

Hebron University
Faculty of Graduate Studies



**The Effectiveness of Using Children's Songs in Developing
Elementary Graders' English Vocabulary and Pronunciation in
Jerusalem**

Master Thesis

By

Iman Ishaq Abd Al-Jawwad Shehadeh
21119030

Supervised by:

Dr. Mohammed Abdel Hakim Farrah

**This Thesis is Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Applied Linguistics and the Teaching of
English, Faculty of Graduate Studies & Academic Research**

Hebron, Palestine

December 2014

Hebron University

Faculty of Graduate Studies

**The Effectiveness of Using Children's Songs in Developing
Elementary Graders' English Vocabulary and Pronunciation in
Jerusalem**

By:

Iman Ishaq Shehadeh

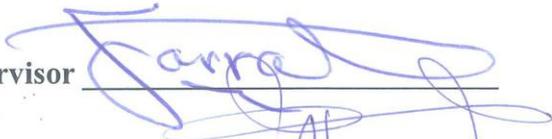
This Thesis was successfully defended on the 31/12/2014 and approved by:

Committee Members:

Signature

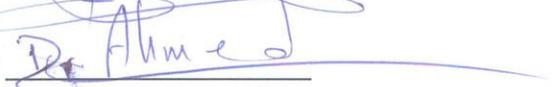
Dr. Mohammed Farrah

Supervisor



Dr. Ahmed Awad

External Examiner



Dr. Riyad Zahida

Internal Examiner



Dedication

To my parents,

To my family,

To my supervisor;

Dr. Mohammed Abdel-Hakim Farrah,

To my friends and colleagues,

To everyone who cares about me,

To everyone that has supported me throughout this process,

To everyone whose encouragement has been a blessing,

For them all, I dedicate my work.

Acknowledgement

I would like to express my sincere gratitude to those people who were vital to my successful completion of this thesis. My sincere gratitude goes first to my supervisor Dr. Mohammed Abdel-Hakim Farrah for his guidance, valuable comments, suggestions and patience.

I would like to express my gratitude to the members of the defense committee; Dr. Ahmed Awad; the external examiner and Dr. Riyad Zahida; the internal examiner, for their valuable comments and suggestions.

I would also like to thank Asunnah Schools and Al-Eman Schools – General Administrations, supervisors, principals, and teachers- for allowing me to conduct the study. Thanks also for students who participated in this study.

Thanks also go for instructors who judged the questionnaire and tests; Mrs. Huda Musleh, Bethlehem University, Dr. Majida Dajani, Al-Quds Open University, and all other professors in the English Department at Hebron University.

I would also like to thank my colleagues at Al-Eman school; supervisors, teachers, and everyone, whom I am so lucky to work with such wonderful, flexible and kind people.

My thanks are also for all friends who supported and encouraged me to go on.

Final thanks, sincere gratitude to my family: my parents, sisters and brothers, aunts, and all relatives for their patience, care, encouragement and their endless love.

Abstract in Arabic

هدفت الدراسة إلى بحث تأثير استخدام الأناشيد "أناشيد الأطفال" على تطوير اكتساب المفردات وتحسين لفظ مفردات اللغة الانجليزية على طلبة المرحلة الابتدائية في مدارس القدس. كما وهدفت إلى دراسة اتجاهات المعلمين نحو استخدام الأناشيد في تدريس اللغة الانجليزية على طلبة المراحل الابتدائية. تتكون عينة الدراسة من 123 طالب وطالبة من الصف الرابع، اللغة العربية هي لغتهم الأم. تم اختيار مدرستين من المدارس الأربع المشاركة في الدراسة لتكوّن العينة التجريبية؛ مدرسة للذكور والأخرى للاناث و تشكلان 58 طالبا وطالبة. المدرستان الأخريان وهي واحدة للذكور والأخرى للاناث شكلتا العينة الضابطة والتي تشكل 65 طالبا وطالبة. تم جمع البيانات بتطبيق الامتحانات القبلية والبعديّة على الطلبة و استخدام استبيان للمعلمين. وبعد تحليل ودراسة النتائج، أظهرت نتائج الامتحانات تحسنا في أداء المجموعة التجريبية من ناحية اكتساب وفهم المفردات وتحسين مستوى اللفظ. كما و أظهرت نتائج الاستبيان اتجاهات المعلمين الايجابية نحو استخدام الأناشيد في تعليم اللغة الانجليزية وتأثيرها الايجابي على تحصيل الطلبة وزيادة دافعتهم لتعلم اللغة الانجليزية بشكل خاص. كما و أظهرت نتائج الدراسة أن تحصيل الطلاب لا يتأثر بجنس الطالب.

ايمان اسحق عبد الجواد شحاده

Abstract

This study aimed at investigating the effect of using children's songs in developing the elementary graders' vocabulary and pronunciation. It aimed also to investigate teachers' attitudes towards the use of songs in their English classes. The participants of the study were 123 students from the fourth grade whose mother tongue is Arabic. Two schools were chosen to form the experimental group; one for boys and the other for girls consisting of 58 participants. The other two schools represented the control group of 65 participants. Study data were collected via students' pre and post tests and teachers' questionnaire. Exams results showed that students have positive attitudes towards that use of songs in learning. Questionnaire results showed that teachers have positive attitudes towards the use of songs in their classes as songs have positive effects in increasing students' achievement, interest and motivation. Finally, results reveal that students' achievement is not affected by gender.

Table of Contents

Dedication	II
Acknowledgement	IV
Abstract in Arabic	V
Abstract	VI
Table of Contents	VII
Appendices	X
List of Tables	XI
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction	1
1.1 Theoretical Framework	2
1.2 Children's songs	4
1.3 Advantages of the Use of Songs in the English Class	4
1.4 The Study	6
1.4.1 Statement of the Problem	6
1.4.2 Objectives of the Study	6
1.4.3 Questions of the Study	7
1.4.4 Hypotheses of the Study	7
1.4.5 Significance of the Study	7
1.4.6 Limitations of the Study	8
1.5 Definition of the terms	8
1.6 Conclusion	9
CHAPTER TWO	10
LITERATURE REVIEW	10
2.0 Introduction	10
2.1 Functions of Songs in English Language Teaching	10
2.2 Criteria for Choosing a Song	11
2.3 The Use of Song Procedure/Techniques for Presenting Songs	12
2.4 Some Suggested Activities When Using Educational Songs in Classroom	14
2.5 Vocabulary in SLA	14
2.5.1 Importance of Vocabulary Development	15
2.5.2 Principles of Selecting Vocabulary	16

2.6 Pronunciation	17
2.6.1 Importance of Pronunciation	17
2.7 Empirical Studies	18
2.7.1 Palestinian Studies	18
2.7.2 Regional Studies	19
2.7.3 International Studies	20
2.8 Conclusion	25
CHAPTER THREE	27
METHODOLOGY	27
3.0 Introduction	27
3.1 Participants	27
3.1.1 Experimental Group	28
3.1.1.1 Asunnah Islamic Girls' School	28
3.1.1.2 Asunnah Islamic Boys' School	28
3.1.2 Control Group	29
3.1.2.1 Al-Eman Elementary Girls 'School	29
3.1.2.2 Al-Eman Elementary Boys' School	30
3.1.3 Participants Equivalency	30
3.2 Instrumentation: Procedure and Data Collection	31
3.2.1 Vocabulary test	31
3.2.2 Pronunciation test	32
3.2.3 Teacher's Book	32
3.2.4 Songs	33
3.2.5 Attitudes Questionnaire Development and Content Validation	33
3.2.6 Questionnaire Reliability	36
3.3 Data analysis	37
3.4 Procedure	38
3.5 Conclusion	39
CHAPTER FOUR	40
FINDINGS AND DISCUSSION	40
4.0 Introduction	40
4.1 Results of Overall Post Tests	40
4.2 Results of the Post Vocabulary Test	41
4.2.1 Question One:	41

4.3 Results of the Post Pronunciation Test	42
4.3.1 Question Two:	42
4.4 Results related to gender	43
4.4.1 Question Three: Is there a significant difference for the group's achievement in the post test due to gender?	43
4.5 Results of Teachers' Questionnaire	44
Question Four:	44
4.5.1 Part one: Teachers' attitudes and practices	45
4.6 Conclusion	48
CHAPTER FIVE	49
CONCLUSIONS AND RECOMENDATIONS	49
5.0 Introduction	49
5.1 Research summary	49
5.2 Conclusion	50
5.3 Recommendations	51
5.4 Recommendations for Further Research	52
References	53
Appendices	65

Appendices

Appendix 1 Pre Vocabulary Test	65
Appendix 2 Post Vocabulary Test	67
Appendix 3 Post Pronunciation Test	69
Appendix 4 Teachers' Attitude Questionnaire – first draft	70
Appendix 5 Teachers' Attitude Questionnaire – final draft	72
Appendix 6 Lesson Plans and Songs	74
Appendix 7 Flashcards	87
Appendix 8 Descriptive Statistics of Teachers' Attitude Questionnaire	93
Appendix 9 Permission from Hebron University to the Directorate of Education in Jerusalem	95
Appendix 10 Permission from Hebron University to Asunnah Islamic Schools in Jerusalem	96
Appendix 11 Permission from Hebron University to Al-Eman Schools in Jerusalem	97
Appendix 12 Permission from the Directorate of Education in Jerusalem to Schools in Jerusalem	98

List of Tables

Table 3.1: Distribution of participants _____	27
Table 3.2: T-test for equality of means due to groups (pre-tests results)_____	30
Table 3.3: Teachers' Questionnaire: Personal Information Data_____	34
Table 3.4: Teachers' Questionnaire: School Information_____	35
Table 3.5: Teachers' Questionnaire: Pedagogical value of using songs_____	35
Table 3.6: Teachers' Questionnaire: Frequency of using songs_____	36
Table 3.7: The Reliability Statistics for the Questionnaire_____	37
Table 4.1: T-test for equality of means of post-tests due to group_____	40
Table 4.2: T -test for the post vocabulary test due to group_____	41
Table 4.3: T-test for post pronunciation test due to group_____	42
Table 4.4: T-test for post vocabulary and pronunciation tests due to gender_____	43
Table 4.5: Frequencies and numbers of teachers due to gender_____	44
Table 4.6: Teachers due to schools type's frequencies and numbers_____	44
Table 4.7: Descriptive Statistics of teachers' attitudes and practices questionnaire items_____	45
Table 4.8: Descriptive Statistics of teachers' practices towards the use of songs questionnaire items_____	47

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In Palestine, English is taught as a Foreign Language. It is an obligatory subject in the Palestinian school's curriculum from first grade to Tawjihi. Its major aim is to have graduate students with good proficiency in English to be able to cope with universal modern developments (Abu Qulbein, 2004:p.16)

Teaching English especially in elementary schools aims to motivate and encourage students to be more confident in studying English. For elementary students, teaching English is presenting vocabulary in addition to pronunciation that they learn for the first time (Burhayani, 2013).

For this, teachers have an important role. They should keep students interested, motivated, and engaged in learning a foreign language and attain the lesson objectives (Ratnasari, 2007). Teachers are to help students in overcoming the difficulties that they may face while learning and acquiring a foreign language (Burhayani, 2013).

To achieve these goals, different techniques and methodologies can be used. These techniques should suit the objectives, learners' levels and styles. Teaching elementary learners differs from teaching secondary learners; it's even more difficult (Cakir, 2004 as quoted in Harb, 2007, pp.2-3).

With elementary graders, teachers should be creative and use different methods in teaching. Stories, videos, visual aids as flash cards, pictures, posters, music and songs, puppets, and other techniques can be used in English language classes (Yuliana, 2003).

Music has prominent position in the human way of life. It surrounds us. It is used in films, advertisements, on radio, restaurants etc.... We can listen to it while traveling or walking. Technological inventions and different forms of media; such as MP3 player, iPod, iPad, mobile phone, television and the widespread of the internet, distribute music in an effective way and enable everyone to listen and enjoy music anywhere at any time (Šišková, 2008, Anttila and Juvonen, 2006).

1.1 Theoretical Framework

Using music and songs in language classroom as an effective teaching method has been recommended especially for young learners. Audio lingual Method from the 1950s to 1970s used songs in language teaching classrooms in order to reduce the boredom that could occur from repetitive drills (Kanel, 2000).

Suggestopedia methodology used classical instrumental music to produce a relaxed state of mind that makes the brain receptive to inputs and activates the subconsciousness (Lozanov, 1978). However, Communicative Language Teaching (CLT) and Task Based Learning (TBL) approaches became more pervasive that there was a sudden demand for pedagogical material for the use of songs in the language-learning classroom (Griffee, 2010).

The use of songs in language teaching can be of benefit to increase lexical, grammatical, phonological, sociolinguistic and cultural competencies, regardless of individual teaching approach, style or musical training and without sacrificing core competencies (McLaren and Lankshear, 1994). Moreover, songs play a significant role in developing learners' skills -reading, writing, speaking and listening, pronunciation, rhythm, grammar and vocabulary- (Lo and Li, 1998).

Songs help render the boredom of the class by creating an enjoyable and interesting atmosphere and activities in class (Ulate, 2008). Orlova (1997) identifies that songs can work as an encouragement for learners to use English. They may help learners in recognizing words and meaning especially if they were supported with pictures and actions. Moreover, they can work as a stimulus that motivates them positively towards language learning (Al-Mamary, 2007).

Through songs, learners can acquire a variety of useful vocabulary (Medina, 1993). Songs and music are highly memorable and help learners memorizing vocabulary and speech patterns (Yang, 2011).

Songs are valuable tools for improving learners' pronunciation (Ulate, 2008). Singing activities, with rhyme; "help enhance the development of auditory discrimination skills, including integration of letter sounds, syllabification, and pronunciation of words" (Richards, 1993, p. 109). Nursery rhymes, rhythmic activities, and songs are key texts that build children's' concepts of reality (Stansell, 2005). Action rhymes captivate learners' attention and help teachers convert their natural energy and enthusiasm into meaningful learning experiences. Songs also help even in associating words and phrases with meanings (Ara, 2009).

Language learning is affected by motivational patterns and anxiety (Mohammed, 2011). Songs may change the routine of the class, and even create a relaxed entertaining atmosphere (Schoepp, 2001). As a result, Mohammed (2011) concluded that classes are to be the places where learners' motivation can be increased rather than weakened.

Based on the brief introduction, the concern of this study is to prove and see the effectiveness of using songs in developing elementary graders' vocabulary and pronunciation.

1.2 Children's songs

A song is "a musical piece with lyrics (or "words to sing"); prose that one can sing either human, birds, insects or other animal which sounds melodious to humans" (<http://www.allwords.com>).

Children's song may be a nursery rhyme set to music that young children invent and share among themselves, or a modern creation intended for entertainment, use in the home, or education (http://en.wikipedia.org/wiki/Children's_song).

Many scholars defined songs. For example, Hornby (1990) definition regards song as a "piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson" (retrieved from Arévalo, 2010, p.124).

Parto's (1996) definition regards song as a group of arrangements which consists of lyrics and elements of music like rhythm, melody, harmony and expressions. The International Webster's Comprehensive Dictionary of the English Language (2003, p.1127) defines song as "a short poem whether intended to be sung or not; a lyric or ballad".

1.3 Advantages of the Use of Songs in the English Class

Many studies such as (Mardliyatun, 2007; Asih, 2011; Millington, 2011; Apsari, 2012; Burhayani, 2013) proved that including songs in English Language teaching is a very useful tool. Songs may help improving speaking and pronunciation skills. Moreover, the variety of available songs require attention in the selection of the song considering the characteristics and particularities of students, and the

possibilities the song gives them to present the language they want the students to have contact with (Morales, 2008).

Songs use in classroom is a powerful technique in teaching and practicing vocabulary, grammar, listening, and speaking (Walker, 2006). Songs are alternative way to increase English and give students opportunities especially on vocabulary. Wrenshall (2002, p.43) said; “there is also plenty of evidence that song help memorization, and the rhythm and rhyme of the lyrics can certainly help vocabulary as well.” Songs also give students the opportunity to enrich vocabulary by vocalizing the language (Burhayani, 2013).

“Music may also engage the right hemisphere of the brain more, and make learning a more holistic experience" (Saeki, 1994, p. 30). Music and songs can be used for many purposes in classroom. According to Saeki (ibid., p. 30) music can: relax students, activate students, get students to be attentive, let students have fun, change the classroom atmosphere, and create learning situations.

For Orlova (2003) mentioned that working in classes with songs has some advantages. For instance, songs help in practicing the rhythm, stress and intonation of the English language. Moreover, songs help in teaching vocabulary and grammar. Adding to that, they help in practicing speaking and listening especially listening for comprehension. Finally, songs help in developing writing skills in different ways; i.e. speculation as to what could happen to the characters in the future, writing a letter to the main character, etc.

1.4 The Study

1.4.1 Statement of the Problem

Teaching EFL, especially for young learners, involves using creative and motivating methodologies and techniques. Students may have problems in learning vocabulary and pronunciation. The use of songs and music in teaching English is one methodology that is used to facilitate learning. Music plays an important role in setting the tone of the classroom, developing skills and concepts, helping children make transitions, and building a sense of community (Schiller, 2007). Palestinian English Curriculum (English for Palestine) has a limited number of songs, games, and projects (Dajani and McLaughlin, 2009). So this study aims to investigate the effectiveness of using songs in teaching elementary graders vocabulary and pronunciation.

1.4.2 Objectives of the Study

The study aims to investigate:

1. The effectiveness of using songs on the elementary graders' development of English vocabulary.
2. The effectiveness of using songs on the elementary graders' development of English pronunciation.
3. The significant difference for the group's achievement in the post test due to gender.
4. Teachers' attitudes towards the use of songs in teaching English.

1.4.3 Questions of the Study

1. What is the effect of using songs on improving students' vocabulary?
2. What is the effect of using songs in developing learners' pronunciation?
3. Is there a significant difference for the group's achievement in the post test due to gender?
4. What are teachers' attitudes towards the use of songs in learning English?

1.4.4 Hypotheses of the Study

1. There are statistically significant differences in the mean scores of vocabulary test between the experimental group and the control group in the post test in favor of the experimental group.
2. There are statistically significant differences in the mean scores of pronunciation test between the experimental group and the control group in the post test in favor of the experimental group.
3. There is a significant difference for the group's achievement in the post test due to gender.
4. Teachers have positive attitudes towards the use of songs in teaching English.

1.4.5 Significance of the Study

Some teachers are unaware of applying some teaching methodologies in their classes such as songs. This study highlights the effectiveness of using songs and their effects on teaching EFL vocabulary and pronunciation for the first graders. It is hoped that the results of this study may help English language teachers to create effective learning environment in the light of using songs. Moreover, it may stimulate specialists' and supervisors' interest in conducting training courses for their teachers to use children's songs in their classes.

1.4.6 Limitations of the Study

This study is confined to the fourth grade students of Al-Eman and Al-Asunnah schools in Jerusalem during the first and second semesters of scholastic 2013-2014. For this, the generalization of the results will be limited to this population and to the instruments used in this study. Moreover, the study is restricted to vocabulary and pronunciation learning.

1.5 Definition of the terms

Effectiveness: Specific review outcome that measure the degree or the achievement of a specific goal and can be gathered through (inspection, observation, site visits, etc. (Vlăsceanu et al., 2007).

Children's Songs: a nursery rhyme or chant which is a group of words presented with music to convey a message; i.e. educational, cultural, social, etc, and enjoyed by everyone.

Developing: In this study, increasing awareness and understanding of the selected vocabulary and their pronunciation.

Fourth Graders: (also called Grade 4) Students of the fourth year in primary school whose age is about 8-9 years old.

English Vocabulary: In this study, vocabulary in the first graders' English textbook (Way Ahead 4), chosen by the researcher depending on the teacher book and students prior knowledge.

English Pronunciation: In this study, student's ability to pronounce selected vocabulary correctly.

1.6 Conclusion

This chapter introduced the problem of the study. The problem is based on the fact that English is the World's popular language that students are to learn it since childhood in order to communicate and cope with technology. To achieve this goal, teachers use different techniques, especially for teaching young learners. Learners have difficulties. Using Songs is one technique that teachers can use in teaching.

The researcher in this chapter introduced children songs, advantages of using songs and criteria of choosing a song. Then, the researcher introduced the statement of the study. After that came the objectives of the study, the research questions and its hypotheses.

Finally, the researcher outlined the significant of the study, its limitations, and the definition of some of the key words.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Studies on using songs in language teaching are limited. Most studies are on how to use songs in teaching, how they affect learners, how teachers use, and the benefits of music and songs in developing language skills (Pasanen, 2010). Reviewing the previous Arab and Western studies related to the topic, the researcher noticed that most studies examined the vocabulary acquisition and pronunciation separately.

This chapter reviews the current research in the area of using songs to enhance learning. It aims to review what has been written about other relevant topics. Specifically this chapter reviews the current literature on using songs for educational purposes and its effect on learners in developing vocabulary and pronunciation.

2.1 Functions of Songs in English Language Teaching

Songs are a combination of language and music that capture attention. When language and music are mixed together, songs become good source for teaching cultural themes, idioms, poetic expressions in addition as they may be used as a therapeutic function (Shen, 2009). For this, Songs are considered as pedagogical tools in language teaching (Millington, 2011).

Using songs in young learners' classes has many benefits. Songs are flexible and can be used for many purposes (Millington, 2011). Teachers can use songs for example to make the teaching and learning process more interesting and effective, prepare students for a new activity, entertain students and make them find learning through song amusing, make students be familiar with the rhythm of a foreign language and even culture of the country of the language (Kuźma,2008). Adding to

that, songs are a good tool for introducing vocabulary, teaching phonetics and pronunciation, grammar, and facilitate memorization (Forster, 2006).

There are many benefits of songs. For example, Enright & McCloskey, 1988; Curtain & Pesola, 1994; Orlova, 1997; Chiaili & Meilo, 1998 are some educators who wrote about songs and their benefits.

In this study, the researcher tries to investigate the benefits that Abdellah (2002) summarized. The researcher tries to investigate the linguistic factors and whether songs help to: enlarge the vocabulary background of children, develop pupils' listening and speaking skills, introduce and familiarize children with the target language culture, improve children's pronunciation, teach various language functions, recall grammatical points, and develop auditory discrimination.

The researcher also tries to investigate the affective factors and if songs add fun to learning, motivate children to participate -- even shy ones, help teachers get closer to their children, stimulate children's interest in the new language and create a lively atmosphere in the language classroom.

2.2 Criteria for Choosing a Song

Selecting a song to be used in class is not easy. Teachers should remember that song choice is based mainly on students' needs (Abdellah, 2002).

Scholars listed different criteria for songs selection. Curtain and Pesola (1988) mentioned that the song should contain limited vocabulary and language compatible with that being used in the classroom. Also, the song should present a limited musical challenge. The rhythm should be straightforward and repetitive. It's preferable that the song's topic should be within the experiences of children. For primary levels, it is useful if songs are accompanied by actions. It is also helpful if the words of the songs

are highly repetitive and if they have a refrain: a repeated stanza, between verses of the song. Moreover the length and duration of the song should be considered so that will help in teaching and repetition, and if they are related to the target grammatical structure (Lieb, 2008).

Students may bring their own favorite songs to class and the teacher is to listen to the songs and try to understand the lyrics and use them in class if they are related to topics. Moreover, the teacher may use old songs and ask students if they still have merit or like them (Harmer, 2000).

2.3 The Use of Song Procedure/Techniques for Presenting Songs

Procedure for presenting a song in classroom depends on the level of the student, their interest, age, grammar point, and the song itself (Arévalo, 2010).

Since songs are part of listening activities, any procedure for listening activity should activate prior knowledge; organize students learning especially by thinking about the purpose for listening, the goal for speaking (if it is the goal) (Brown, 2006). It is worth to mention that there is no perfect technique. Experience will help teacher to figure out which method is suitable for class (Purcell, 1992).

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

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

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

Gatti-Taylor's (1980) in his method assumes devoting and using a song for four days for no more than 5-7 minutes in each period. On the first day, students are to listen to song without lyrics and list vocabulary they know or write their own summaries of the lyrics. On the second day, lyrics and work sheet are distributed to check students' vocabulary, grammar, and the meaning of the lyrics. They may rehear the song to do exercise as fill in the blanks. On the third day, students with teacher sing the song. On the fourth day they will nearly memorize the song (Purcell, 1992).

In this study, the researcher presented songs following Brown's (2006) procedure for listening activity. The procedure is divided into three stages:

a- Activating prior- knowledge: which is organized in schemata; that recalls the available knowledge or experience to help understand new experiences. In this stage, the researcher presented new vocabulary items using different visual aids.

b- While listening: explaining the purpose of listening activity is important to help students focus and have effective listening. It helps students to develop a sense of

why they listen, and which skill to use to listen. In this stage, the researcher played the song and asked students to listen. Then, replay it and ask them to try to sing with the record.

c- Post listening: after listening, students are to do activities (do a task) to check their comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. In this stage, students are asked to sing alone and do a worksheet.

The post listening activity stage may be related to the pre-listening activity. Instruction may ask students to predict, expand the topic or language of listening task or transfer what they learned to reading, speaking or writing activities (Arévalo, 2010).

2.4 Some Suggested Activities When Using Educational Songs in Classroom

The most common used activity in classroom is the "fill in gaps", but there are many other activities that can be done by teacher and students through songs.

Murphey (1992 as cited in Rosová, 2007, p. 20-21) suggested a list of different activities that teachers can use. For example, teachers can ask students to listen to the song, sing, whistle, tap, and snap fingers while listening, sing without listening to any recording, talk about the singer, write a song, perform a song, study grammar, practice listening comprehension, dictate a song and have fun.

2.5 Vocabulary in SLA

Vocabulary is the knowledge of words involving explanations of word meanings (Schmitt, 2000). Wikipedia defined vocabulary as "all the words known and

used by a particular person". Also, they are the main building blocks in a language (Lai, 2005).

Knowing a word means understand the word and know how to use it or in other words produce it in a suitable context (Vocabulary, 2014). Word knowledge includes the knowledge of the: meaning, written form, spoken form, grammatical behavior, collocations, register, association, and the frequency of the word (Nation, 1990; Schmitt, 2000).

2.5.1 Importance of Vocabulary Development

According to Macaro (2003), vocabulary enhances teaching and learning. Vocabulary is important for these points:

- An extensive vocabulary aids expression and communication.
- Vocabulary size has been directly linked to reading comprehension.
- Linguistic vocabulary is synonymous with thinking vocabulary.
- A person may be judged by others based on his or her vocabulary (Vocabulary, 2014).

As mentioned, vocabulary size is important in success in school (Lehr et al., 2004; Pikulski & Templeton, 2004; Blachowicz, Fischer & Watts-Taffe, 2005; Sobolak, 2008; Winter, 2010). Vocabulary size is important especially in primary levels to help students predict be able to comprehend (Johnson, 2004). Students with poor vocabulary may face difficulties in reading and writing. The Report of the National Reading Panel (2000) concluded,

“The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as

1924, researchers noted that growth in reading power relies on continuous growth in word knowledge” (Pikulski & Templeton, 2004. p.1).

2.5.2 Principles of Selecting Vocabulary

Since English is a rich language that has more than million words recorded in Oxford Dictionary (El-Nahhal, 2011), it is impossible to teach all these words. Teachers are to select words that are valid, useful, popular, frequent, universal, have structure value, productive, have regional value, and have range of applicability (Kohli ,1997). Selvamalini (2012) added the following principles for selecting vocabulary:

1. Utility: words should be useful for the learner and not to be above his mental level.
2. Suitability: ‘easy to memorize, ready to spell and easy to utter’; have a priority.
3. Teach ability: words which are easily ratable and teachable should have a high priority with the teacher.
4. Simplicity: words which are simple appear before those which are different in pronunciation, spelling and meaning.

In order to communicate, learners should know vocabulary (Burhayani, 2013). Vocabulary is one of the key elements in learning a foreign language (Šišková, 2008). Music is everywhere. This study aims to investigate the effectiveness of using songs in learning vocabulary.

2.6 Pronunciation

In second language learning, pronunciation is a key element of the learning of oral skills (Varasarin, 2007). Communicative Language Teaching method emphasized that the purpose of language teaching is to help students to communicate successfully and sound like native speakers of English (Brinton et al., 2010).

Cook (1996, as cited in Gilakjani, 2012) defined pronunciation as a set of habits of producing sounds that acquire repetition over and over again and correction when it is produced wrongly.

In another paper, Gilakjani (2012) defined pronunciation as the production of sounds that are used to convey meaning, includes particular sounds of a language (segments), aspects of speech beyond the individual sounds (suprasegmental aspects), how voice is projected (voice quality), and the gestures and expressions that are closely related to the way a language is spoken.

2.6.1 Importance of Pronunciation

For some learners, the aim of learning pronunciation is achieving a perfect imitation of native English speaker accent (Ur, 1996; James, 2010). But the most important aim is what James (2010) called ‘acceptable pronunciation’ i.e. to get the learner to pronounce accurately enough to be easily and comfortably understood to other speakers (Ur, 1996).

According to (the Supplementary Website of the Ethiopian Ministry of Education), teaching pronunciation is an ongoing process at any level. It is as important when teaching grammar or vocabulary. In elementary stages, lessons can be devoted to training specific sounds or intonation patterns.

According to Brinton, Celce-Murcia, Goodwin & Griner (2010), pronunciation is affected by the age of learners, exposure to the target language, amount and type of prior pronunciation instruction, aptitude, attitude, and motivation, and the native language.

Teaching pronunciation (especially for young learners) is important to make students aware of how sounds are formed, how words are stressed and what intonation patterns exist. By teaching pronunciation, students will become intelligible speakers of English and their own comprehension of spoken English will be improved (Module 6: How to teach pronunciation, 2014).

Since pronunciation is an important element of language and is connected with teaching vocabulary, this study aims to find out the effectiveness of using songs in developing learners' pronunciation.

2.7 Empirical Studies

The effectiveness of using songs in teaching English has been investigated in various research studies. These studies can be classified into three categories: Palestinian, regional, and international studies. International studies are much more available than Palestinian and regional studies.

2.7.1 Palestinian Studies

There is little research on the effectiveness of using songs in teaching English in Palestine. One of these studies was conducted at Al-Azhar University in Gaza El-Nahhal (2011) which examined the effectiveness of using children songs in developing the fourth graders' English Vocabulary in Rafah government schools. With the sample of 120 students, test results revealed that using songs in learning and teaching English improved elementary students' vocabulary learning.

Ghanim (2012) investigated the effects of using children's songs especially "Birds of Paradise (Toyor Al- Janna)". Results revealed that using children songs has positive effects in developing the concepts of the Islamic education and trends for the fourth grade student.

In her study, Qurt (2013) aimed to make vocabulary unconsciously memorable for all students. She found that students become highly motivated to sing especially if the song is related to real life situation. Furthermore, they become better learners for vocabulary and learn with eagerness and unconsciousness. Finally, students feel free without shyness and perform the song in morning activity.

2.7.2 Regional Studies

In relation to the use of songs in teaching English, little regional studies have been conducted in the Arab countries. Mathlom (2008) on the recommendations of "The Fourth Scientific Conference in Cairo on Children's Literature and Media" recommended the expansion in the use of songs, comic tale and puppet theatre for young learners (stage of 5 years). Also, she recommended the use of poetry through stories and adventures till the 9 years old stage.

Mufleh, El-Hersh, Al-Dalalah and Ababneh (2009) in their study studied the impact of the use of pattern and computerized training. Three experiential groups were used; the first one students studied educational material through the training method and computerized practice, the second via using music and songs, and the third one by traditional way. They found statistically significant differences at the level of significance for the acquisition of the first grade students to combine skills using songs and music compared to the traditional way.

2.7.3 International Studies

There are a lot of international studies investigating the effectiveness of using songs in developing elementary graders vocabulary and pronunciation with various results. Language teachers recognize that music can enhance language acquisition and be a wonderful medium for language learning (Graham, 1979; Cakir, A. 1999).

This part investigates different studies related to the use of songs in teaching English. This review can be divided into four parts. First, studies related to teaching English for young learners, second, studies related to the use of songs in teaching young learners, third, studies related to teaching vocabulary, and finally, studies related to teaching pronunciation.

Teaching young learners differs from teaching adults. Children's learning, in nature, is characterized by their preference for playing and having fun. Different forms of fun activities and techniques are used in teaching young learners such as drama, songs and music, games, stories (Yuliana, 2003).

Music has an indirect positive influence on students' learning and makes the classroom atmosphere more comfortable (Lappi, 2009).

Using songs may help in teaching young learners. For example, Ara (2009) stated that children learn faster than adults especially if they weren't taught in traditional ways. So, the use of songs and games is an effective tool in teaching English for young learners especially that they made them unconscious that they are learning a language, i.e. they provide an interesting and enjoyable environment for learning without the feeling of pressure. Ara's findings analysis showed that in Bangladesh teachers are insensible of the effectiveness of using songs, rhymes and games in children's classes as means of interest and motivation; they still use

ineffective traditional ways of teaching with memorization. The influence of the effectiveness of songs will appear in later stages with minimum level of proficiency in English to cope with their courses. Even good students have to struggle to get higher secondary exams CGPA.

Millington (2011) discussed the cause of considering songs as valuable pedagogical tool that helps learners in improving their listening and pronunciation skills, and vocabulary and sentence structure. He discussed also the reflection of culture that increases students' enjoyment. By means of practical examples, he showed how songs can be used as language tasks. He also explored how to adapt classical songs to suit a particular theme or part of the curriculum.

According to Pasanen (2010), music is most often used to increase culture knowledge, reading and listening comprehension skills, oral skills and teaching grammar. Furthermore, music can also be used in tasks related to practice writing, pronunciation and vocabulary.

Many studies investigate the situation of using songs especially for elementary graders. Sevki, Gürsan & Hasan (2005) in their study found that both teachers and students agreed that in teaching English songs are hardly used. However, they emphasized that learning songs could play a significant role in vocabulary acquisition. These findings are consistent with Asih, 2011; Millington, 2011; Apsari, 2012 and Burhayani, 2013 studies. Moreover, Sevki et al (2005) mentioned that despite the lack of facilities and devices that help teachers in using songs in teaching, teachers stressed the importance of using songs as a motivating factor for students and help in vocabulary learning.

In another study, Sevik (2011) explored Turkish primary schools' EFL teachers' views about songs and the use of songs in teaching English to young learners. Despite the difficulty in using songs in classroom due to the lack of resources that facilitate the use of songs, how to teach songs and what songs to teach, findings emphasized the positive impact of using songs in teaching English for young learners and their pedagogical value since they give opportunity to develop and enhance listening skills mainly. They also mentioned that students' anxiety is lowered by the use of songs.

Research studies confirmed that songs are good in teaching vocabulary for young learners (Asih, 2011; Millington, 2011; Apsari, 2012).

Asih (2011) study results showed that the class that was taught vocabulary by picture technique has higher average percentage than the class that taught by songs technique. Asih proved that students' remember easily when they link the word to its picture while they be interested when listening to songs rather than memorizing vocabulary.

Setia, Abdul Rahim and others (2012) in their study investigated the extent that songs can contribute to the development if students' language proficiency; especially if songs have positive attitude and motivation in learners. Analyzing the questionnaire results, findings showed that using songs has dual roles in language learning; help in improving understanding, stimulate and increase students' interest to learn, enjoy, and engage in learning process. When students were motivated via activities, their self-confidence, learning ability and skill would highly increase. Participants recommended that this research should be extended to other samples in different cultures.

Apsari (2012) believed that students' interest is essential to obtain successful teaching and learning. For that, effectiveness in teaching English vocabulary to young learners is a crucial concern issue for language educators and practitioners. Through an empirical research, she aimed to study the application of teaching vocabulary for kindergarten students via songs. Results showed that songs can be effectively used in several ways to improve students' English vocabulary; as warm up activities, if presented repeatedly can be given in follow up activities as oral vocabulary quizzes, and media such as picture is required in order to convey the meaning of songs. Moreover, results showed that students were interested in learning vocabulary through songs and this indicates that songs tend to give more reaction in teaching and learning process.

By singing the songs, students can understand the difficult words easily. Students can remember the new words by singing and doing the action of the song. Songs help students understand new words without asking another person or looking them up in the dictionary. Songs also make vocabulary learning enjoyable, fun and interesting. That is how the effectiveness can be achieved by using songs in teaching vocabulary (Burhayani, 2013).

Bragg (N.D.) in her study tried to evaluate the use of music in teaching vocabulary and reading comprehension to first grade EFL students in a "Title I Elementary School". Findings showed that students' motivation when music instruction was greater when music was used. This helped in gaining oral reading fluency skills but had no real influence on vocabulary development.

Songs, in addition of having positive effects in practicing vocabulary and grammar, focus on pronunciation, stress and intonation. Songs cannot provide good opportunities for incidental learning (e.g. through repetition and context) of unknown

language items (Dajani and McLaughlin, 2009). Songs use can greatly help teachers in listening skills. They provide listeners with concrete example of weak forms, sound reduction and linkage, either between words or between sentences (Rajbhandaraks, 2001).

Trying to describe how songs influence the students' achievement in pronouncing English words, Ratnasari's (2007) action research was adopted. With a sample of 30 students ageing seven, trying an achievement test of sound production, questionnaire and filed notes, the results revealed that the students' achievement in the post-test was higher than the pretest. Moreover, the use of songs in teaching English is effective to improve the students' pronunciation.

Mardliyatun's (2007) study aimed to investigate how using English children songs can improve students' pronunciation and their effects in developing students' pronunciation. Mardliyatun concluded that using English children songs in the teaching process can improve students' ability in English pronunciation. These results are consistent with Cahyani (2011) study results that aimed to find out whether using English children songs can improve students' ability in English pronunciation and if the use of English children songs is effective into teaching English pronunciation. Cahyani concluded that songs can improve students' ability in English pronunciation.

Songs can be used to teach pronunciation and rhythm in addition to practice and reinforce consonant sounds, compare words that may not look the same but are still homophonic (Paquette and Rieg, 2008).

Modern technologies can facilitate the use of songs in language teaching. For example, Kramer (2001) created the web-based multimedia lessons that incorporate music, texts, worksheet, slides, and video clips for in-class language instruction.

Moreover, they include a strong visual component comprising photographs, slides, maps, and video clips. These available materials will attract students, enable them to immerse in language learning outside the classroom.

Music videos can be used with different levels of students. Teachers are to encourage students to choose the videos they like and share them with the class. Students can predict, describe and comment their perceptions about the music videos (Murphey, 1996).

Internet has many websites that share videos and songs. YouTube is the famous website that provides a wide variety of effective content that is suitable for English teaching (Dowse, 2009). YouTube video content includes movie clips, television clips and music videos as well as amateur content such as video blogging and short original videos (Kelsey, 2010). Learners are able to view the video clips as well as read the lyrics projected on the screen. Also, learners are motivated to learn (Dowse, 2009).

2.8 Conclusion

Reading research papers helped to outline the proposal plan. All the studies are related to teaching English for young learners, teaching vocabulary and pronunciation by using children's songs.

A lot of research such as Burhayani, 2013; El-Nahhal, 2011; Millington, 2011; and Ara, 2009 agreed that songs are very essential for teaching words and vocabulary for young EFL learners. Other studies such as Cahyani, 2011; Ratnasari's, 2007; and Mardliyatun's, 2007 dealt with the power of songs on teaching accurate pronunciation.

This study participates in this importance as it aims to investigate the effectiveness of using songs in improving learners' vocabulary and developing their pronunciation.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research design and methodology. The first section gives a description of the participants. The second section describes the instruments used in carrying out the study and the used data collection techniques. It describes the validity and reliability of the instruments. It also describes the material used in conducting the study. The final section describes the data analysis and the findings.

3.1 Participants

In this study, the participants are 123 EFL students of the fourth grade; 72 females and 51 males. Arabic is their native language. Both groups are from four private schools in Jerusalem; two groups for boys, and two groups for girls. One boys' school and one girls' school were chosen to be the experimental group, while the other boys' and girls' schools were chosen to be the control group. The experimental groups were chosen due to the fact that they get lower grades in the pre-test than the control group. Table 3.1 shows the distribution of the participants according to the group, school, gender, and grade.

Table 3.1: Distribution of participants

Group	School	Gender	Grade	Number	Total
Experimental	Asunnah Girls'	Female	Four	29	58
	Asunnah Boys'	Male	Four	29	
Control	Al-Eman Girls'	Female	Four	43	65
	Al-Eman Boys'	Male	Four	22	
Total					123

3.1.1 Experimental Group

After having the needed permission from the Directorate of Education in Jerusalem and General Administrations of the schools, the study was conducted at two experimental schools in Jerusalem. The first school is Asunnah Islamic Girls' School and the second one is Asunnah Islamic Boys' School. The total number of the participants of the two schools is 58.

3.1.1.1 Asunnah Islamic Girls' School

The first school was a private one named Asunnah Islamic Girls' School. The participants of the study were in one section of the fourth grade of 29 students. They started studying English from the first grade. When the researcher reached school and met the administration, suggesting the research idea and aims, they welcomed the idea and did not mind in running the experiment to see the effect of using songs as a new trend of teaching method to students and so improve their teaching condition.

Then, the researcher approached the principal of the school, and the English teacher in order to facilitate conducting the study. The researcher explained some details about the research (aims, procedure, selected material and songs). They welcomed the idea and asked to provide them with the final results of the study.

3.1.1.2 Asunnah Islamic Boys' School

The second school is also a private one called Asunnah Islamic Boys' School. The participants were in one section of the fourth grade of 29 students. They started studying English from the first grade.

The researcher met the school principal, English supervisor and the English language teacher. The researcher provided them with the permit from Hebron

University for implementing the study. Also, the researcher explained for them what the thesis is about, what are its aims, what are the procedure and provide them with the suggested songs that the researcher choose to use during the experiment. Some details about the thesis and its basic requirements were explained. In addition to that, they agreed on the teacher's role during the experiment which was to observe students while applying the experiment and after each period. They provided the researcher with some suggestions and so some songs were changed to be more related with the curriculum. The researcher accepted their suggestion and went on the experiment.

3.1.2 Control Group

The control group schools were chosen of the same gender, level and curriculum of the experimental schools. The researcher chose those schools for the research for the control group in order to make a balance between the number of males and females. The first school was Al-Eman Elementary Girls' School, and the second one was Al-Eman Elementary Boys' School, forming 22 male and 43 female participants. After having the needed permits from The Directorate of Education in Jerusalem, the General Administration of the schools, the researcher approached the principals and the three English language teachers in the two schools, and illustrated why and how those schools were chosen, and what was their role in the experiment. The teachers of the two schools used the traditional way of teaching without using songs. Participants in this section studied English from their first grade.

3.1.2.1 Al-Eman Elementary Girls 'School

The first control school was Al-Eman Elementary Girls' School. Two classes from the fourth grade consisting of 42 participants were selected randomly to form the

control group. The headmistress and the two English teachers welcomed the researcher and accepted to participate in conducting the study pre-post tests.

3.1.2.2 Al-Eman Elementary Boys' School

The second control group consisted of 22 fourth grade male students at Al-Eman Elementary Boys' School. They studied in one class, and they were selected randomly from all the other three sections as this section contained different levels.

3.1.3 Participants Equivalency

In order to make sure that the two groups (experimental and control) were of the similar competence in both *vocabulary* and *pronunciation*, a pre-test was carried out to ensure that the two groups were equivalent competence-wise. Table 3.2 shows t-test pre-tests results t-test for equality of means due to groups.

Table 3.2: t-test for equality of means due to groups (pre-tests results)

Group Statistics					Independent Samples Test		
	Group	N	M	SD	t	d.f	Sig.
Total results	experimental	58	20.7500	4.51630	-1.839	121	.068
	control	65	22.1615	3.99815	-1.826		
Vocabulary	experimental	58	9.3534	3.12040	-1.319	121	.190
	control	65	10.1000	3.14518	-1.320		
Pronunciation	experimental	58	11.3966	2.60189	-1.599	121	.112
	control	65	12.0615	1.99904	-1.575		

As seen in Table (3.2), the experimental and control almost have the same competence in vocabulary and pronunciation. The table shows that there is no significant difference at 0.05.

This means that the two groups have almost the same linguistic level regarding vocabulary and pronunciation.

3.2 Instrumentation: Procedure and Data Collection

In this research, the researcher used the following instruments:

1. Vocabulary test
2. Pronunciation test
3. Teacher's Book
4. Questionnaire

3.2.1 Vocabulary test

To measure students' vocabulary, the researcher prepared a vocabulary test (Appendix 1). The test was reviewed by four experts from Hebron University, Bethlehem University, and Al-Quds Open University.

The aim of the test is to measure students' knowledge of certain words and study the effect of the children's songs in developing their English vocabulary and at testing the hypothesis of the study.

The first draft of the test consisted of six questions of forty points. In question number one, students are asked to fill in the blanks with words from the boxes. In question two, they are asked to classify words into food, colors and places. In the third one, they are asked to write the missing letter in each word. Question number four asked students to look at the pictures and match the correct word with its picture and write it in the space provided. In question five, students asked to unscramble (re-order) four sentences. And the sixth, students are asked to match the word with its opposite. The estimated time for the test was 40 minutes. (See Appendix 1)

The final draft of the test was prepared after taking schools' suggestions of changing some songs, and experts' notes. The format of the test did not change. Some sentences in question one were changed. In question two, the new classification of

words is on food, family members and works (jobs). Some words in question four were replaced with others. Question four does not have any change. In question five some sentences were changed. Finally, in question six, words are changed and become fewer in number. Still the final points of the exam are forty and the estimated time is 40 minutes (See Appendix 2)

3.2.2 Pronunciation test

To measure students' pronunciation, a pre test and a post test were conducted. In the pre-test students were asked to read certain words that they may know and will hear in songs.

The post test depended on learners' memorization of the correct pronunciation of certain words that the researcher focused on during the experiment. The test consisted of twenty-five points of five questions. In question one, students were asked to odd out the words that do not rhyme. In question two, students asked to circle the correct word. In question three, students were asked to choose the correct answer that show the word the researcher had read. In question four, they were asked to circle the silent letter. And the fifth question was to classify words according to certain pronunciation. (See Appendix 3)

3.2.3 Teacher's Book

The researcher prepared the book to facilitate applying the experiment. The teacher's book included mainly the songs, lesson plans, specific objectives and flashcards.

The teacher's book in details includes specific information about the application of the experiment. It includes the objectives and procedures of the lessons. Moreover, the researcher suggested a lesson plan for each song to be a model for

using children songs in practicing vocabulary and pronunciation. The lesson plan mainly includes: the learning objective, vocabulary, sources, and procedures for presenting songs and work sheets (See Appendix 6+ Appendix 7)

3.2.4 Songs

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

Songs were selected from the book and from external sources (youtube). The songs were related to Unit 5 lesson 3 (The Weather Song), Unit 6 (Healthy Food Will Make You Smile), Unit 7 (The School Rule Song+ The Rule Chant), Unit 8 (Every Body had a Picnic) and Five Little Monkeys as an external song. (See Appendix 6)

3.2.5 Attitudes Questionnaire Development and Content Validation

The questionnaire was designed mainly to get the quantitative data for the study (Appendix 4+ Appendix 5). It investigates elementary graders teachers' attitudes towards the use of songs in English classes and their views regarding songs effectiveness in teaching English.

The questionnaire items were developed for this current research from some significant ideas identified in the related literature and previous studies. The first draft was adapted and adopted from various recourses: (Yu-Ling; 2005, Sevic; 2011, Bevic; 2013, Sevic; 2014 Tse; 2015). It contained three sections. In all sections, participants were to tick the suitable choice that describes his preference. Section one is related to personal information about participants; i.e. gender, education, teaching diploma and years of experience. Section two is related to participant's school

information; i.e. public or private, grades, class size, and curriculum. Section three, was divided into four subsections. 25 statements were designed for quantitative analysis depending on Likert scale format which determine teachers' attitudes towards their beliefs from the pedagogical value of using songs, their attitudes toward using songs in teaching English, their thoughts about the effectiveness of using songs in teaching English, and finally the frequency of using songs and accessibility to songs. Few lines were given to let teachers write any additional comments. Responses were scaled of 1 "Strongly Disagree" 2 "Disagree" 3 "Neutral" 4 "Agree" 5 "Strongly Agree". (See Appendix 4)

The first draft of the questionnaire was reviewed by experts from Bethlehem University and Alquds Open University. The second draft was prepared in the light of their comments and suggestions. The researcher took their comments into consideration and modified as they suggested. The modified version of the questionnaire was consulted by the supervisor to be reviewed. (See Appendix 4)

The final copy of the questionnaire consisted of three parts:

Part One: This part contained demographic data with 4 items. The factors are: participant's gender, education, having teaching diploma, and years of experience. These factors were selected to be analyzed as additional variables based on the literature review. Table 3.3 shows the items related to the personal information data.

Table 3.3: Teachers' Questionnaire: Personal Information Data

<p>Part One: Personal Information: Kindly put (x) next to the choice that fits with you. 1. Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female 2. Education: <input type="checkbox"/>Diploma <input type="checkbox"/>Bachelor <input type="checkbox"/>Master 3. Teaching diploma: <input type="checkbox"/>Yes <input type="checkbox"/>No 4. Years of experience:<input type="checkbox"/>1-5 years <input type="checkbox"/>6-10 years <input type="checkbox"/>11-15 <input type="checkbox"/>More than 15 years</p>

Part Two: Included information related to school, classes teacher taught, average class size and English curriculum that school use. Table 3.4 shows this part.

Table 3.4: Teachers' Questionnaire: School Information

<p>Part Two: School Information:</p> <p>1. School: <input type="checkbox"/> private <input type="checkbox"/> public</p> <p>2. Grades you teach (this year): <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 <input type="checkbox"/>6</p> <p>3. Your average class size: <input type="checkbox"/>Less than 12 <input type="checkbox"/>12-20 <input type="checkbox"/>21-28 <input type="checkbox"/>29-35 <input type="checkbox"/>36+</p> <p>4. Curriculum you teach: <input type="checkbox"/> English for Palestine <input type="checkbox"/>Other</p>

Part Three: This part consisted of 25 items. A five-point Likert scale was utilized for rating the respondents from 1= strongly disagree to 5= strongly agree (5= strongly agree, 4=agree, 3=neutral, 2=disagree, and 1= strongly disagree). These items dealt with the participants' general attitudes towards using songs in teaching English in classroom. These items were divided into **two dimensions**:

1- **Pedagogical value of using songs:** it consisted of 17 items (1-17). These items examined participants' attitudes towards the use of songs in teaching. Table 3.5 shows the related items.

Table 3.5: Teachers' Questionnaire: Pedagogical value of using songs

#	Statements	1	2	3	4	5
Pedagogical value of using songs						
I believe that.....						
1	Songs are considered a valuable pedagogical tool in learning English.					
2	Songs help develop language acquisition.					
3	Songs can be used to illustrate themes or topics.					
4	Songs help learners become familiar with word stress, intonation and rhythm.					
5	Songs enable learners to remember chunks of language.					
6	Songs provide students with opportunity for great exposure to improve vocabulary acquisition.					
7	Songs help improve students' speaking skills.					
8	Songs help students to better understanding of the culture of the target language.					
9	Songs are useful in the teaching of sentence structure.					
10	Songs help learners improve their listening and					

	pronunciation skills.					
11	Songs increase students' enjoyment of learning English.					
12	Songs add interest to the classroom routine.					
13	Songs improve student's motivation.					
14	Songs help create a relaxed and non-threatening environment of learning.					
15	Songs can be used to practice the four skills.					
16	Songs help create more students' participation.					
17	Songs lower students' anxiety toward learning English.					

2- **Frequency of using songs:** it consisted of 8 items (18-25). These items examined the frequency that participant use songs in classroom and when to use it. Table 3.6 shows the related items.

Table 3.6: Teachers' Questionnaire: Frequency of using songs

Frequency of using songs		<i>always</i> 100%	<i>often</i> 80%	<i>sometim</i> <i>es</i> 50%	<i>rarely</i> 40%	<i>never</i> 0%
18	I use songs in my English classes on many occasions.					
19	Songs stimulate my students to learn real English.					
20	I use songs to introduce the theme.					
21	I use authentic English songs.					
22	I use different activities when using songs.					
23	Using songs is very flexible.					
24	I enjoy using songs in my English language classes as a warm up activity.					
25	I use educational songs that suit my students' level, needs, and interest					

Participants asked to write any additional comments they would like to mention regarding the use of songs in English language teaching and their effects on language teaching.

3.2.6 Questionnaire Reliability

Cronbach α (*alpha*) formula is used in this study to measure the internal consistency reliability of the questionnaire. The higher the value of α , the more

reliable the questionnaire is, according to the internal consistency (George and Mallery, 2003).

George & Mallery (2003) provided the following scale for the value of α : $\alpha > 0.9$ excellent, $\alpha > 0.8$ good, $\alpha > 0.7$ acceptable, $\alpha > 0.6$ questionable, $\alpha > 0.5$ poor, $\alpha < 0.5$ unacceptable.

Thus, using Cronbach Alpha Coefficient, the researcher conducted the reliability statistics for the questionnaire. The result is shown in Table 3.7.

Table 3.7: The Reliability Statistics for the Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.834	25

As shown in Table (3.7), the result reveals that the Cronbach's Alpha of the questionnaire is (0.834), indicating an acceptable degree of internal consistency. Accordingly, the questionnaire is considered as a reliable instrument.

3.3 Data analysis

Experiment was conducted. Data were collected from students' exams and teachers' attitude questionnaire. Data were analyzed, reported and investigated. By using SPSS Program (version 19), a t-test was used to compare statically experimental and control groups exams results mean scores. Moreover, mean scores were used to report the results of Likert-type statements for the teachers' attitude questionnaire.

Responses from the teachers were described, interpreted, synthesized, and triangulated with the quantitative results. The findings were then reported.

3.4 Procedure

To conduct the study, the researcher got permissions from Hebron University, Directorate of Education in Jerusalem, and Al-Eman and Al-Sunnah General Schools' Administration. After that, the researcher approached the schools' principals and English Language supervisors. After that, the researcher met English teachers to agree on the plan of the study.

A written vocabulary pre -test a pre- oral pronunciation test were conducted for all the groups. Exams were corrected and the results of the tests were analyzed using the SPSS. Then the researcher started teaching the experimental groups using songs. A 45 minute weekly lesson took place for the experimental groups during the first semester and the second semester. Control groups were taught using traditional ways of teaching without songs.

For experimental groups, new vocabulary was introduced for the students using flashcards or realia. After that they heard the song without pause. Then they listened to a stanza and sing with the record. After that they sing the whole song with the record and finally they sing it without a record and they role play it. At the end of the study, a post vocabulary and pronunciation tests were conducted for all groups.

For teachers' questionnaire, the researcher got permission from Hebron University and Directorate of Education in Jerusalem. After that, the researcher approached primary schools' principals to allow distributing questionnaires for English teachers who taught English from first to sixth grade. 80 questionnaires were distributed during March and April 2014 to private and Palestinian public schools in Jerusalem.

3.5 Conclusion

To conclude, this chapter showed the procedures followed in this study. It described in details the participants, the instrumentation and data collection of the study. It also presented the formation, validation, and the reliability of these used instruments. Then, it presented the way data were analyzed. Finally, it described the procedure of conducting the study. The next chapter reveals the results of the study and the discussion about them.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the results of the study. The results of the post exams were discussed for experimental and control groups. The results of the vocabulary and pronunciation tests were discussed according to the marks students got in the post test.

The results of teachers' questionnaire were also discussed. The following sections present the findings and discussions related to the research questions of the study. The results of the post tests were presented first, and then followed by the results of the questionnaire.

4.1 Results of Overall Post Tests

In order to find the influence of using songs on the achievement of the elementary students in vocabulary and pronunciation learning and to see if there is a significant difference, a t-test was carried out to analyze the results of the post-vocabulary and pronunciation tests, as shown in Table 4.1.

Table 4.1: t-test for equality of means of post-tests due to group

Group Statistics				Independent Samples Test		
Group	N	M	SD	T	d.f	Sig.
Experimental	58	30.6379	5.40856	4.304	121	.000
Control	65	26.0523	6.30355			

As can be seen in Table 4.1, in general, there is no significant difference at ($\alpha = 0.000$) due to group (experimental and control) in their achievement after conducting the study. Analyzing the means of the two groups; which are (C=26.05, E=30.63) leads to say that the group under treatment achieved significantly higher

than the control group. The mean for overall post test is out of 65. This indicates that using songs for the experimental group improved their level of vocabulary competence more than control group.

4.2 Results of the Post Vocabulary Test

4.2.1 Question One: What is the effect of using songs on improving students' vocabulary?

To find out whether there is a significant difference in the post-vocabulary test results, a t-test was carried out. Vocabulary test points are 40. Results are shown in Table (4.2).

Table 4.2: t-test for the post vocabulary test due to group

Group Statistics				Independent Samples Test		
Group	N	M	SD	T	d.f	Sig.
Experimental	58	14.6552	2.84883	2.483	121	.014
Control	65	13.0308	4.19088	2.536		

As seen in Table (4.2), there is a statistically significant difference between the two groups (experimental and control) in favour of the experimental group as a whole in vocabulary improvement. To be specific, comparing the means of the pre and post tests proved that there is a significant difference at ($\alpha=0.014$) ($P \leq 0.05$) between the two groups due to vocabulary. Their means are (C=13.03, E=14.65) out of 40.

These results are in line with studies like Megawati,2014; Qurt; 2013; Burhayani, 2013; Aspari, 2012; Millington; 2011; El-Nahhal, 2011; Abidin, Mohammadi, Singh, Azman and Souriyavongsa, 2011; Li and Brand 2009; and Šišková, 2008. Results of these studies revealed that the experimental group showed a significant improvement in vocabulary compared with the control group. Ashi

(2011) proved that using pictures and songs technique help students link the word to its picture while listening.

4.3 Results of the Post Pronunciation Test

4.3.1 Question Two: What is the influence of using songs in developing learners' pronunciation?

Regarding pronunciation, to find out whether there is a significant difference in the post-pronunciation test results, a t-test was carried out to analyze the post-pronunciation test. Pronunciation test points are 25. Results are shown in Table (4.3).

Table 4.3: t-test for post pronunciation test due to group

Group Statistics				Independent Samples Test		
Group	N	M	SD	T	d.f	Sig.
Experimental	58	18.4466	3.81186	9.000	121	.000
Control	65	13.0215	2.84893			

As seen in Table (4.3) it is clear that there is also a significant difference between the two groups at ($\alpha=0.000$) ($P \leq 0.05$) due to pronunciation. The post pronunciation test consisted of 25 points. The means for the two groups are (C=18.44, E=13.02) which means that the group under treatment achieved significantly higher than the control group. This indicates that using songs for the experimental group improves their pronunciation rather than not using.

These findings are in line with the literature studies like Arias,2012; Lutfia, 2009; Varasarin,2007; Rosová,2007; Ratnasari,2007 and others which results show that the experimental group achievement in the posttest is higher than the pretest.

The researcher noticed that drilling and the use of pictures and flashcards in addition to songs, help students improve their pronunciation. These results are what Zaroh, Laksmi (2013) found in their study.

4.4 Results related to gender

4.4.1 Question Three: Is there a significant difference for the group's achievement in the post test due to gender?

In order to answer this question, the results of post vocabulary and pronunciation tests were analyzed due to gender. Means test carried out to analyze the answer of this question as shown in Table 4.4.

Table 4.4: t-test for post vocabulary and pronunciation tests due to gender

Gender	Group Statistics				Independent Samples Test			
	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	sig
Male	51	27.1627	7.66864	1.07382	-1.566	121	.120	.349
Female	72	28.9597	5.06039	.59637	-1.463	80.226	.147	

As seen in Table (4.4), there is no significant difference between post test results due to gender. For females, the mean in the post is 28.95. For boys, it is 27.16.

Limited studies examined the impact of using songs on learners due to gender. This result is in line with Ghanbari and Hashemian (2014) study results which revealed that there was no significant difference between the male and female learners' performance in obtaining better results in listening comprehension and pronunciation. But it asserts that songs should be incorporated into language teaching curricula since it is an indispensable asset and help to improve all language skills, especially listening comprehension and pronunciation. However, this study contrasts

Alipour, Gorjian, Zafari (2012) study that indicated that male learners have better performance than the females when learning vocabulary.

4.5 Results of Teachers' Questionnaire

Question Four: What are teachers' attitudes towards the use of songs in teaching English?

In order to find out teachers' attitude towards the use of songs in elementary English classroom, 67 questionnaire were collected back and analyzed.

Analyzing the first part of the questionnaire; personal information, results revealed that almost 94% of elementary English teachers in Jerusalem are females. This is due to the fact that males do not prefer teaching children. Table (4.5) shows the frequencies and numbers of teachers due to gender.

Table 4.5: Frequencies and numbers of teachers due to gender

Gender	Male	Female	Total
Number	4	63	67
Percentage	6%	94%	100%

Regarding school, public or private, 78.8% of participants were from private schools. Due to the political status of Jerusalem, private schools are more than public. In this study, public schools are Palestinian Government Schools not the Israeli Government Schools. Moreover, the number of English teachers in private schools is more than in public schools. This result is due to that in public schools there are 3-4 English lessons per week, while in private schools there is 5-6 lessons. Table (4.6) shows schools type's frequencies and numbers.

Table 4.6: Teachers due to schools type's frequencies and numbers

School	Public	Private	Total
Number	14	53	67
Frequency	21.2	78.8	100%

In this section, questionnaire results are analyzed. The analysis of data for the items is given in two tables. A discussion about each table will follow each table in this part. Questionnaire items were classified according to teachers' attitude and practices, language skills (vocabulary and pronunciation) and learners' interest towards the use of songs in learning English in the first table. In the second table, Teachers practices towards the use of songs were presented.

4.5.1 Part one: Teachers' attitudes and practices

In this part, Table (4.7) presents the results of teachers' attitudes towards using songs.

Table 4.7: Descriptive Statistics of teachers' attitudes and practices questionnaire items

N	Statement	N	Mini mum	Maxi mum	Mean	Std. Deviatio n
1	Songs are considered a valuable pedagogical tool in learning English.	67	1.00	5.00	3.9104	1.01102
2	Songs help develop language acquisition.	67	1.00	5.00	3.9403	1.05716
3	Songs can be used to illustrate themes or topics.	65	1.00	5.00	3.9077	.93078
4	Songs help learners become familiar with word stress, intonation and rhythm.	66	1.00	5.00	4.1818	1.05114
5	Songs enable learners to remember chunks of language.	64	1.00	5.00	3.9531	.95002
6	Songs provide students with opportunity for great exposure to improve vocabulary acquisition.	62	1.00	5.00	3.8065	1.02171
7	Songs help improve students' speaking skills.	66	1.00	5.00	3.9091	.94017
8	Songs help students to better understanding of the culture of the target language.	66	1.00	5.00	3.5303	1.08443
9	Songs are useful in the teaching of sentence structure.	66	1.00	5.00	3.4091	1.03741

10	Songs help learners improve their listening and pronunciation skills.	67	1.00	5.00	4.1194	1.08044
11	Songs increase students' enjoyment of learning English.	67	1.00	5.00	4.3731	1.15254
12	Songs add interest to the classroom routine.	66	1.00	5.00	4.3030	1.16315
13	Songs improve student's motivation.	67	1.00	5.00	4.1642	1.00901
14	Songs help create a relaxed and non-threatening environment of learning.	66	1.00	5.00	4.0303	.91095
15	Songs can be used to practice the four skills.	67	1.00	5.00	3.4478	1.11849
16	Songs help create more students' participation.	67	1.00	5.00	3.8507	1.09065
17	Songs lower students' anxiety toward learning English.	67	1.00	5.00	3.5075	1.32999

As seen in table 4.7, teachers have positive attitudes towards the use of songs in teaching English. Results confirmed the pedagogical value of the use of songs in language teaching and learning. Statements 11, 12 and 4 get the highest mean of all statements. Their means are: statement 11 (m=4.37), statement 12 (m=4.3) and statement 4 (m=4.18). This means that teachers believe that songs are not only increase students' enjoyment of learning English (statement 11) but also add interest to the classroom routine (statement 12). Moreover, songs help learners become familiar with word stress, intonation and rhythm (statement 4).

On the other hand, statements 9, 15 and 17 get the lowest mean. Their means are: statement 9 (m=3.4), statement 15 (m=3.44), and statement 17 (m=3.5). This indicate that teachers believe that songs are not useful in the teaching of sentence structure, cannot be used to practice the four skills, and cannot lower students' anxiety toward learning English.

These results are in line Şevk, Gürsan, Hasan (2011) who added that still songs are good factor that could enjoy and motivate learners. But still teachers are to

be creative and innovative in their teaching practices.

Sevic (2011); Mufleh, El-Hersh, Al-Dalalah and Ababneh (2009) in their studies showed that songs are valuable pedagogical tool in learning English and have positive impact in teaching English for young learners.

Burhayani, 2013; Apsari, 2012; Asih, 2011; Millington, 2011; El-Nahhal, 2011; Chen, 2011; Sevki et al, 2005; in their studies found that songs play a significant role in vocabulary acquisition and learning. Brno (2008) added that if students like the song, the teaching of vocabulary will be more effective. Alipour, Gorjian and Zafari (2012) in their study confirm that learners be more focused on the lyrics to catch the new vocabulary, realize them, learn these new words and memorize them easily.

Lutfia, 2009; Shen, 2009; Ulate, 2008 and others proved that songs are effective tool for teaching pronunciation.

Regarding teachers practices towards the use of songs in English classroom, Table (4.8) shows the results of related statements means.

Table 4.8: Descriptive Statistics of teachers' practices towards the use of songs questionnaire items

#	Statement	N	Mini mum	Maxi mum	Mean	Std. Deviation
18	I use songs in my English classes on many occasions.	67	1.00	5.00	3.2388	.85439
19	Songs stimulate my students to learn real English.	67	1.00	5.00	3.3582	.98013
20	I use songs to introduce the theme.	66	1.00	4.00	2.6364	.79685
21	I use authentic English songs.	63	1.00	5.00	2.9524	1.09881
22	I use different activities when using songs.	66	1.00	5.00	3.2576	1.04234
23	Using songs is very flexible.	64	1.00	5.00	3.7031	1.03402
24	I enjoy using songs in my English language classes as a warm up activity.	66	1.00	5.00	3.8030	1.09853

25	I use educational songs that suit my students' level, needs, and interest	67	1.00	5.00	3.8060	1.11788
----	---	----	------	------	--------	---------

As shown in Table (4.8), it is clear that those two items get the highest means: item 25 (m=3.81, Std=1.1) and item 24 (m=3.8, Std=1, 0). This indicates that teachers use educational songs that suit their students' level, needs, and interest and they enjoy using songs in English language classes as a warm up activity. On the contrary, the two items that get the lowest means are: item 20 (m=2.6) and item 21 (m=2.9) which means that teachers' have lower tendency towards using authentic songs and use songs to introduce the theme.

4.6 Conclusion

This chapter presented the findings and the analysis of the data collected through students' pre and post exams and teachers' questionnaire. The findings have been presented in terms of the study questions. The researcher used t-test to analyze the data collected by the tests and the questionnaire in light of group and gender variables. Moreover, the researcher conducted Independent Sample Test analysis of the Means and Standard Deviation in the pre and post-test scores, and the questionnaire. The researcher used the descriptive statistics of the questionnaire.

The findings of the study revealed that the use of songs in English classroom has positive impact on learners' achievement. Besides, teachers have positive attitudes towards the use of songs in teaching English for elementary graders. The following chapter presents the conclusions and recommendations.

CHAPTER FIVE

CONCLUSIONS AND RECOMENDATIONS

5.0 Introduction

This study has attempted to find out the effectiveness of using songs in teaching vocabulary and improving pronunciation especially for elementary graders (4th graders at Assunah and Al-Eman Schools in Jerusalem in this case). The study also attempted to investigate teachers' attitudes towards the use of songs in learning English. Finally, the study tried to present some suggestions and recommendations for The Ministry of Education, curriculum designers, decision makers, supervisors and English teachers in order to improve and apply the technique in English language classrooms.

This chapter presents a summary of the study. It presents in brief the research problem, questions, methodology, and also presents the findings. Conclusions, recommendations and future research are also presented.

5.1 Research summary

This research provides an overview of the effectiveness of using songs in English classroom. It is divided into five chapters. The first chapter introduced the problem of the study. This problem is represented by the fact that teachers still use traditional teaching techniques in their classes despite the fact that recent methodologist involve using creative techniques in teaching. Music and songs are techniques that teachers can use. This technique can help students in learning language easily and motivate them. Teachers can include suitable songs in their lessons which help them in teaching.

The second chapter of the study presented theoretical framework of songs as functions of songs in English language teaching, procedure / techniques for presenting songs in class, suggested activities for using educational songs in classroom, vocabulary and its importance, pronunciation and its importance. Finally some empirical studies was reviewed.

The third chapter described the research methodology. Section one described the participants. Section two talked about the instruments used in the study. Section three talked about data collection which is based on two main instruments: a pre-post test and questionnaire. Finally, this chapter described how the data collected were analyzed. These data included results relating to students' scores in the pre-post tests and teachers' questionnaire. These data were analyzed by using SPSS Program and discussed in the light of literature review.

The fourth chapter presented the results of the study. The analyzed results of songs were discussed according to students' scores in the pre and post tests.

The questionnaire was discussed in light of the teachers' perceptions about the use of songs and its effectiveness in teaching English.

5.2 Conclusion

For many years, in our schools teaching English has been characterized by the use of the traditional way. Teachers rarely use teaching aids. Recently, they start to apply them. Due to the limited resources available in schools, flashcards and posters are the most frequent used aids in classes to teach vocabulary. Listening and speaking activities are almost neglected. Students have problems in pronouncing certain words. Through the technology development and change in teaching demands, many

conducted foreign studies confirm the effectiveness of using music and songs in teaching English especially for young learners.

Songs can help in teaching English skills; i.e. vocabulary, grammar, pronunciation. Moreover they help in enhancing learners' listening and speaking skills. Furthermore, by using songs in English classes, learners will be motivated for learning English and enjoy English class.

In order to achieve the goals of using songs in English classes, teachers should use different techniques for applying songs depending on students' level, interest, class time and textbook. However, students hate prompting education and prefer learning by action and other modern techniques.

5.3 Recommendations

Based on the results of this study that show the effectiveness of using songs in teaching English, the researcher proposes the following recommendations:

1. **The Ministry of Education, curriculum designers and decision makers** should enrich English for Palestine curriculum with different songs that suit different language skills and themes. They should also provide schools with modern and important materials that help in the use of songs in classes. Finally, they should motivate teachers to develop their competences especially in using songs.
2. **The supervisors** should emphasize the important role of using songs in class and encourage teachers to use them. They should conduct different training courses that help them to develop themselves and provide them with different techniques and activities that can help them in using songs in class.
3. **The English teachers** should be aware of different approaches of language teaching. They should be creative in their classes and create suitable environment for

students by adopting up to date techniques i.e. songs that suit students' level, interest, enjoy and motivate them to participate and interact with different activities.

5.4 Recommendations for Further Research

After conducting this study, the researcher noticed that Education in Palestine is still in need for a lot of studies. For that, the researcher recommends, as an example, the research that investigates the effect of using songs in developing learners speaking skills. Also, a research can investigate the effect of using songs in developing writing. Another research can investigate teachers' perceptions towards the use of songs in language teaching especially for teenager/elder graders. Moreover, it is also possible to conduct a research that investigates learners' attitudes towards the use of songs in language learning.

References

- Abdellah, A. S. (2002). Songs, chants and rhymes in English language teaching. In Z. El Naggari, R. Fadel, R. Hanaa, M. L. McCloskey, B. Thornton, K. El Fouly, & L. New Levine (Eds.), *Spotlight on Primary English Education Resources (SPEER)* (pp. 51-74). Egypt: The Integrated English Language Program II (IELP-II). Retrieved October 10, 2012, from: <http://www.sktspace.com/v3/attachments/article/605/songs,%20chants,%20rhymes%20in%20ELT.pdf>
- Abu Qulbein, I. (2004). *The Effect of Using Language Games on EFL Vocabulary Achievement: The Case of Seventh Grade Students in Jerusalem District*. Unpublished M.A Thesis, Al-Quds University.
- Alipour, M., Gorjian, B. and Zafari, I. (2012). The effects of songs on EFL learners' vocabulary recall and retention: The case of gender. *Advances in Digital Multimedia*, 1(3), pp.140--143.
- Al-Mamary, N. N. (2007). *Using songs to promote vocabulary learning in grade 1*. Muscat, Oman: Ministry of Education. Retrieved October 10, 2012, from: <http://www.moe.gov.om/portal/sitebuilder/sites/eps/English/MOE/baproject/Ch%2019%20Using%20songs%20to%20promote%20vocabulary%20learning%20in%20grade%201%20.pdf>
- Anttila, M. and A. Juvonen. (2006). Musiikki koulussa ja nuoren elämässä. Kohti kolmannen vuosikymmenen musiikkikasvatusta, osa 3. (Music at school and in life of young people. Towards music education of the third millennium, part 3.) Joensuu University Press, 15–163. In Finnish. Retrieved from: Anttila, M (2009). FINNISH MUSIC EDUCATION LOST. 2ND INTERNATIONAL CONFERENCE The Changing Face of Music Education CFME09 ABSTRACTS Institute of Fine Arts Department of Music MUSIC AND ENVIRONMENT. Tallinn University.
- Apsari, Y. (2012). Teaching English vocabulary through songs. *Universitas Pendidikan Indonesia*. Retrieved November 18, 2012, from:

http://repository.upi.edu/operator/upload/abs_2012_yanuarti_teachingenglishvocabularythroughsongs.pdf

- Ara, S. (2009). Use of songs, rhymes and games in teaching English. *The Dhaka University Journal of Linguistics*, 2(3), 161-172. doi:10.3329/dujl.v2i3.4150.
- Arias, Z. (2013). The effectiveness of using songs in teaching English to young learners between 3 to 6 years. UNIVERSIDAD VERACRUZANA.
- Arévalo, E. A. (2010). The use of songs as a tool to work on listening and culture in EFL classes . *Cuadernos de Lingüística Hispánica*(15), 121-138. Retrieved from: dialnet.unirioja.es/descarga/articulo/3673475.pdf.
- Asih, N. (2011). The effectiveness of using pictures and songs in teaching vocabulary to young learners. *GUNADARMA UNIVERSITY LIBRARY*. Retrieved November 18, 2012, from: <http://papers.gunadarma.ac.id/index.php/letter/article/view/16970/16151>
- Bevik, M. (2013). Teacher views about using songs in teaching English to young learners. *African Journal of Music Education*, 1(2), 023-030. Retrieved April 15, 2014, from: <http://internationalscholarsjournals.org/download.php?id=245861984395492062.pdf&type=application/pdf&op=1>
- Blachowicz, C. L., Fischer, P. J., & Watts-Taffe, S. (2005). *Integrated Vocabulary Instruction: Meeting the needs of diverse learners in grades K-5*. USA: Learning Point Publisher, NCREL. Retrieved October 17, 2013 from: <http://www.learningpt.org/pdfs/literacy/vocabulary.pdf>
- Bragg, R. (n.d.). Using music to teach vocabulary and reading fluency. Retrieved November 18, 2012 from: mtweb.mtsu.edu/dvcraig/.../bragg-FOED6620-A.R.Handout.pdf.
- Brawn, J. R. (2006). Rhymes, Stories and Songs in the ESL Classroom. *The Internet TESL Journal*.

- Brinton, D., Celce-Murcia, M., Goodwin, J. & Griner, B. (2010). *Teaching pronunciation*. Cambridge [u.a.]: Cambridge Univ. Press.
- Burhayani. (2013). The effectiveness of teaching vocabulary through songs to the second years students of Ikatan Keluarga Kesejahteraan Tentara (IKKT) Elementary School West Jakarta. *2nd International Seminar on Quality and Affordable Education, (ISQAE 2013)*. 70-73.
- Cahyani, R. Y. (2011). Teaching Pronunciation through Children's Songs.
- Cakir, I. (2004). Designing Activities for Young Learners in EFL Classrooms. *GU, Gasi Egitim Dergisi*, Vol.24, No3, p.101112.
- Cakir, A. 1999. Musical activities for young learners of EFL. *The Internet TESL Journal*, 5. Retrieved on February 20, 2013 from: <http://iteslj.org/Lessons/Cakir-MusicalActivities.html>
- Chiaaili, H., & Meilo, S. R. (1998). Songs enhance learner involvement. *English Teaching Forum*, 36 (3), 8. Retrieved May 15, 2013 from: <http://dosfan.lib.uic.edu/usia/E-USIA/forum/vols/vol36/no3/p8.htm>
- Cook, V. (1996). *Second language learning and language teaching*. London: Arnold.
- Cuesta, M. (2006). Songs in the English class: A strategy to encourage tenth graders' oral production. *PROFILE Issues in Teachers' Professional Development*, 12(1), 47-57. Retrieved April 12, 2013 from: <http://www.revistas.unal.edu.co/index.php/profile/article/view/10987>
- Curtain, H. A., & Pesola, C. A. (1988). *Language and children - making the match*. New York: Addison- Wesley Publishing Company.
- Dajani, D. & McLaughlin, S. (2009). Implementing the first Palestinian English language curriculum: A need for teacher empowerment. *Mediterranean Journal of Educational Studies*, 14(2), 27-47.
- Dowse, C. (2009). Teaching: How to use YouTube to teach. Retrieved August 2, 2011 from: <http://cd-2006.blogspot.com/2009/05/teaching-how-to-use-youtube-to-teach.html>

- El-Nahhal, M. M. (2011). *The effectiveness of using children songs on developing the fourth graders' English vocabulary in Rafah Governmental Schools*. (Unpublished master thesis). Al- Azhar University, Palestine, Gaza. Retrieved January 10, 2012 from: www.alazhar.edu.ps/library/aattachedFile.asp?id_no=0044800
- Enright, D. S., & McCloskey, M. L. (1988). *Integrating English*. Reading, MA. USA: Addison-Wesley.
- Fabon, A. (2013). *Take it easy: Use songs to teach English as a second language in primary school*. Universidad Trabajo Fin De Grado. Retrieved June 6, 2014 from: http://biblioteca.unirioja.es/tfe_e/TFE000403.pdf
- Forster, E. (2006). The value of songs and chants for young learners. *Journal of Research and Innovation in the Languauge Classroom*, 63-68.
- Gatti-Taylor, M. (1980). Songs as a linguistic and cultural resource in the intermediate Italian class. *Foreign Language Annals* , 13(6), 465-68.
- Ghanbari, F. and Hashemian, M. (2014). The effects of English songs on young learners' listening comprehension and pronunciation. *International Journal of Language Learning and Applied Linguistics World*, 6 (3), 337-345. Retrieved August 10, 2014 from: <http://www.ijllalw.org/finalversion6327.pdf>
- Ghanim, M. (2012). Employing some of Toyor Al-Jannah songs in developing Islamic concepts and tendencies for fourth graders. (Unpublished Thesis). Al-Najah University. Retrieved from: <http://library.iugaza.edu.ps/thesis/102754.pdf>
- Gilakjani, A. (2012). Goals of English pronunciation instruction. *International Journal of Language Teaching and Research*, 1(1), 4-8. Retrieved August 10, 2014 from: <http://www.researchpub.org/journal/ijltr/number/vol1-no1-1.pdf>
- Gilakjani, A. (2012). The significance of pronunciation in English language teaching. *English Language Teaching*, 5(4), 96-107. Retrieved November 10, 2013 from: www.ccsenet.org/journal/index.php/elt/article/download/15940/10703
- Graham, C. (1979). *Jazz chants for children*. New York: Oxford University Press.

- Griffiee, D. (2010). Personal communication with the author. Retrieved from Engh, D. (2013). Why use music in English language learning? A survey of the literature. *English Language Teaching*; 6 (2). Retrieved January 10, 2014 from:
<http://www.ccsenet.org/journal/index.php/elt/article/download/23819/15117>
- Harb, A. (2007). *The Effectiveness of Educational Games on the sixth Graders' Achievement English language in Gaza southern Governorates*. Unpublished M.A thesis. The Islamic University, Gaza.
- Harmer, J. (2000). *The practice of English language teaching*. London: Longman.
- Hornby, A. S. (1990). *Oxford advanced learner's dictionary of current English*. Oxford: Oxford University Press.
- James, R. B. (2010). *Teaching pronunciation gets a bad R.A.P: A Framework for Teaching Pronunciation*. Hankuk University of Foreign Studies. Retrieved February 8, 2012 from: <http://www.tesolreview.org/down/2-6.%20James%20R.%20Brawn.pdf>
- Johnson, C. a. (2004). *Why teach vocabulary?* Anaxos, Inc. Retrieved May 14, 2013 from:
eps.schoolspecialty.com/downloads/articles/Why_Teach_Vocabulary.pdf
- Kanel, K. (2000). Songs in language teaching: Theory and practice. *Paper presented at The Proceedings of the JALT (Japan Association for Language Teaching) 25th Annual International Conference on Language Teaching & Learning and Educational Materials Expo: 69-75.*
- Kelsey, T. (2010). *Social networking spaces: From Facebook to Twitter and everything in between (beginning)*. New York: Apress.
- Kohli, A. (1997). *Techniques of teaching English* (Vol. 15). Dhanpat Rai Publishing.
- KÖMÜR,Ş., SARAÇ, G., & ŞEKER, H. (2011). Teaching English through songs (Practice in Muğla/Turkey). *SOSYAL BİLİMLER ENSTİTÜSÜ DERGİSİ*, 1(15).

Retrieved January 10, 2013 from:
<http://www.sbed.mu.edu.tr/index.php/asd/article/viewFile/163/168>

Kramer, D. J. (2001). *A blueprint for teaching foreign languages and cultures through music in the classroom and on the web*. Retrieved from <http://web2.adfl.org/adfl/bulletin/v33n1/331029.htm>

Kuźma, K. (2008). Song- Music and Songs in English Language Teaching. *Harnessing language teaching*, 10 (6). Doi 1755-9715. Retrieved January 10, 2013 from: <http://www.hltmag.co.uk/dec08/less03.htm>

Lappi, M. (2009). *Musical experiences in learning English as a foreign language*. (Pro Gradu Thesis). University of Jyväskylä, Department of Languages. Retrieved November 14, 2012 from:
<http://urn.fi/URN:NBN:fi:jyu-200911164411>

Lehr, F., Osborn, J., & Hiebert, E. (2004). *A focus on vocabulary (Research based Practices in Early Reading Series)*. U.S.: Regional Educational Laboratory at Pacific Resources for Education and Learning.

Lieb, M. (2008). *Listening activities using popular music*. Tokyo, Japan: Meiji University, 30-45. Retrieved January 11, 2012 from: http://www.tht-japan.org/proceedings/2008/m_lieb30-45.pdf.

Lo, R., & Li, H. (1998). Songs enhance learner involvement. *English Teaching Forum*, , 36, 8-11, 21. Retrieved from <http://iteslj.org/Articles/Schoepp-Songs.html>

Lozanov, G. (1978). *Suggestology and outlines of suggestopedy*. New York: Gordon and Breach Publishing.

Lutfia, L. (2012). *The effectiveness of using songs in teaching English pronunciation to the fourth grade students of elementary school. An experimental study in SD Negeri Cengklik 1 Banjarsari in the 2008 /2009 academic year*. A Thesis. Surakarta. Teacher Training and Education Faculty. Sebelas Maret University. 2009. Retrieved September 15, 2014 from:
<http://english.fkip.uns.ac.id/index.php/research/7-research-mahasiswa/220-the->

effectiveness-of-using-songs-in-teaching-english-pronunciation-to-the-fourth-grade-students-of-elementary-school-an-experimental-study-in-sd-negeri-cengklik-1-banjarsari-in-the-2008-2009-academic-year.

Macaro, E. (2003). *Teaching and learning a second language*. New York: Continuum.

Mardliyatur. (2007). *Children songs as media in teaching English pronunciation (The case of fourth graders of SD N 01 Sekaran Gunungpati in the academic year 2006/2007)*. (Unpublished undergraduate thesis). Universitas Negeri Semarang. Indonesia. Retrieved February 10, 2013 from: <http://lib.unnes.ac.id/1733/>

Mathlom, A. (2008). Paper presented at The Fourth Scientific Conference in Cairo on Children's Literature and Media. Hulwan University Scientific Research Center. Retrieved from: <http://www.aljazeera.net/news/pages/a394f37d-46ae-43f9-852a-a01c7e8b79bb>

McLaren, P. & C. Lankshear. (1994). *Politics of liberation: Paths from Freire*. London: Routledge.

Medina, S. (1993). The effect of music on second language vocabulary acquisition. FEES News (National Network for Early Language Learning, 6(3), 1-8. Presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages, 1990.

Megawati, M. (2014). *The effect of teaching English through songs on the second grade students' vocabulary achievement at SDN BARATAN 01 JEMBER in the 2011/2012 academic year*. Undergraduate thesis. Jember University. Retrieved from: http://repository.unej.ac.id/bitstream/handle/123456789/11393/MARITA%20ELOK%20MEGAWATI_1.pdf?sequence=1.

Millington, N. T. (2011). Using songs effectively to teach English to young learners. *Language Education in Asia*, 2(1), 134-141. Retrieved March 13, 2013 from: <http://dx.doi.org/10.5746/LEiA/11/V2/I1/A11>

Mohammed, A. (2011). *EFL effective factors: Anxiety and motivation and their effect on Saudi college student's achievement*. Saudi Arabia: Shaqra University, Community College-Dawadim

- Morales, C. (2008). Using rock music as a teaching-learning tool. . *PROFILE Issues in Teachers' Professional Development*, 9, 163-180. Retrieved May 13,2013 from: <http://www.revistas.unal.edu.co/index.php/profile/article/view/10716>
- Muflih, M; El-Hersh, A; Al-Dalalah, O; and Ababneh, Z. (2009). *The impact of use computerized training in developing first graders adding skill in comparasion with songs, music and traditional way*. Um-Al-Qura Educational and Physcological Journal. KSA, 2, p432.
- Murphey, T. (1996). *Music and song* (A. Maley, Ed.). Oxford: Oxford University Press.
- Murphey, T. (1992). *Music & songs*. Oxford University Press.
- Nation, I. S. P. (1990). *Teaching and learning vocabulary*. Boston, MA: Heinle & Heinle.
- Orlova,N. F. (2003). Helping prospective EFL teachers learn how to use songs in teaching conversation classes. Retrieved from <http://iteslj.org/Techniques/Orlova-Songs.html>
- Orlova, N. (1997). Developing speech habits with the help of songs. *English Teaching Forum*, 35(3).
- Panel., N. R. (2000). *Report of the national reading panel: Teaching children to read*. Washington, D.C.: National Institute of Child Health and Human Development. Retrieved January 15, 2012 from: <https://www.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>
- Paquette, R. & Rieg A. (2008) using music to support the literacy development of young English language learners, *Early Childhood Education Journal*, Vol.36(3), pp.227-232.
- Parto, S. (1996). *Seni musik barat dan Sumber Daya Manusia*. Yogyakarta: Penerbit Pustaka Belajar.
- Pasanen, H. (2010). *Using music in EFL teaching at lower secondary education: Teachers' experiences and opinions*. (Pro Gradu Thesis). University of

- Jyväskylä, Department of Languages. Retrieved September 21, 2012 from <http://urn.fi/URN:NBN:fi:jyu-201005081721>
- Pikulski, J., & Templeton, S. (n.d.). Teaching and developing vocabulary: Key to long- term success. *Current Research in Reading/ Langugae Arts*. Retrieved 2013 from: http://www.eduplace.com/state/pdf/author/pik_temp.pdf
- Purcell, J. M. (1992). *Using songs to enrich the decondary class*. *Hispania*, 75(1), 192-196. Retrieved 2013 from: http://www.cervantesvirtual.com/obra-visor/hispania--24/html/025a1316-82b2-11df-acc7-002185ce6064_30.html
- Qurt, D. (2013, May). Learning vocabulary through songs. Paper presented at British Council Organising Better Learning Programme Conference, *Dar Al-Kalima College*, Bethlehem, Palestine.
- Rajbhandaraks, S. (2001). Teaching tips forum: Learning English through songs. *PASAA: A Journal of Language Teaching and Learning in Thailand*, 19 (1).
- Ratnasari, H. (2007). *Songs to improve the students' achievement in pronouncing English words (An action research of the year seventh students of MTs)*. Retrieved from: <http://aguswuryanto.files.wordpress.com/2011/10/ptk-smp-teaching-songs.pdf>
- Richards, R.G. (1993). Music and rhythm in the classroom. In *Learn: playful techniques to accelerated learning*, 109-113. (ERIC Document Reproduction Service No. ED379071).
- Rifayanti, D. (2013). *A portrait of teaching English vocabulary through songs to young learners: A case study in TK Gagas Ceria Bandung*. Retrieved August 15, 2014 from: http://repository.upi.edu/3467/1/S_ING_0807316_Title.pdf.
- Rosová, V. (2007). *The use of music in teaching English*. A thesis, Masaryk University, Czech. Retrieved January 30, 2013 from http://is.muni.cz/th/84318/pedf_m/
- Saeki, K. (1994). Stimulating classes with background music. *Forum Jurna*, 32(2), 30-31 .Retrieved January 12, 2013 from: <http://www.revistas.unal.edu.co/index.php/profile/article/download/10716/1118>

- Schiller, P. (nd). Songs and rhymes as a springboard to literacy. *Early Childhood News*. Retrieved on May 17, 2013 from www.earlychildhoodnews.com/earlychildhood/article_print.aspx?ArticleID=478
- Schmitt, N. (2002) *An Introduction to applied linguistics*. London, UK: Arnold.
- Schmit, N. (2000). *Vocabulary in language teaching* . Cambridge Language Education.
- Schoepp. (2001). Reasons for using songs in the ESL/EFL classroom. *The Internet TESL Journal*, VII (2).
- Selvamalini. (2012). *English*. Retrieved from Blogspot. Retrieved May 7,2013 from: <http://malinikngce.blogspot.co.il/2012/07/teaching-vocabulary.html>
- Setia, R., Rahim, R., Nair, G., Husin, N., Sabapathy, E., Mohamad, R., So'od, S., Yusoff, N., Razlan, R., Jalil, N. and others, (2012). English songs as means of aiding students' proficiency development. *Asian Social Science*, 8(7), p.270.
- Sevik, M. (2014). Young EFL learner beliefs about classroom songs. *International Journal of English and Education*,3(1), 50-59. doi:2278-4012.
- Sevik, M. (2011). Teacher views about using songs in teaching English. *Educational Research and Review*, 6(21), 1027-1035. doi:10.5897/ERR11.250. Retrieved May 15, 2013 from: <http://www.academicjournals.org/err/PDF/Pdf%202011/12Dec/Sevik.pdf>
- Sevki, K., Gürsan, S., & Hasan, S. (2005). Teaching English through Songs. *Sosyal Bilimler Enstitüsü Dergisi (DLKE)*.
- Shen, C. (2009). Using English songs: an enjoyable and effective approach to ELT. *English Language Teaching*, 2(1). Retrieved April 20, 2013 from: ccsenet.org/journal/index.php/elt/article/download/341/30.
- Šišková, D. (2008). *Teaching Vocabulary through Music*. (Diploma Thesis). MASARYK UNIVERSITY IN BRNO.

- Sobolak, M. J. (2008). *Effects of vocabulary instruction for low-socioeconomic students*. (Unpublished doctoral dissertation). University of Pittsburgh. Pittsburgh.
- Stansell, J.W. (2005). *The use of music for learning languages: A review of the literature*. University of Illinois at Urbana-Champaign. Available: http://mste.illinois.edu/courses/ci407su02/students/stansell/Jon_Stansell_The_Use_of_Music_in_Learning_Languages.pdf
- The International Websters comprehensive dictionary of the English Language. (2003).
- Tse, A. (2014). Malaysian teachers' perspectives on using songs in English language teaching. *International Journal of Social Science and Humanity*, 5 (1), 87-89. doi: 10.7763/IJSSH.2015.V5.428. Retrieved from: <http://www.ijssh.org/index.php?m=content&c=index&a=show&catid=51&id=744>
- Ulate, N. V. (2008). Using songs to improve EFL students' pronunciation. *Congress International de Lillgiística Aplicada*, (93-108). Costa Rica.
- Ur, Penny .(1996). *A course in language teaching: practice and theory*. Cambridge [England]; New York : Cambridge University Press
- Varasarin, P. (2007). *An Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence*. (PhD Dissertation), Victoria University.
- Vlăsceanu, L., GRÜNBERG, L., & PÂRLEA, D. (2007). *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions*. (M. Seto, & P. J. Wells, Eds.) Bucharest: UNESCO . Retrieved July 17, 2013 from: <http://unesdoc.unesco.org/images/0013/001346/134621e.pdf>
- Walker, R. (2006). Going for a song. 1. *English Teaching Professional* (43), 19-21.
- Whitaker, F. (1981). Notes on Grammar: Singing in ESL with Songs for the Grammar Class. *Hawaii Council of Teachers of English Conference*,. Honolulu, HI: ERIC Document ED207336.

- Winter, N. D. (2010). *Sing, Sing a Song: How using songs affect productive vocabulary acquisition of English language learners*. (Unpublished Thesis). Hamline University St. Paul, Minnesota. Retrieved April 28, 2013 from: www.hamline.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID
- Wrenshall, J. (2002). *Using song to Improve Communication Competence*. Bangkok: November. AUA Language Center., p.43.
- Yang, Liu (Leslie).(2011). *Using music in English as a second language classroom*. (Unpublished Thesis). University of Wisconsin-Platteville. Retrieved form: <http://webcache.googleusercontent.com/search?q=cache:9arXJV03ih8J:https://minds.wisconsin.edu/bitstream/handle/1793/52409/Yang,%2520Liu.pdf%3Fsequence%3D1+%&cd=1&hl=en&ct=clnk&gl=il>
- Yu-Ling, Lai. (2005). *Teaching Vocabulary Learning Strategies: Awareness, Beliefs, and Practices. A survey of Taiwanese EFL Senior High School Teachers*. (Unpublished master thesis). University of Essex. Colchester, England. http://english.tyhs.edu.tw/epaper/epaper9/thesis_eng.pdf
- Yuliana. (2003). Teaching English to young learners through songs. 5(1), 62-66. Retrieved January 17, 2013 from: <http://puslit2.petra.ac.id/ejournal/index.php/ing/article/view/15498/15490>
- Zaroh, M. & Laksmi, E. (2013). A descriptive study on the teaching of pronunciation using drilling to the fourth graders of MIN Malang 1. *SKRIPSI Jurusan Sastra Inggris-Fakultas Sastra UM*.

Websites

- Definitions: Song. (2012). Retrieved from <http://www.allwords.com/query.php?SearchType=3&Keyword=song&goquery=Find+it%21&Language=ENG&v=65646309>
- Module 6–How to Teach Pronunciation. (2012). Retrieved from <http://info.moe.gov.et/elic/elictp.pdf>

Appendices

Appendix 1 Pre Vocabulary Test

Name:.....

Vocabulary Exam

4th Grade

Time: 40 minutes

Total points=40

1) Fill in the blanks with the correct words from the box. (10 points)

rainbow	green	apple	bed
chair	ice cream	hotdog	blue
hamburger	narrow		

- 1- _____ is cold.
- 2- _____ and _____ are unhealthy food.
- 3- The sky is _____. Grass is _____.
- 4- Please, sit on your _____.
- 5- I eat an _____ everyday.
- 6- _____ has seven colors.
- 7- The road is _____ We can't walk in.
- 8- The baby is sleeping into _____.

2) Classify these words. (10 points)

chips, purple ,vegetables, cave, pink,
black, cake, forest, chocolate, red

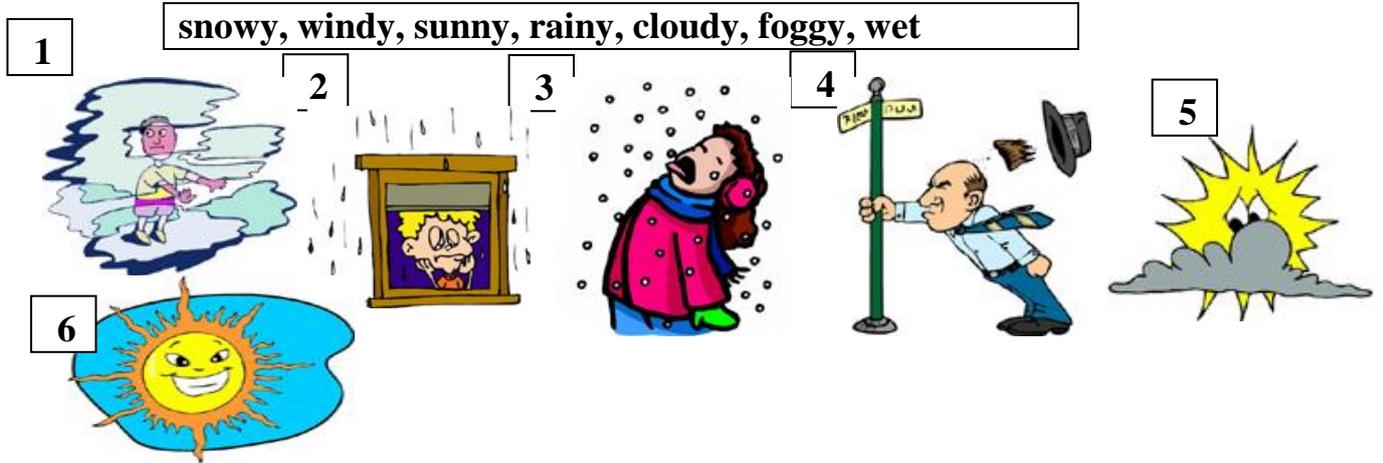
Colours	Food	Places
1-	1-	1-
2-	2-	2-
3-	3-	
4-	4-	

3) Write the missing letters . (5 points)

u
s
i
c
e

- 1- __hine 2- behav__ 3- wh__te 4- __ake 5- m__d

4) Look at the pictures and write the correct words from the box.
There is one extra word. (6 points)



- 1- The weather is _____.
- 2- The weather is _____.
- 3- The weather is _____.
- 4- The weather is _____.
- 5- The weather is _____.
- 6- The weather is _____.

5) Unscramble (Re-order). (4 points)

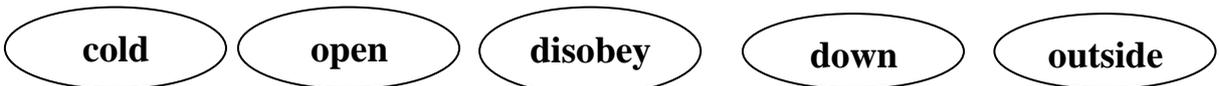
1- We – on – bear- a- are- going- hunt

2- Fruits – grow- help- and - vegetables -you

3- You -the- rules- should – obey

4- Ramallah- in –winter- is- warm

6) Write each word next to its opposite. (5 points)



- 1- hot ≠ _____
 - 2- inside ≠ _____
 - 3- close ≠ _____
 - 4- obey ≠ _____
 - 5- up ≠ _____
-

The End of the Questions

Appendix 2 Post Vocabulary Test

Name:.....

Vocabulary Exam

4th Grade

Time: 40 minutes

Total points=40

1) Fill in the blanks with the correct words from the box. (10 points)

aunt	typing	apple	push
chair	ice cream	hotdog	bubbles
hamburger	floor		

- 1- It's hot. I want to have an _____.
- 2- _____ and _____ are unhealthy food.
- 3- Children like to play with water _____.
- 4- Please, sit on your _____.
- 5- I eat an _____ everyday.
- 6- We visited our _____ last week.
- 7- There is a sweetie paper on the _____.
- 8- You shouldn't _____ your friend.
- 9- The typist is _____.

2) Classify these words. (11 points)

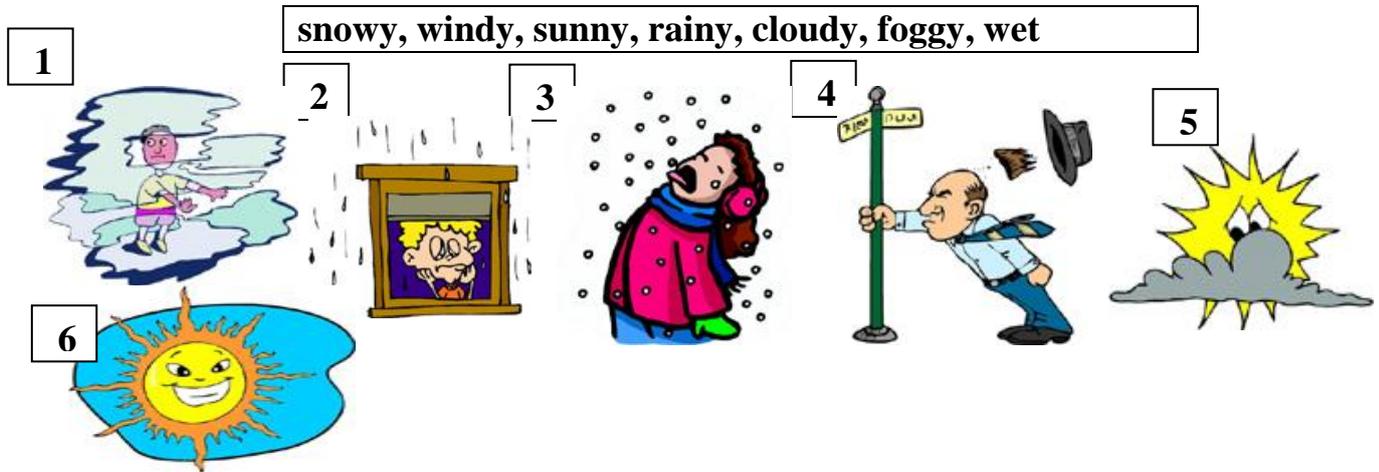
**chips, bread ,vegetables, tailor, typist,
aunt, grandpa, chocolate, dad, cleaner, mum**

Food	Family members	Works
1-	1-	1-
2-	2-	2-
3-	3-	3-
4-	4-	

3) Write the missing letters . (6 points)

- | | | | | | |
|---|---|---|---|---|---|
| o | s | a | c | e | i |
|---|---|---|---|---|---|
- 1- __hine 2- behav__ 3- cle__n 4- __ake 5- n__d 6- t__dy

4) Look at the pictures and write the correct words from the box.
There is one extra word. (6 points)



- 1- The weather is _____.
- 2- The weather is _____.
- 3- The weather is _____.
- 4- The weather is _____.
- 5- The weather is _____.
- 6- The weather is _____.

5) Unscramble (Re-order). (4 points)

- 1- Tailors- sewing- are.

- 2- Fruits – grow- help- and - vegetables -you

- 3- You -the- rules- should – obey

- 4- Jericho- in –winter- is- warm

6) Write each word next to its opposite. (3 points)



- 1- hot ≠ _____
- 2- inside ≠ _____
- 3- obey ≠ _____

The End of the Questions

Appendix 3 Post Pronunciation Test

Name:
minutes

Pronunciation Exam

Time: 10

Q) Read the words then odd (circle) the word that doesn't rhyme out:

1- bell fell weather (2 pts)

2- windy tidy five

Q) Circle the correct word: (4pts)

1- call- coll

2- suny- sunny

3- scream- skreem

4- four- fowr

5- melk- milk

Q) Choose the correct answer: (6pts)

1- gr__nd (ou -w)

2- surpr__e (s-z)

3- pi__ (ck-k)

4- jum__ing (p-b)

5- h__d (e-ea)

6- r__ny (a-ai)

Q) Circle the silent letter: (4 pts)

1- should

2- five

3- little

4- one

Q) Classify these words into the table: (8 pts)

cheese, chair, push, cloudy, cold, please, sugar, surprize

/z/ zoo	/k/ car	/sh/ shop	/ch/ cheata

The End of the Questions

Appendix 4 Teachers' Attitude Questionnaire – first draft
Questionnaire "Teachers' Attitudes towards the Effectiveness of Using Songs in
Developing Elementary Graders Vocabulary and Pronunciation"

Dear Teachers,

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

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

The questionnaire is divided into three sections. Please tick the appropriate boxes that reflect your current situation.

Section One: Personal Information:

1. Gender: Male Female
2. Education: Diploma Bachelor Master
3. Teaching diploma: Yes No
4. Years of experience: Less than a year 1-5 years 5-10 years Other

Section Two: School Information:

1. School: private public
2. Grades you teach (this year): 1 2 3 4 5 6
3. Your average class size: Less than 12 12-20 21-28 28-35 35+
4. Curriculum you teach: English for Palestine Other

Section Three:

Please choose from the items below the option that most accurately reflects your opinion.

1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree

#	Statements	1	2	3	4	5
Teacher's beliefs about the pedagogical value of using songs						
1	I believe that songs are fun and full of pedagogical value.					
2	I believe that songs are very important in developing the listening skills of young learners.					
3	I think that teachers must use songs only for fun, and breaking down boredom.					
4	I believe that songs present many opportunities for young learners to show their skills in many language areas.					
Teachers' attitudes toward using songs in teaching English						
5	I find it difficult to find an appropriate song for every					

	topic of the English language curriculum.					
6	I believe that using songs to teach English may distract students' attention during the lesson.					
7	I believe that using songs in my English class can be time consuming.					
8	I believe that I cannot measure students' knowledge of English when I use songs in my classes.					
Teachers' thoughts about the effectiveness of using songs in teaching English						
9	Students like to listen to recorded music in my English classes.					
10	All students are motivated when I use songs.					
11	I think that songs can help students learn English vocabulary.					
12	I think that songs can help students learn English pronunciation.					
13	Repeating the words of English songs helps students to pronounce the words correctly.					
14	Students remember lots of vocabulary from English songs.					
15	Clapping out the syllables of a word helps students to spell it correctly.					
16	All students participate when using songs.					
17	I believe that using songs can lower students' anxiety toward learning English.					
Frequency of using songs and accessibility to songs						
18	I use songs in my classes.					
19	Students like to sing with me or the recorder.					
20	I use related to text English songs.					
21	I use authentic English songs.					
22	I use different activities when using songs.					
23	Preparing activities using songs is very hard.					
24	I enjoy using songs in my English language classes.					
25	There are songs activities in the textbooks that I currently use.					

26- Please write any additional comments you would like to make regarding the uses of songs in English language classes.

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

Thank you

Appendix 5 Teachers' Attitude Questionnaire – final draft

The Questionnaire of "Teachers' Beliefs and Attitudes towards the Effectiveness of Using Songs in Developing Vocabulary and Pronunciation" for the Elementary graders

Dear Teachers,

The purpose of this questionnaire is to examine teachers' beliefs and attitudes towards the effectiveness of using songs in their English language classrooms. Please note that data provided in this questionnaire will remain confidential and will be used only for the purpose of scientific research. I appreciate your time in filling out this questionnaire.

The questionnaire consists of three parts. The first part is about personal information, the second one is about school information and the third one consists of twenty five statements about teachers attitudes towards the effectiveness of using songs in English classrooms.

Part One: Personal Information:

Kindly put x next to the choice that fits with you.

1. Gender: Male Female
2. Education: Diploma Bachelor Master
3. Teaching diploma: Yes No
4. Years of experience: Less than a year 1-5 years 5-10 years More than 10 years

Part Two: School Information:

1. School: private public
2. Grades you teach (this year): 1 2 3 4 5 6
3. Your average class size: Less than 12 12-20 21-28 28-35 35+
4. Curriculum you teach: English for Palestine Other

Part Three:

Please read each statement below and note whether you agree or disagree with it
1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree

#	Statements	1	2	3	4	5
Pedagogical value of using songs						
I believe that.....						
1	Songs are considered a valuable pedagogical tool in learning English.					
2	Songs help develop language acquisition.					
3	Songs can be used to illustrate themes or topics.					
4	Songs help learners become familiar with word stress, intonation and rhythm.					
5	Songs enable learners to remember chunks of language.					
6	Songs provide students with opportunity for great exposure to improve vocabulary acquisition.					
7	Songs help improve students' speaking skills.					
8	Songs help students to better understanding of the culture of the target language.					
9	Songs are useful in the teaching of sentence structure.					
10	Songs help learners improve their listening and pronunciation skills.					
11	Songs increase students' enjoyment of learning English.					
12	Songs add interest to the classroom routine.					
13	Songs improve student's motivation.					
14	Songs help create a relaxed and non-threatening environment of learning.					
15	Songs can be used to practice the four skills.					
16	Songs help create more students' participation.					
17	Songs lower students' anxiety toward learning English.					
Frequency of using songs						
		<i>Always often some- rarely never</i> <i>100% 80% times 40% 0%</i>				
18	I use songs in my English classes on many occasions.					
19	Songs stimulate my students to learn real English.					
20	I use songs to introduce the theme.					
21	I use authentic English songs.					
22	I use different activities when using songs.					
23	Using songs is very flexible.					
24	I enjoy using songs in my English language classes as a warm up activity.					
25	I use educational songs that suit my students' level, needs, and interest					

26- Please write any additional comments you would like regarding the effectiveness of using songs in English language teaching.

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

Thank you

Appendix 6 Lesson Plans and Songs

Unit: 5 Lesson: 3 Page: 30 The Weather Song Subject: Listening

Time: 40 minutes

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

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

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

Vocabulary: weather, hot, cold, sunny, cloudy, rainy, foggy, windy, wet, snow, shine, nice

Procedures:

1. T. introduces the weather vocabulary using flash cards, and sticks them on the board.
2. T. asks students to look outside and tell how the weather is.
3. T. plays the song while children listen.
4. T. plays it again while children listen and repeat.
5. T. shows the class the script of the song.
6. T. asks the children to sing three or four lines at a time.
7. T. lets them to sing the whole song.
8. T. invites some students to come up and put the weather pictures on the board. Students will be asked to say the word as they put the card on the board.
9. T. lets them do the worksheet.
10. T. asks the children to sing the song to their parents.

Evaluation: T. asks Ss questions to answer.

e.g.: Why do you wear a jacket?

It's outside. Take off your jacket.

It's take your coat.

It's let's stay inside

WHAT'S THE WEATHER LIKE?

1 Anna and Mike are going to the park to play. Help them to complete the words with the missing letter.



H_T R_IN_ SN_W_ C_O_DY



S_N_Y C_LD S_OR_Y W_ND_

Now, help Charles and Maria to complete with the correct season. Then, find all the words (from this and form the first exercise on the wordsearch).

2





A	S	U	N	N	Y	M	N
S	P	N	W	S	W	Q	B
S	R	V	R	T	I	S	S
O	I	H	C	O	N	N	U
C	N	O	V	R	Y	O	M
L	G	T	S	M	U	W	M
O	G	K	D	V	X	Y	E
U	A	T	C	O	L	D	R
D	W	W	I	N	T	E	R
Y	R	A	I	N	Y	Z	O
P	Y	F	A	L	L	I	L



The Weather Song

How's the weather?

How's the weather?

Look outside.

How's the weather?

How's the weather?

Look outside.

It's sunny, it's rainy, it's windy, it's cloudy. It's snowy, it's foggy, it's hot, it's cold.

How's the weather?

How's the weather?

Look outside.

How's the weather?

How's the weather?

Look outside.

It's sunny, it's rainy, it's windy, it's cloudy. It's snowy, it's foggy, it's hot, it's cold.

Unit: 6 Lesson: 2 Page: 34 Healthy Food Will Make You Smile

Subject: Listening

Time: 120 minutes

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

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

- 1- identify food items vocabulary.
- 2- read the words correctly.
- 3- use words in sentences.
- 4- write questions using "does Jack eat much apples? Does Becky eat many apples?"
- 5- write the words correctly.

Vocabulary: healthy food, chocolate, ice cream, chips, sweet, sweet drinks, cake, hamburgers, fruits, vegetables, banana, apples, pasta, grapes, carrot, milk, cheese, butter, biscuits,

Procedures:

1. T. introduces the weather vocabulary using flash cards and realia.
2. T. sticks flash cards on the board.
3. T. describes item and asks Ss to guess it.
4. T. asks Ss to identify items (healthy or not healthy)
5. T. plays the song while children listen.
6. T. plays it again while children listen and repeat.
7. T. shows the class the script of the song.
8. T. plays the song again and Ss practice the song four lines at a time.
9. T. asks them to write the words and sentences on the board
10. T. asks the children to sing the song to their parents.

Evaluation:

Fill in the blanks with (ch, s, c)

.....ocolate, iceream, chip..., chee....e, bis....uits

Healthy Food Will Make You Smile Song

Chocolate, I hear you say
Ice cream I could eat it everyday
Chips, oh what a lovely treat
but not that good to eat.

Cake so nice and sweet
hotdogs, well they make a lovely treat
hamburgers more than once in a while
cause this food will make you smile.

You'll be in a good mood, with healthy food
fruits and vegetables, grains will help you grow
You'll have energy, just you wait and see
Healthy food will make you smile.

Bananna's, I hear you say,
Vegetables, you should eat them everyday,
Bread more than a lovely treat
Also good to eat.

Grapes, so nice and sweet
Pasta well it's really fun to eat
apples more than once in a while
cause this food will make you smile.

Unit: 7 Lesson: 1 Page: 38 The School Rule Song

Subject: Listening

Time: 80 minutes

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

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

- 1- identify the school rules correctly.
- 2- read the words correctly.
- 3- use words in sentences using (should- should not, do, do not).
- 4- write the words correctly.
5. apply rules in school and class.

Vocabulary: important, behave, rules, shout, pushing, don't run down, rubbish, the floor, kicking, respect, cheeky or unkind, tell lies,

Procedures:

1. T. introduces vocabulary using flash cards, and by acting them.
2. T. asks students to pronounce new vocabulary.
3. T. plays the song while children listen.
4. T. plays it again while children listen and repeat.
5. T. shows the class the script of the song.
6. T. plays stanza and asks Ss to repeat.
7. T. lets them to sing the whole song.
8. T. asks Ss to sing and play the song in class.
10. T. asks the children to sing the song to their parents.

Evaluation:

Write (do not, should, should not).

Students lie.

You obey the rules.

..... push your friend.

The School Rule Song

**This is an important matter,
How we should behave at school,
We will get along
when we obey the rules....**

Put your hand up, don't call out,
Sit up straight and please don't shout,
We're learning, we're learning.
Please stop talking all the time,
Don't go pushing in the line,
We're learning, we're learning.

**This is an important matter,
How we should behave at school.
We will get along much better,
When we can obey the rules.**

Don't run down the corridors,
Don't leave rubbish on the floor,
We're learning, we're learning.
Don't go kicking, never punch,
Watch your manners, eat your lunch,
We're learning, we're learning.

**This is an important matter,
How we should behave at school.
We will get along much better,
When we can obey the rules.**

Don't tell tales and don't tell lies,
Don't be cheeky or unkind,
We're learning, we're learning.
Treat each other with respect,
Always try to do your best,
We're learning, we're learning.

**This is an important matter,
How we should behave at school.
We will get along much better,
When we can obey the rules.**

Unit: 7 Lesson: 2 Page: 39 The Rule Chant Subject: Listening

Time: 80 minutes

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

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

- 1- identify the school rules correctly.
- 2- read the words correctly.
- 3- use words in sentences using (should- should not, do, do not).
- 4- write the words correctly.
5. apply rules in school and class.
6. trace numbering and song sequence.
7. notice the rhyme of the song (hit-fit)

Vocabulary: throws, make mess, glue, paint, fun, go out, snack, two, three, four, five

Procedures:

1. T. introduces vocabulary using flash cards, and by acting them.
2. T. asks students to pronounce new vocabulary.
3. T. plays the song while children listen.
4. T. plays it again while children listen and repeat.
5. T. shows the class the script of the song.
6. T. plays stanza and asks Ss to repeat.
7. T. lets them to sing the whole song.
8. T. asks Ss to sing and play the song in class.
10. T. asks the children to sing the song to their parents.

Evaluation:

Circle the word that doesn't rhyme.

- 1- hit- child- fit 2- mess- dress- test
3- today- play- yell 4- no- rule- school

The Rule Chant

5 little children at School.
1 little child tests a rule.
She runs around and starts to hit;
Makes the other children have a fit.
Teacher says, "You must follow the rule!
There is NO hitting at School!"

4 little children at School.
1 little child tests a rule.
He likes to scream, holler, shout, and yell.
He's so loud; louder than a bell.
Teacher says, "You must follow the rule!
There is NO yelling at School!"

3 little children at School.
1 little child tests a rule.
She throws things down and makes a mess;
Puts glue in her hair and paint on her dress.
Teacher says, "You must follow the rule!
We don't make messes at School!"

Two little children at School.
Two little children choose to follow each rule.
They laugh and learn and paint today.
They have a snack and go out to play.
Teacher says, "If you follow each rule,
You'll have lots of fun in School!"

Time: 80 minutes

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

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

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

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

Procedures:

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

Evaluation:

Answer these questions.

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

Everybody had a picnic

What will you do today to keep the playground tidy?

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

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

And I'll put it very tidily away.

What will you do today to keep the classroom tidy?

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

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

And I'll put them very tidily away.

Unit: Extensive

Five Little Monkeys

Subject: Listening

Time: 40 minutes

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

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

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

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

Procedures:

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

Evaluation: Answer this question.

5 little monkeys jumping on the bed. Two fell off and bumped their heads etc. How many were still jumping on the bed? ($5-2=3$)

Five Little Monkeys

Five little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor,
And the doctor said
No more monkeys jumping on the bed

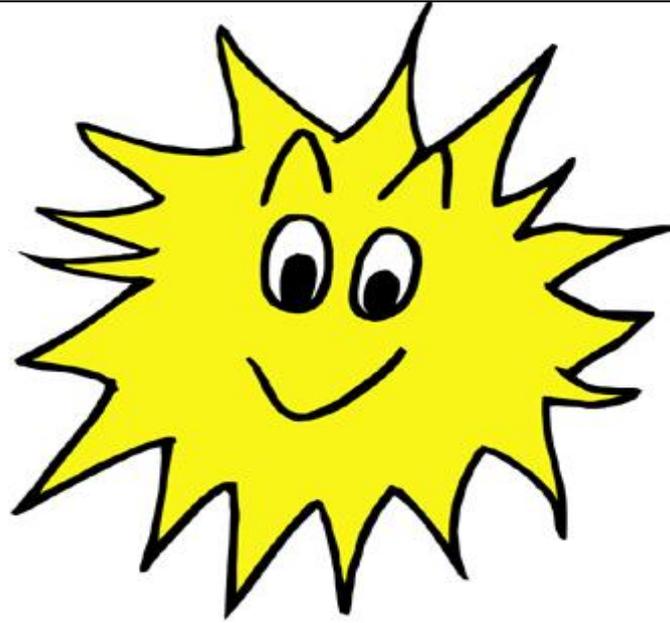
Four little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor
And the doctor said,
No more monkeys jumping on the bed

Three little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor
And the doctor said,
No more monkeys jumping on the bed

Two little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor
And the doctor said,
No more monkeys jumping on the bed

One little monkey jumping on the bed
One fell off and bumped his head
Mama called the doctor
And the doctor said,
Put those monkeys right to bed

Appendix 7 Flashcards



sunny

Lanternfish ESL



rainy

Lanternfish ESL



cloudy

Lanternfish ESL



windy



snowy

Lanternfish ESL



stormy

Lanternfish ESL



cold



hot



foggy

Lanternfish ESL



wet

Lanternfish ESL

shine

Nice

W **ea** **th** **er**

**Appendix 8 Descriptive Statistics of Teachers' Attitude
Questionnaire**

N	Statement	N	Mini mum	Maxi mum	Mean	Std. Deviation
1	Songs are considered a valuable pedagogical tool in learning English.	67	1.00	5.00	3.9104	1.01102
2	Songs help develop language acquisition.	67	1.00	5.00	3.9403	1.05716
3	Songs can be used to illustrate themes or topics.	65	1.00	5.00	3.9077	.93078
4	Songs help learners become familiar with word stress, intonation and rhythm.	66	1.00	5.00	4.1818	1.05114
5	Songs enable learners to remember chunks of language.	64	1.00	5.00	3.9531	.95002
6	Songs provide students with opportunity for great exposure to improve vocabulary acquisition.	62	1.00	5.00	3.8065	1.02171
7	Songs help improve students' speaking skills.	66	1.00	5.00	3.9091	.94017
8	Songs help students to better understanding of the culture of the target language.	66	1.00	5.00	3.5303	1.08443
9	Songs are useful in the teaching of sentence structure.	66	1.00	5.00	3.4091	1.03741
10	Songs help learners improve their listening and pronunciation skills.	67	1.00	5.00	4.1194	1.08044
11	Songs increase students' enjoyment of learning English.	67	1.00	5.00	4.3731	1.15254
12	Songs add interest to the classroom routine.	66	1.00	5.00	4.3030	1.16315
13	Songs improve student's motivation.	67	1.00	5.00	4.1642	1.00901
14	Songs help create a relaxed and non-threatening environment of learning.	66	1.00	5.00	4.0303	.91095
15	Songs can be used to practice the four skills.	67	1.00	5.00	3.4478	1.11849
16	Songs help create more students' participation.	67	1.00	5.00	3.8507	1.09065

17	Songs lower students' anxiety toward learning English.	67	1.00	5.00	3.5075	1.32999
18	I use songs in my English classes on many occasions.	67	1.00	5.00	3.2388	.85439
19	Songs stimulate my students to learn real English.	67	1.00	5.00	3.3582	.98013
20	I use songs to introduce the theme.	66	1.00	4.00	2.6364	.79685
21	I use authentic English songs.	63	1.00	5.00	2.9524	1.09881
22	I use different activities when using songs.	66	1.00	5.00	3.2576	1.04234
23	Using songs is very flexible.	64	1.00	5.00	3.7031	1.03402
24	I enjoy using songs in my English language classes as a warm up activity.	66	1.00	5.00	3.8030	1.09853
25	I use educational songs that suit my students' level, needs, and interest	67	1.00	5.00	3.8060	1.11788

Appendix 9 Permission from Hebron University to the Directorate of Education in Jerusalem



Ref.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرقم: م خ / ١١٠٤ / ٢٠١٢

Date

التاريخ: ١١ / ٢٠١٢

حضرة مدير مكتب تربية القدس المحترم

الموضوع: تسهيل مهمة طالبة ماجستير

تحية طيبة وبعد،

يرجى التفضل بالموافقة على قيام طالبة الماجستير (إيمان اسحق شحادة) ورقمها الجامعي (٢١١١٩٠٣٠) للقيام بتطبيق دراستها للماجستير حول "أثر استخدام الأناشيد على تحسّن اللفظ وتنمية المفردات لدى طلبة المدارس في المرحلة الأساسية"، علماً بأنّ الطالبة منتظمة في كلية الآداب قسم اللغة الانجليزية برنامج الماجستير جامعة الخليل وهي بحاجة لجمع المعلومات المتعلقة بالدراسة وذلك يشمل تطبيق امتحانات قبلية وبعديّة كتابياً وشفهية وذلك يشمل أيضاً توزيع الاستبانات على المدراس الحكومية والخاصة وأيضاً جمع معلومات واحصائيات عن أعداد طلبة الصف الرابع في مدارس وأعداد المعلمين ونسب توزيعهم حسب الجنس والمدارس.

المدرس

مع الشكر والتقدير لتعاونكم ...

عميد كلية الآداب
د. صلاح الشروف



Appendix 10 Permission from Hebron University to Asunnah Islamic Schools in Jerusalem

HEBRON UNIVERSITY			جامعة الخليل
Ref.	بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ	الرقم: ٢٠١٣ / ١١٠٣ / ٤٣	
Date		التاريخ: ٢٠١٣ / ١١ / ٢١	

حضرة ادارة مدرسة السنة الاسلامية المحترمين

الموضوع: تسهيل مهمة طالبة ماجستير

تحية طيبة وبعد،

يرجى التفضل بالموافقة على قيام طالبة الماجستير (إيمان اسحق شحادة) ورقمها الجامعي (٢١١١٩٠٣٠) للقيام بتطبيق دراستها للماجستير حول "أثر استخدام الأناشيد على تحسّن اللفظ وتنمية المفردات لدى طلبة المدارس في المرحلة الأساسية"، علماً بأنّ الطالبة منتظمة في كلية الآداب قسم اللغة الانجليزية برنامج الماجستير جامعة الخليل وهي بحاجة لجمع المعلومات المتعلقة بالدراسة وذلك يشمل تطبيق امتحانات قبلية وبعديّة كتابياً وشفهية.

مع الشكر والتقدير لتعاونكم،،،

عميد كلية الآداب
د. صلام الشروف
٢٠١٣ / ١١ / ٢١



Appendix 11 Permission from Hebron University to Al-Eman Schools in Jerusalem



Ref.

شهادة الإيمان

الرقم: ٢٠١٣ / ١١٠١ / ٣

Date

التاريخ: ٢٠١٣ / ١١ / ٢١

حضرة ادارة مدارس الإيمان المحترمين

الموضوع: تسهيل مهمة طالبة ماجستير

تحية طيبة وبعد،

يرجى التفضل بالموافقة على قيام طالبة الماجستير (إيمان اسحق شحادة) ورقمها الجامعي (٢١١١٩٠٣٠) للقيام بتطبيق دراستها للماجستير حول "أثر استخدام الأناشيد على تحسّن اللفظ وتنمية المفردات لدى طلبة المدارس في المرحلة الأساسية"، علماً بأنّ الطالبة منتظمة في كلية الآداب قسم اللغة الانجليزية برنامج الماجستير جامعة الخليل وهي بحاجة لجمع المعلومات المتعلقة بالدراسة وذلك يشمل تطبيق امتحانات قبلية وبعديّة كتابياً وشفهية.

مع الشكر والتقدير لتعاونكم ،،،

رئيسة قسم اللغة الانجليزية

رغد

د. رغد الدويك

Appendix 12 Permission from the Directorate of Education in Jerusalem to Schools in Jerusalem

Awqaf Department
Directorate of Education
Jerusalem



دائرة الأوقاف العامة
مديرية التربية والتعليم
القدس

Fax : 6270727

Email: info@jdoe.edu.ps

P.O.Box 19092

هاتف: 6270700

الرقم: ت م/30/32/0403

التاريخ: 2013/11/28م

الموافق: 24/محرم/1435هـ

مديري ومديرات المدارس المحترمين/ات

تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة

لا مانع من قيام الطالبة إيمان اسحق شحادة بتطبيق دراستها للماجستير حول "أثر استخدام الأناشيد على تحسن اللفظ وتنمية المفردات لدى طلبة المدارس في المرحلة الأساسية"، علماً بأن الطالبة من جامعة الخليل في كلية الآداب قسم اللغة الانجليزية برنامج الماجستير وهي بحاجة لجمع المعلومات المتعلقة بالدراسة.
على أن لا يؤثر ذلك على سير العملية التعليمية.

مع الاحترام،،،



والف ن