zor parçalar da oldu hatta hiçbir şey anlamadığım yerler de oldu

fakat kendimi geliřtirmek aısından bunun bana faydası oldu. Farklı aksanlar duyarak onlara biraz olsun alıřtım.

YUKSEL Dnem ierisinde on farklı ders iřledik ve bu dersler bir dnem srd. Bu derslerin devam etmesini veya etmemesini ister miydin? Neden?

FİLİZ Etmesini isterdim nk derslerin yoęunluęu arasında iyi bir aktiviteydi.

YUKSEL Bu derslerin en beęendięin zellięi ne oldu?

FİLİZ Paranın szlerini yakalayabilmek ve onları bořluklara yazabilmek hořuma gittięinden dolayı etkinlik doldurma kısmı en beęendięim kısım oldu diyebilirim.

YUKSEL Peki derslerde beęenmedięin veya seni rahatsız eden bir durum oldu mu?

FİLİZ Yok olmadı.

YUKSEL 12 řarkı iřledik. En beęendięin hangisiydi ve neden?

FİLİZ If I Were A Boy řarkısıydı. nk szlerinde kadın erkek eřitsizlięine ektięi dikkati ve verdięi hissiyatı sevdim.

YUKSEL biliyorsun her dersin sonunda size tavsiyelerde bulundum. Kâğıdın zerinde vardı. Tavsiye edilen řarkılar ve řarkıcılarla ilgili. Derslerden sonra arařtırmada bulundun mu hi bu řarkılarla ilgili.

FİLİZ Beęendięim tarzdaki paraların dięer nerilerini dinledim fakat drst olmak gerekirse ilgimi ekmemiř olanlarınkini dinlemedim.

YUKSEL Genel olarak derslerle ilgili bir yorumda bulunmak ister misin?

FİLİZ Genel olarak iyiydi, faydası bana dokundu.

YUKSEL Teřekkr ederim.

FİLİZ Rica ederim.

GKE

YUKSEL Hoř geldin Gke.

GKE Hoř bulduk

YUKSEL Biliyorsun bir dnem boyunca on ders on iki řarkı iřledik biliyorsun ve bu derslerin İngilizce ęrenme motivasyonuna katkı saęladıęını dřnyor musun?

GKE Aıkası dnem bařında da ok motivasyonum yoktu hala da kendime de pek bir zgvenim yok ama biraz olsun sınıf iinde arkadařlarımla samimi

olduğum için biraz daha konuşma açısından rahatladığımı düşünüyorum. İngilizcenin iki üç kuraldansa böyle eğlenerek öğrenme açısından da katkı sağladığını düşünüyorum. Güzeldi yani ders. Bana etkisi oldu.

YUKSEL Kültürel anlamda şarkıların faydalı olduğunu düşünüyor musun?

GÖKÇE Evet. Zaten dersin en güzel özelliği de buydu. Farklı kültürlerin bize katkı sağlamasıydı. Bu kültüre pek bir ilgisi olmayan bir insanın bile dikkatini çekip araştırmasını sağladığını düşünüyorum.

YUKSEL Dil becerileri açısından sana bir şeyler kattığını düşünüyor musun?

GÖKÇE Evet, özellikle dinleme, yazma ve heceleme yönünden çok katkı sağladığını düşünüyorum. En azından şu an dinlediğim şarkılardaki çoğu kelimeyi daha dikkatli dinleyerek anlayabiliyorum. Sesli olarak öğrendiğim bir kelimeyi hafızamda daha kolay tutabildiğim için kelime katkısı çok oldu.

YUKSEL Kelime öğrenme ve şarkılarla ilgili bir farkındalık oluştu diyorsun.

GÖKÇE Aynen

YUKSEL Peki devam etme şansımız olsaydı devam etmek ister miydin bu derslere?

GÖKÇE Evet, isterdim dediğimiz gibi son senemiz olduğu için sınava yönelik çalışıyorduk. Bu projeyle biraz olsun kafa dağıtma imkânımız olduğu için devam etmesini isterdim.

YUKSEL Derslerin en beğendiğin özelliği sence neydi?

GÖKÇE Türleri öğrenmemizdi ve her insanın beğendiği bir şarkı türünün olmasıydı bu seçtiğiniz şarkılarda.

YUKSEL Derslerde keşke olmasaydı dediğin seni rahatsız eden bir durum oldu mu?

GÖKÇE Beni rahatsız eden bir şey olmadı, güzeldi.

YUKSEL Bu 12 şarkıdan en beğendiğin şarkı hangisiydi?

GÖKÇE Someone Like You. Çünkü zaten en beğendiğim şarkı da o normalde, İngilizce olarak en sevdiğim şarkı.

YUKSEL Sevmediğin bir şarkı oldu mu?

GÖKÇE Hayır, olmadı sevmediğim bir şarkı.

YUKSEL Dersler bittikten sonra biliyorsun kâğıdın en sonunda tavsiyeler vardı. Bu tavsiyeleri araştırdın mı?

- GÖKÇE** Şarkıcı olarak yapmadım ama tavsiye edilen şarkılardan zamanım oldukça dinledim.
- YUKSEL** Genel olarak herhangi bir yorum yapmak ister misin?
- GÖKÇE** Ben de bitmesini istemezdim çünkü güzeldi, katkı sağladığını düşünüyordum. Özellikle kelime açısından. Devam etse güzel olurdu.
- YUKSEL** Teşekkür ederim Berna.
- GÖKÇE** Rica ederim.

IŞIL

- YUKSEL** Hoş geldin Işıl.
- IŞIL** Hoş bulduk
- YUKSEL** Biliyorsun bir dönem boyunca on farklı derste on iki şarkı işledik. Bu derslerin İngilizce öğrenme motivasyonuna ve istediğine bir katkı sağladığını düşünüyor musun?
- IŞIL** Aslında önceki yıllarda böyle bir etkinlik hiç yapmamıştık yani aslında biraz ben ilk başlarda eksik başladım bu yüzden. Çünkü özellikle konuşmada çok fazla şeyim yoktu ki aslında İngilizce şarkılarla da fazla aram yoktu çok fazla dinlemiyordum. Hala da tam olarak kendimi yeterli bulmuyorum aslında bu konularda yani dinleme veya telaffuzda. Ama derslerin tabii ki de etkisi oldu. Şarkı dinlemede biraz daha motivasyonlu hale getirdi daha çok istek kattı.
- YUKSEL** Kültürel anlamda içerik olarak zengin olduğunu düşünüyor musun?
- IŞIL** Düşünüyorum hatta ilk şarkının Six Days War olması daha da bir etkili oldu benim için çünkü içeriği ve kökeni çok güzeldi ve bu beni daha istekli kıldı. Diğerlerinin de zengin olduğunu düşünüyorum.
- YUKSEL** Bu işlenen derslerin dil bilgisi açısından dil yeterlikleri açısından dil becerileri açısından hangi alanlarda sence katkı sağladı?
- IŞIL** En çok aslında kelime, telaffuz ve biraz da olsa hecelemede daha çok oldu. Kelime ve telaffuz konusunda aslında bu zamana kadar ders işlemiştik ama bende çok fazla bir etkisi olmamıştı. Dinleme isteği de yoktu açıkçası o zamanlar. Ama bu defa hem şarkı olduğu için daha etkili gibi geldi.
- YUKSEL** Derslerin devam etmesini ister miydin eğer devam etme şansı olsaydı?

- İŞİL** İsterdim çünkü sınav sürecinde her gün ders ders ders yoruyor insanı açıkçası ve bayıyor bir süre sonra. Arada bir bazı şarkılar eğlendiriyor bazıları hüzünlendiriyor. Güzel oluyordu.
- YUKSEL** Derslerin en beğendiğin özelliğini söylemek ister misin?
- İŞİL** Aslında sadece şarkı dinlenmesi.
- YUKSEL** Şarkı dinlendiği için seviyordun.
- İŞİL** Evet.
- YUKSEL** Seni rahatsız eden bir durum oldu mu?
- İŞİL** Olmadı. Tabii arkadaşlarımın daha etkin katılması birazcık etkiledi beni ama o da benim eksikliğim olduğu için bir şey olmadı bence. Kötü giden bir şey olmadı.
- YUKSEL** Bu 12 şarkıdan sence en sevdiğin şarkı hangisiydi ve neden?
- İŞİL** Bence Six Days War oldu. Onu daha önceden de bir iki defa dinlemiştim bir filmin giriş müziği olduğu için. Yazılış amacı beni çok etkilemişti.
- YUKSEL** Derslerden sonra bir araştırmada bulundun mu?
- İŞİL** Sadece o beğendiğim şarkıyı dinledim ve kökenini biraz araştırdım.
- YUKSEL** Genel olarak eklemek istediğin bir şey var mı?
- İŞİL** Yok.
- YUKSEL** Teşekkür ederim.
- İŞİL** Rica ederim.

AYBÜKE

- YUKSEL** Hoş geldin Aybüke.
- AYBÜKE** Hoş bulduk hocam.
- YUKSEL** Bir dönem boyunca ders işledik biliyorsun. 10 farklı ders ve 12 farklı şarkı. Bu dönem boyunca işlediğimiz derslerin İngilizce öğrenme motivasyonuna ve isteğine etkileri neler oldu?
- AYBÜKE** Etkileri iyi yönde oldu çünkü ben bu bölüme dil bölümüne ilk girdiğimde hep böyle İngilizce konuşacağız İngilizce şeyler dinleyeceğiz, öyle düşünmüştüm ama sonra gramerle çok fazla sıkıcı ve yoğun şeyiyle karşılaştım. Ama bu dersler sayesinde tekrar motive oldum o arada çok motivasyonum düşmüştü hatta çok zorlanmıştım hatta böyle ilk çevirilerim

folan ok depresyona girmiřtim ok zordu benim iin. İlk bařta ok zorlanmıřtım, karřılařmak istediėim řey o deėildi. Daha ok byle řarkılarla filmlerle ya da srekli speaking yaparak hayal etmiřtim ama yle olmadı.

YUKSEL Yani dil blmnden beklentilerin bunlardı ama karřına ıkan bunlar oldu. Peki, bu řarkıların ne gibi bir katkısı oldu senin motivasyonuna?

AYBKE Daha ok o dřndėm hayal ettiėim dil blmne hitap ediyordu. Orada motivasyonumu ykseltti. Sadece derslere katılamıyordum fazla nk speaking yapmakta ok zorlanıyordum orada biraz huzursuz oldum derslere katılamadıėım iin nk katılmak istiyordum onun dıřında iyiydi.

YUKSEL Bu iřlenen derslerin size kltrel anlamda katkı saėladıėını dřnyor musun?

AYBKE Dřnyorum hatta bazılarından kendi kltrmzle baėdařtırdıėımız yerler de olmuřtu. Zaten paragraflardan ėreniyoruz yabancıların kltrlerini. řarkılarla bu daha eėlenceli ve kalıcı hale geldi.

YUKSEL Diyorsun ki kltrel olarak zaten paragraflardan da bir řeyler ėreniyoruz. řarkılarda da kltrel olan bir řeyler var. Ama diėerinin daha kalıcı olduėunu sylyorsun. Peki kalıcı olmasının sebebi ne olabilir?

AYBKE nk zerinde konuřuyoruz ve mzik benim hafızamda daha kalıcı oluyor.

YUKSEL İřlenen derslerin İngilizce dil becerileri aısından sana katkı saėladıėını dřnyor musun?

AYBKE Ders saatleri ok azdı. On ders iřlemiřtik galiba ama konuřma ve dinleme konusunda bana ok yardımcı oldu ve cmle kurmayı ok kurallı ve zor bir řey olarak gzmde bytmřtm. Kendimi daha kolay ifade etmeme yardımcı oldu.

YUKSEL drdnc sorumuz ise bu iřlenen derslerin devam etmesini ister miydin veya istemez miydin? Neden?

AYBKE İsterdim nk ben tam derslere katılmaya bařladım ve dnem bitti. Alıřtım yani biraz cmleleri falan kurmaya. Eėer bir dnem daha olsaydı daha iyi katılım olurdu.

YUKSEL Derslerin en beėendiėin zelliėi ne oldu?

AYBKE Farklı mzik tarzları dinlemek ve farklı kltrleri incelemek ok hořuma gitti.

- YUKSEL** Beğenmediğin seni rahatsız eden bir durum oldu mu?
- AYBÜKE** Aslında öyle bir şey olmadı ama sadece biraz önce dediğim gibi katılamadığım kendimi iyi bir şekilde ifade edemediğim için biraz sıkıntılı oldu.
- YUKSEL** Daha uzun sürseydi daha fazla katılırdım diyorsun.
- AYBÜKE** Evet.
- YUKSEL** 12 şarkıdan hangisi en beğendiğin şarkıydı ve neden?
- AYBÜKE** If I Were a boy. Çünkü müzik tarzını beğendim ve liriğini çok sevdim çünkü bana tam hitap ediyordu. O yüzden.
- YUKSEL** Sevmediğin bir şarkı var mıydı?
- AYBÜKE** Yoktu ama Six Days War dinlerken çok kötü olmuştum.
- YUKSEL** İçerikten veya seni kötü anlamda etkilediğinden dolayı mı?
- AYBÜKE** Evet modumu düşürdü.
- YUKSEL** 10 dersten sonra biliyorsun en son bölümde daha fazla dinleme yapabileceğiniz tavsiye sanatçılar ve şarkılar vardı. Bu şarkıları dinledikten sonra derslerden sonra araştırmalarda bulundun mu?
- AYBÜKE** Shape of You şarkısı vardı onu merak ettim ve araştırdım. Tarzıma uygun buldum ve müziği sevdim şimdi de dinliyorum. Şarkıcı hakkında araştırma yapmadım gerek duymadım.
- YUKSEL** 10 derste kaç tanesinde araştırma yaptın?
- AYBÜKE** 3 tanesinde falan yaptığımı hatırlıyorum.
- YUKSEL** Genelde nasıl şarkılardan sonra araştırma yaptın
- AYBÜKE** Genelde eğlenceli hani bir olay anlatan şarkılardan sonra.
- YUKSEL** Tamam teşekkür ederim. Başka eklemek istediğin bir şey var mı?
- AYBÜKE** Hayır. Teşekkürler.

LALE

- YUKSEL** Hoş geldin Lale.
- LALE** Hoş bulduk hocam.
- YUKSEL** Biliyorsun bir dönem boyunca dersler işledik. Bu derslerin senin İngilizce öğrenme motivasyonuna ve istediğine etkileri neler oldu.

- LALÉ** Hocam ilk başta dil sınıfını seçtiğimiz için bir heyecan bir hırs bir coşku vardı içimizde. Bu gün geçtikçe biraz azaldı. Bazen derslerden havalardan falan. Biraz motivasyon düşüklüğü yaşadım. Ama sonra bu dersleri işlemeye başlayınca müzik dinlemeyi de sevdiğim için tekrar motivasyonumun yükselmesine sebep oldu. Hem de normal derslerde speaking'i çok yapamıyoruz. Sizinle işlediğimiz derslerde de böyle yaptığımız için biraz çekiniyorum speaking yaparken ama yine de katkısı oldu bana.
- YUKSEL** En azından bir başlangıç oldu diyorsun.
- LALÉ** Biraz geliştirdiğimi düşünüyorum.
- YUKSEL** İşlediğimiz bu derslerin sana kültürel olarak bir şeyler kattığını düşünüyor musun? İngiliz ve Amerikan kültürünü öğrenmek için iyi bir fırsat mı?
- LALÉ** Evet, zaten müzik ruhun gıdasıdır demişler. Ruhumuz da bulunduğumuz ortama göre şekil alıyor. Yaşadıklarımızdan kültürümüzden falan. Onları yaşayarak müziği yapıyoruz. Ondan besleniyor müzik de. Onun da kültürü yansıttığını düşünüyorum.
- YUKSEL** İşlediğimiz derslerin İngilizce dil becerilerine katkı sağladığını düşünüyor musun?
- LALÉ** Evet zaten dediğimiz gibi speaking'i geliştirmemize neden oldu. Cümlelerde bazen gramer konularına değiniyorduk. Onlar da güzeldi. Listening'de falan dinleyip anlama, onları tekrardan yazabilme. Onu da geliştirdiğimi düşünüyorum. Kelimeler öğrendik.
- YUKSEL** Dil anlamında en çok hangi bölümde katkı sağladın sence?
- LALÉ** Listening'de.
- YUKSEL** Bu derslerin devam etmesini ister miydin veya istemez miydin? Neden?
- LALÉ** İsterdim çünkü bana faydası oluyor. Speaking, listening dil becerilerimi geliştirmede faydalı olduğunu düşünüyorum.
- YUKSEL** Derslerin en ilginç çeken özelliği ne oldu?
- LALÉ** En ilgimi çeken en sonda gramer ve kelime bölümleri oldu.
- YUKSEL** Neden sence kelime bölümleri en sevdiğin bölümler oldu?
- LALÉ** Hem kelime ezberlemem gerekiyordu hem de bir şeyleri öğrenmek ve keşfetmek hoşuma gidiyordu.

- YUKSEL** Derslerde seni rahatsız eden veya değişmesini gerektiğini düşündüğün bir ölüm oldu mu?
- LALE** Yoktu.
- YUKSEL** 10 ders işledik ve 12 şarkı vardı. Bunlardan en sevdiğin şarkı hangisiydi.
- LALE** Ed Sheeran Perfect. Bunu önceden de dinlediğim için zaten hep bir seviyordum. İçerdiği ritmi falan seviyordum.
- YUKSEL** En sevmediğin hangisiydi?
- LALE** Sevmediğim yoktu.
- YUKSEL** Bu şarkıları dinledikten sonra herhangi bir araştırma yaptın mı?
- LALE** Aslında araştırma değil önerdiğiniz diğer şarkılardan birkaç tanesini dinledim.
- YUKSEL** Genelde hangi derslerden sonra o tavsiyeleri dinledin?
- LALE** İlgimi çekmeyen bir şarkı olduğunda pek dinlemedim. Ama ilgimi çeken hareketli şarkılarda onlarda dinledim.
- YUKSEL** Başka eklemek istediğin bir şey var mı genel olarak?
- LALE** Teşekkür ederim güzel dersti hocam.
- YUKSEL** Ben teşekkür ederim.

OLCAY

- YUKSEL** Olcay hoş geldin
- OLCAY** Hoş bulduk.
- YUKSEL** Biliyorsun bir dönem boyunca on ders işledik ve onunla ilgili bazı sorular sormak istiyorum. Dönem boyunca işlenen bu derslerin İngilizce öğrenme motivasyonuna ve isteğine etkileri neler olmuştur.
- OLCAY** Genel olarak olumlu yönde oldu çünkü özellikle derslerin arasında hem o saatimizi verimli şekilde geçirip hem de dinlenebileceğimiz bir etkinlik olması çok güzeldi benim açımdan. Aynı zamanda İngilizce sosyal ve konuşma etkinliklerine dayalı olması da çok güzeldi. Speaking konusunda kendime özgüvenim biraz daha gelişti. Normalde sınıfa karşı bu kadar şey değildim. Tek benim için olumsuz yönü bazı şarkılar üzücü ve melankolikti. Onların bir ara etkisinden çıkamadım bütün gün.

- YUKSEL** İşlenen derslerin kültürel anlamda katkı sağladığını düşünüyor musun? Şarkıların İngiliz ve Amerikan kültürünü öğrenmek için iyi bir içerik olduğunu düşünüyor musun?
- OLCAY** Aslında ben şarkıların genel olarak kültürleri öğrenmek için iyi bir içerik olduğunu düşünmüyorum çünkü şimdiki toplumumuzda çoğu şarkı bir birine benziyor. Eskilerden şarkılar da getirdiniz onlar öğreticiydi gerçekten. İlk derslerde ikinci sayfalarda etkinlik yapmıştık İngiliz Amerikan aksanlarıyla ilgili. O etkinlikler benim için yararlı oldu.
- YUKSEL** İçerik olarak çok alakalı değil miydi?
- OLCAY** Konu olarak bence bir şeyi yoktu.
- YUKSEL** İşlenen derslerin dil becerileri açısından katkı sağladığını düşünüyor musunuz?
- OLCAY** Konuşma ve dinlemede sağladı. Bir de okuma konusunda. Bir de bazı bilmediğim kelimeler vardı.
- YUKSEL** Genel olarak sınıfta konuşkan olmadığını söyledin, derslerin bir fayda sağladığını söyledin. Speaking ve listening anlamında bir şeyler kattığını düşünüyorsun. Derslerin dönem boyunca devam etmesini ister miydin? Neden?
- OLCAY** Ben isterim. Kesinlikle isterim. Çünkü birinci soruda dediğim gibi hem böyle dinleniyorsun ders çalışmaktan çünkü farklı derslerden çıkıyorsun. Kafan karışmış oluyor ve tam o arada siz geliyorsunuz ve dinlenme ve eğlenme etkinliği. Çok güzeldi.
- YUKSEL** Peki en beğendiğin özelliği neydi.
- OLCAY** Şarkılarla ilgili olması ve aynı zamanda bizi geliştirmeye yönelik olmasıydı.
- YUKSEL** Dersler esnasında beğenmediğin seni rahatsız eden veya şöyle olsa daha iyi olurdu dediğin bir durum oldu mu?
- OLCAY** Bizim için daha eğlenceli şarkılar seçilebilirdi. Modumuzu yükseltmeye dair. Bazı şarkılar ilgi çekici değildi dinlerken çok sıkılmıştım.
- YUKSEL** Onları şimdiki soruda dinlemek isterim. Ders dönemi boyunca on ders işledik on iki şarkı vardı ama bu on derste. En sevdiğin şarkı hangisiydi?
- OLCAY** En sevdiğim şarkı Rude. Çünkü bana hitap ediyordu ve çekici bir şarkıydı. Eğlenceliydi.
- YUKSEL** Daha önceden bildiğin bir şarkıydı değil mi?

OLCAY Evet.

YUKSEL En sevmediğin şarkı hangisiydi? Veya en depresif olan sence hangisiydi?

OLCAY Ben Lady in Black'i sevmedim.

YUKSEL Biraz karamsar olduğunu düşünüyorsun öyle mi?

OLCAY Evet.

YUKSEL Başka eklemek istediğin bir şey var mı?

OLCAY Yok yani. Tek şeyim şu an eğlence. Bazı şarkılar çok çekici değildi.

YUKSEL İyi anlamda etkilendiğini bazen kötü anlamda etkilendiğini söylüyorsun. Şarkıları dinledikten sonra bu şarkıcılar veya şarkılar hakkında araştırma yaptın mı?

OLCAY Eğer sevdiğim bir şarkıcının orada bilmediğim bir şarkısı yazıyorsa veya isim olarak ilgimi çeken şarkıları araştırdım.

YUKSEL Genel olarak eklemek istediğin bir şey var mı?

OLCAY Hayır.

YUKSEL Teşekkür ederim.

OLCAY Rica ederim.

NERGİS

YUKSEL Hoş geldin Nergis.

NERGİS Hoş bulduk.

YUKSEL Biliyorsun bir dönem boyunca on ders işledik ve on iki şarkı işledik. Bu derslerin İngilizce öğrenme motivasyonuna ve isteğine katkı sağladığını düşünüyor musun?

NERGİS Bir değişiklik olmadı çünkü daha önce de aynı şekilde şarkılarla motive ediyordum kendimi. Zaten İngiliz ve Amerikan kültürüne merakım olduğu için hem aynı kaldı bir etkisi olmadı zaten bu şekilde motive ediyordum kendimi.

YUKSEL Önceden zaten İngilizce şarkılar dinliyardın, anladım. İşlenen derslerin kültürel anlamda iyi bir kaynak olduğunu düşünüyor musun?

NERGİS Düşünmüyorum çünkü zaten İngiltere'de ya da Amerika'da yayımlanan bir şarkı tüm dünyayı etkilemeye başlıyor böylelikle bütün şarkılar hep birbirine benzemeye başlıyor. Bir Türk halk müziğinin kültürümüzü

- anlattığı kadar İngilizce şarkıların İngiliz kültürünü anlattığını düşünmüyorum.
- YUKSEL** Getirdiğim şarkılarda farklı türler vardı. Bu farklı türlerde farklı kültürel öğelerin bulunabileceğini düşünmüyor musun?
- NERGİS** Düşünmüyorum.
- YUKSEL** Dil becerileri açısından sana bir şeyler kattığını düşünüyor musun?
- NERGİS** Kesinlikle kattı. İlk olarak speaking’de ilerlediğimin farkına vardım. Listening de aynı şekilde ilerlediğimin farkına vardım.
- YUKSEL** Devam etme şansı olsaydı derslerin devam etmesini ister miydin veya istemez miydin? Neden?
- NERGİS** İsterdim çünkü hafta boyunca İngilizce derslerinde yaptığımız tek şey gramer ya da buna benzer şeylerdi. İşlediğimiz dersler hem stresimizi azaltıyordu çünkü YKS var bir bakıma mutlu ediyordu beni çünkü müzikle içli dışlı olduğum için.
- YUKSEL** Derslerin en beğendiğin özelliği nedir?
- NERGİS** En beğendiğim özelliği listening olmasıydı.
- YUKSEL** Dinleme becerilerine bir şeyler kattığı için diyorsun.
- NERGİS** Evet
- YUKSEL** Derslerde beğenmediğin bir şey oldu mu? Keşke şöyle olmasaydı daha iyi olurdu dediğin?
- NERGİS** Şarkıların genel olarak sevmediğim türlerde olmasıydı.
- YUKSEL** 12 şarkı işledik biliyorsun. Bu şarkılardan en sevdiğin hangisiydi ve neden? En sevmediklerin hangileriydi ve neden?
- NERGİS** Ed Sheeran Perfect en sevdiğimdi çünkü zaten sevdiğim bir sanatçı Ed Sheeran. Perfect de onun en sevdiğim şarkısı.
- YUKSEL** Başka sevdiğin şarkılar hangileriydi?
- NERGİS** Beyonce If I Were a boy.
- YUKSEL** Sevmediklerin hangileriydi?
- NERGİS** Sevmediğim Lady in Black. Korkutmuştu beni biraz. Pek sevmedim ve the Doors’un People are Strange şarkısını da pek sevmedim.
- YUKSEL** Biraz daha karamsar şarkılar olduğu için modumu düşürdü diyorsun.

NERGİS Evet

YUKSEL Biliyorsun bütün kâğıtların sonunda tavsiye edilen sanatçılar ve şarkılar vardı. Bunlarla ilgili herhangi bir araştırmada bulundun mu?

NERGİS Evet, genel olarak hepsini dinledim ama dinlemeye devam etmedim çoğunu. Sadece sevdiğim türdekileri dinledim.

YUKSEL Genel olarak derslerle ilgili bir yorumun var mı?

NERGİS Bittiğine üzüldüm. Hafta boyunca çok sıkıcı geçiyordu her şey üst üste geliyordu örneğin ödevler proje şeyleri falan. Az da olsa mutlu ediyordu beni.

YUKSEL Teşekkür ederim katıldığın için.

NERGİS Rica ederim.

APPENDIX E

Permission Letter to Conduct Survey



T.C.
GAZİANTEP VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 34659092-605.01-E.25290721
Konu : Araştırma İzin Talebi
(Muhammed Emin YÜKSEL)

19/12/2019

VALİLİK MAKAMINA

İlgi: Gaziantep Üniversitesi Rektörlüğünün 22.11.2019 tarihli ve 25133 sayılı yazısı.

Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Öğrencisi Muhammed Emin YÜKSEL'in " Otantik İngilizce Şarkıların İngilizce Öğrenmeye Yönelik Motivasyona ve İngiliz Dili ve Kültürüne Yönelik Tutumlara Etkisi: Türkiye'de 12. Sınıf Yabancı Dil Öğrencileri Örneği " konulu anket uygulama isteği kapsamında, İlimiz Şahinbey İlçesinde bulunan Özel İdare Anadolu Lisesinde öğrenim gören yabancı dil sınıf öğrencilerine yönelik araştırma çalışma isteği, ilgi yazıda belirtilmektedir.

Bu kapsamda Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Öğrencisi Muhammed Emin YÜKSEL'in anket uygulama isteği, Bakanlığımız Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 22.08.2017 tarihli ve 12607291 (2017/25) sayılı genelgesi kapsamında değerlendirilmiş olup; araştırmacının, araştırmasının bitiminden itibaren 15 gün içerisinde araştırma sonuçlarını 2 kopya halinde CD içerisinde Müdürlüğümüze bildirmesi şartıyla, İlimiz Şahinbey İlçesinde bulunan Özel İdare Anadolu Lisesinde öğrenim gören yabancı dil sınıf öğrencilerine anket uygulama isteği eğitim öğretimi aksatmayacak şekilde gönüllülük esasına göre uygulanması, Müdürlüğümüz Ar-Ge bürosu bünyesinde oluşturulan komisyonun uygunluk raporu doğrultusunda uygun mütalaa edilmektedir.

Makamınızca da uygun görüldüğü takdirde; Olurlarınıza arz ederim.

Mehmet Metin KILIÇPARLAR
İl Millî Eğitim Müdürü V.

OLUR

<...>

Rızvan EROĞLU
Vali a.
Vali Yardımcısı

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VITAE

Muhammed Emin YÜKSEL was born in Yozgat in 1993. He graduated from the Department of English Language Teaching, Faculty of Education at Çukurova University, Adana in 2016. At the third year of his studies, he participated in the Erasmus program and went to Wuppertal Bergische University, Germany, where he studied in the Department of English and American Studies for two semesters. He has been working as an English teacher in a state school in Gaziantep since 2017.

ÖZGEÇMİŞ

Muhammed Emin YÜKSEL, 1993 yılında Yozgat'ta doğdu. 2016 yılında Adana Çukurova Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği Bölümünden mezun oldu. Öğreniminin üçüncü yılında Erasmus programına katıldı ve Almanya Wuppertal Bergische Üniversitesinde İngilizce ve Amerikan Çalışmaları Bölümü'nde iki dönem okudu. 2017 yılından beri Gaziantep'te bir devlet okulunda İngilizce öğretmeni olarak çalışıyor.