



**THE USE OF ENGLISH SONGS ON YOUTUBE TO TEACH
VOCABULARY TO YOUNG LEARNERS**

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VOCABULARY TO YOUNG LEARNERS

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Eğitim Bilimleri Enstitüsü Müdürü

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ÖĞRETİMİNDE KULLANIMI
(Yüksek lisans tezi)

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ÖZET

Bu yüksek lisans tezi Ankara'da bir devlet ilköğretim okulunda dördüncü sınıf öğrencilerinin İngilizce kelime bilgilerini geliştirmek için YouTube'da şarkıları kullanarak etkinliğini incelemeyi amaçlamıştır. Bu video sunucusu YouTube'taki online video kayıtları kullanımını anlatmaktadır ve böyle bir internet sitesi çocukların İngilizce öğreniminde ek bir materyal olarak kullanma yollarını sunmaktadır.

Bu amaçla, kümelenmiş tesadüfî örneklem yoluyla, dördüncü sınıf öğrencilerinden oluşan iki grup (deney ve kontrol) bu çalışmaya katılmıştır. Çalışma ön-test ve son-test kontrol grubu tasarımıyla oluşmuştur. Deney grubunda, YouTube'taki video klipler izletildi. Kontrol grubunda, ders kitabı ile yeni kelimeler öğretildi. Ön-test ve son-test sonuçlarına tepkiler SPSS 21.0 istatistik programı kullanılarak analiz edilmiştir. Elde edilen deney grubunun post test sonuçları doğrultusunda, deney grubuna kullanılan materyallerin öğrenciler için daha tatmin edici olduğunu ve öğrencilerin dönem sonunda daha başarılı olduğunu gösterdi.

Ayrıca sonuçlar, erkeklere göre kız öğrenciler daha iyi performans sergilediğini gösterdi. Bulgular şarkıların sadece eğlenceli bir araç olmadığını aynı zamanda kelime öğretiminde pedagojik bir materyal olarak kullanılabileceğini önerdi. Video özelliklerini analiz ettikten sonra ve YouTube'daki şarkıların kelime öğretiminde kullanmanın avantajlarını anlattıktan sonra, bu çalışma sınıf kullanımı için bazı pratik öneriler ve bu deneyimin sonuçlarını tartışmaktadır. Çoğunlukta eğlence amaçlı izlenen YouTube, kelime öğreniminde, çocukların dikkatini ve ilgisini çekmekte doğru bir etki olabilir.

Araştırmaya ek olarak, bu çalışma öğrencilerin dikkatini çekmek ve İngilizce dil öğrenme sürecini kolaylaştırmak için teknoloji ve video kullanım anlayışını sağlamaktadır. Bu bağlamda, YouTube online video paylaşımı olan popüler video sunucusu ve esas olarak çevrimiçi eğlence için kullanılmaktadır. Ancak, İngilizce öğretiminde düzenli olarak güncellenen özgün materyalin büyük bir kaynağı olarak kullanılabilir.

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THE USE OF ENGLISH SONGS ON YOUTUBE TO TEACH VOCABULARY TO YOUNG LEARNERS

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ABSTRACT

This MA thesis aimed at examining the effectiveness of using songs on YouTube to develop the English vocabulary of fourth grade students at a primary state school in Ankara, Turkey. It discusses using online video recordings from the video server YouTube and offers ways in which such an internet site can be utilized as an additional material for young learners of English.

To this end, through clustered random sampling, two groups of fourth grade students (one experimental and one control) participated in the study. The study consisted of pre-test post-test control group design. In the experimental group, video-clips on YouTube were viewed. In the control group, the new vocabulary items were taught by using course book. The responses to the pre-test and post-test results were analyzed using SPSS 21.0 statistical program. The results of post-test of experimental group showed that the materials which were used in the experimental group was more satisfactory for the students and that the students were more successful at the end of the semester.

The results also indicated better performance of the female learners than the males. The findings suggested that songs on YouTube are not merely an entertaining tool and they can be utilized as a pedagogic material particularly when it comes to teaching vocabulary. After analyzing the characteristics of videos and describing the advantages of using songs on YouTube in teaching vocabulary, this study provides some practical suggestions for classroom use and discusses the results of this experience. YouTube, which are mainly watched for entertainment purposes, can be the right impulse for catching the children' attention and interest when learning vocabulary.

In addition to the research, the present study provides insights for using technology and streaming videos to engage learners and facilitate their English language learning process. In this respect, YouTube is a popular video server for sharing online videos and is mainly used for online entertainment. However, it can be used as a huge source of authentic material for teaching English, which are updated on regular basis.

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CHAPTER I

INTRODUCTION

1.0 Introduction

This chapter aims to present an overview of the present study “The Use of English Songs on YouTube to teach Vocabulary to Young Learners”. In this chapter, there are six sections. First, some background information for the study is presented. Following this, the research questions are explained. After that, the significance of the study is explained very briefly. Then, the problem and the aim of the study are clarified. Finally, the assumptions and the limitations are presented.

1.1. General Background of the Study

The interest in and importance given to the role of vocabulary in second and foreign language learning have grown rapidly in recent years. For language educators and practitioners, how to effectively teach English vocabulary to young learners has long been a crucial concern issue. Unfortunately, creating an enjoyable learning is a challenge for teachers. In teaching young learners, teachers must be patient. He or she has to find new and interesting methods to make the students feel enjoy when they are learning. Teaching young learners is more difficult than teaching teenagers or adults because young learners get easily bored.

Scott (1993) states that while teaching young learners, words are not enough. Activities for young learners should include movement and senses. There should be something which is going to arouse children’s interest in English. Senses always help children to learn; yet, they are not enough alone. Therefore, there should be some pictures to work with or some objects. Since playing with the language is important for young learners, the teacher should make use of rhymes, songs and stories. Context or situation with games and drama activities are useful to keep their interest alive as well. Children are really good at learning language through play and other activities which they think enjoyable.

Language consists of words, and vocabulary is the collection of words. Very young learners learn vocabulary items related to the different concepts they are learning. For instance, when children learn numbers in their mother language, they also learn numerical concepts (Linse, 2005). At primary level, building up a useful vocabulary is essential in foreign language learning. Young learners are capable of learning foreign language words through simple classroom activities. Even, important grammatical information can be connected to words, and learning words lead pupils to get a long way into the grammar. Thus, it can be said that vocabulary learning is a step stone to learning and using grammar (Cameron, 2001).

There are many techniques in vocabulary teaching. From very early levels such as beginner or elementary to higher levels such as intermediate or upper-intermediate, teachers tend to use the translation technique for the new words in foreign language. If they don't use this technique they try to explain the meaning in English which is rather complex and difficult to understand for students. When they can't understand what the teacher says, the students use dictionary. They write the meanings of the words which are likely left to be memorized later on, beside the words on their books.

For many years teachers used traditional approaches and techniques such as giving the meaning of the word in the mother tongue in ELT. However the teachers were not aware of the fact that these approaches were pejorative. One way to arise students' interest is using songs, which will enable them to give more reaction in learning English.

Most children enjoy singing songs, and they can often be a welcome change from the routine of learning a foreign language. For the teacher, using songs in the classroom can also be a nice break from following a set curriculum. Songs can be taught to any number of students and even those teachers with the most limited resources can use them effectively. Songs can play an important role in the development of language in young children learning a foreign language. And we can download or listen to these songs on the Internet. Because among the many methods and approaches applied to vocabulary learning and teaching, the use of Internet has gained in importance in recent years. Also traditional approaches to language teaching and learning have been challenged by new and innovative approaches based on the latest advances in computer and Internet technology.

According to Boldt, Gustafson and Johnson (1995), internet is a perfect tool for the students to enrich their learning habits and experiences. The first aim in using this tool is to help students to gain attitudes of being a piece of this wide network through introducing them with internet. Furthermore, they can be given opportunities to benefit from project-based learning environments within this network.

Recently, there has been an abundance of studies, articles newscasts and online analyses devoted to the topic of teaching with the Internet. This trend is undoubtedly part of the reason for all of the current interest in the new technologies. Collins (1991) observed that the “use of computers tend to subvert the prevailing, didactic view of education that holds sway in our society. Using computers entails active learning, and this change in practice will eventually foster a shift in society’s beliefs toward a more constructivist view of education.”

Nowadays almost everybody uses the Internet in order to download the songs. Most of today’s children live part of their life on the Internet. One of the most useful sources in the internet is online video recording from the video server YouTube. Online videos on YouTube, which are mainly watched for entertainment purposes, can be the right impulse for catching the children’s’ attention and interest when learning vocabulary.

1.2 Statement of the Problem

Vocabulary is an indispensable element in language and learners have great difficulty in its learning. According to Decarrico (2001) “Vocabulary learning is central to language acquisition, whether the language is first, second or foreign” (p.285) Learning vocabulary is one of the most important problematic areas in learning foreign language process. Throughout the school life of a student, different foreign language teachers apply different techniques to students while teaching vocabulary in the target language in order to find a solution to this problem. Generally these techniques are limited to Turkish equivalents of a word given by the teacher orally.

The problem which necessitated this study is that traditional vocabulary teaching methods lack effectiveness. This study aimed to investigate whether teaching vocabulary through

songs on YouTube proves to be more effective than teaching vocabulary through traditional methods.

Because of the fact that the teachers' techniques do not appeal the students' learning style, they are generally bored with the same type of vocabulary exercises and activities. So, the teachers should present the vocabulary in a motivating way so as to keep the students willing to learn and if teachers try to give their students the ability of contextual guesswork, students do not need to memorize every word.

1.3 Aims of the study

The purpose of this study is to determine whether teaching vocabulary through songs on YouTube will result in better vocabulary learning than teaching vocabulary using classical techniques such as definition, synonym, explanation, antonym, and mother tongue translation.

In order to better understand the subject matter, this research work will try to find answer to the following research questions.

1. Is there an influence of teaching vocabulary through songs on students' vocabulary learning?
2. Can teaching vocabulary through songs on YouTube to young learners be more efficient than using course book?"
3. Is there a meaningful difference between the pre-test and the post-test results of the experimental group?
3. Is there a meaningful difference between the pre-test and the post-test results of the control group?

1.4 Significance of the study

One of the most significant and problematic areas of language is learning or teaching vocabulary. Vocabulary is an indispensable part of foreign language learning and it still

remains a challenging part of language to learn for many students all over the world especially in EFL contexts.

Vocabulary plays an important role in communication as well as the other components of language. Of course the lack of needed vocabulary is the most common cause of students' inability to say whatever they want during communication activities. In order to prevent this and to have an effective recall, use of songs on YouTube can be an effective factor by the help of which students can remember and use the words easily.

This study plays an important role in vocabulary teaching because it explores the use of songs on YouTube those students prefer to use and consider effective.

We believe that this study may be helpful for teachers and students in terms of becoming familiarized with a comparatively new technique which will be helpful in their vocabulary development.

1.5 Assumptions

The present study, offering a mixed-method research design, is based on certain assumptions that help conduct the study. The assumptions behind the present study are as follows:

- 1) The experimental and the control group will have similar characteristics in terms of age and language proficiency.
- 2) The administered exams will test the students' success and L2 achievement.
- 3) The students participated in the study responded to the pre-test and post-test given in the experimental study honestly.

1.6 Limitations

In this research, the sample of young learners is limited to primary school students. As their English backgrounds are the same, their level of English is accepted as similar. They are Elementary level students. However, so as to have a more valid and reliable results, each of the groups will have pre-test at the beginning of the process.

Also it is not always possible to teach through video. You may not find suitable course books specially designed for video classes. Another drawback is even though you can find materials for video classes; you may not access required equipment or internet at schools, for example; video players, projectors, DVD players, and so forth. Finding video material suitable for elementary level may not always be possible, either. In order to learn new vocabulary through video classes, students should also have sufficient level of listening comprehension.

This study only covers selected vocabulary items such as nouns. However, these vocabulary items do not include verbs, adjective, etc. Therefore the content covered in this study can be considered as limited, but promising in line with the fact that if the students are able to develop their knowledge of nouns via YouTube in a vocabulary teaching session, they can also enrich other types of lexes through using videos.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

The aim of this chapter is to present a review of the available literature relevant to the topic and it consists of three main sections. ‘Vocabulary teaching – A general overview’ (2.1) section embraces a review of vocabulary teaching principles and techniques and explains classical ways and modern approaches of teaching vocabulary. The following section of this chapter ‘Young learners’ (2.2) introduces the general aspects of SLA in young learners, principles of TEYL and teaching vocabulary through songs. The last section ‘Use of videos on Internet for young learners’(2.3) presents the use of YouTube as a learning library, also about research concerning of YouTube and describes some other benefits of using online videos while teaching vocabulary.

2.1. Vocabulary teaching – A general overview

Language is made up of words. Vocabulary of a language is just like bricks of a high building. Despite quite small pieces, they are vital to the great structure. Knowing vocabulary words is a key to communication. If we want to use language effectively, we must have good stock of vocabulary. Without a good working knowledge of words and their meanings, both written and verbal communication will be muddled or poorly understood. That’s why vocabulary plays an essential role in creating understanding of language through what a student hears and reads in school. Hence, vocabulary becomes all the more important than grammar, as it is this vocabulary that helps the student to communicate successfully with people within and outside his circle.

When the importance of vocabulary is recognized, many techniques and approaches to teaching and learning vocabulary have emerged, however there is a big question “How can we learn or teach vocabulary?” There are many techniques and activities that teachers can employ and use in teaching vocabulary such as presentation, discovery techniques and practice but teaching vocabulary correctly is a very important element in language learning. Vocabulary teaching is not a simple matter of matching up words in the native

language and the target language. Teachers should use different techniques and activities in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly. Consequently, vocabulary teaching will be just boredom and time-consuming without any technique. So, while teaching new words, various ways which are interesting, colourful and enjoyable can be used. A teacher should know and apply various techniques targeting the needs and interests of the students so that teaching can be more motivating and productive.

Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words.

2.1.1 Vocabulary teaching techniques and principles

2.1.1.1 Classical ways and views

Often, English language teachers adopt various languages teaching methodologies e.g. Audio Lingual Method, Direct Method, Grammar-Translation Method, Community Language Learning, Natural Approach, Total Physical Responses, Communicative Approach, etc. But what is more important for teachers is to know what the most appropriate approach to teaching the language in that particular environment is and what activities are suitable for a given group of learners.

A. Grammar Translation Method

Grammar Translation, an extension of the approach used to teach classical languages to the teaching of modern languages, dominated foreign language teaching from the 1840s to the 1940s. In its modified form, this approach continues to be widely used in some parts of the world today. The fundamental goal of learning a foreign language in Grammar Translation Approach is to be able to read its literature. In order to do so, students are expected to learn the grammatical rules and vocabulary of the target language using bilingual word lists. It seems that the advocates of this approach had chosen the principles of Faculty Psychology as the basis for their learning theory (Chastain, 1988). It was thought that memorizing vocabulary items, grammatical rules, and translation would provide language learners with useful mental exercise, which would enhance their intellectual growth. Although the

prescriptive grammatical rules and their exceptions formulated by traditional grammarians were taught in this approach, it lacked a justified theory of language or learning (Richards & Rodgers, 2003).

Vocabulary lists are a familiar part of the lesson in this approach and a typical exercise is to translate lexical items or sentences from the target language into their mother tongue using dictionaries to (or vice versa). Another exercise given to the students is a list of words which they are required to find their antonyms or sometimes their synonyms in the reading passage they are studying or define the words that they encounter in the reading passage. Recognizing cognates is an exercise mostly given to students in this approach, which means they should identify and learn the spelling or sound pattern that corresponds between the target language and mother tongue (Larsen-Freeman, 2000).

Although along with teaching grammatical rules deductively emphasis was placed on vocabulary, the main objection to this approach was that it lacked realistic oral language and the result of this approach was an inability on the part of the student to use the language for communication. Zimmerman (1997) states that these objections hold implications for vocabulary instruction. One of the critics of this approach in the 1860s was Prendergast, in his manual he described how children learn languages in ready-made chunks and listed what he believed to be the most frequently used words in English. Prendergast (1864) emphasized that the high frequency words should be taught in ready-made chunks. Unfortunately, his interest for teaching vocabulary did not catch on.

B. Direct Method

By the end of the nineteenth century, Direct Approach or Method emerged as a reaction to the Grammar Translation Approach and its failure to produce learners who could communicate in the foreign language they were studying. This approach stressed the ability to use rather than analyze a language as the goal of language instruction or in other words, the main goal was to train students to communicate in the target language and to have an acceptable pronunciation. The idea behind the Direct Approach was that we learn languages by hearing them spoken and engaging in conversation (Hubbard, Hywel, & Thornton, 1983). In this approach, the learners are expected to imitate and practice the target language until they become fluent and accurate speakers and, as there is no translation, it is assumed that they will learn to think in the target language.

It is supposed that vocabulary can be acquired naturally through interactions during the lesson; therefore, vocabulary is presented in context and is graded from simple to complex. In this approach, vocabulary is emphasized over grammar (Larsen-Freeman, 2000). Concrete words are taught through objects, pictures, physical demonstration, and abstract words are taught by grouping words according to a topic or through association of ideas (Zimmerman, 1997).

The Direct Approach was perceived to have several drawbacks. It required teachers who were native speakers or had native-like fluency in the foreign language. Although it offered innovations at the level of teaching, it lacked a thorough methodological basis (Sweet, 1899). Brown (1973) describes his frustration in observing a teacher performing verbal gymnastics in an attempt to convey the meaning of Japanese words, when translation would have been a much more efficient technique. Takefuta and Takefuta (1996) in their work on teaching methodologies summarize that before the 1940s, vocabulary teaching had been "taken lightly" under Grammar- Translation Method, or Direct Method.

C. Reading Approach

Following the Coleman Report in 1929, reading became the goal of most foreign language programs in the United States and its popularity lasted until World War II (Richards & Rodgers, 2003). This approach began to function as an alternative to the Direct Approach and was chosen for practical reasons, limited class hours, the qualification of the teachers, and the need of the learners. It was claimed in this approach that reading knowledge could be achieved through the gradual introduction of words and grammatical structures in simple reading texts.

The vocabulary used in the reading passages is controlled at beginning levels and is chosen according to their frequency and usefulness. The acquisition of vocabulary is considered to be more important than grammatical skills and is expanded as fast as possible through intensive and extensive reading. The translation of vocabulary items and sentences are permitted.

The Reading Approach held sway in the United States until the late 1930s and early 1940s (Darian, 1972; West, 1941). When the World War II broke out and made it imperative for the U.S. military force to quickly and efficiently learn foreign languages, the popularity of

this approach waned. The deficient vocabulary knowledge gained through the Reading Approach and its lack of emphasis on oral-aural skills gave rise to language learners who could not communicate in the target language (Celce-Murcia, 2001).

D. Audiolingualism (The United States)

The Audiolingual Approach which was dominant in the United States during the 1940s, 1950s, and 1960s is known to be a major paradigm shift in foreign language teaching (Larsen-Freeman, 1986). The combination of structural linguistics theory (Bloomfield, 1933), contrastive analysis (Fries, 1945), oral-aural procedures, and behaviorist psychology (Skinner, 1957) led to the development of Audiolingual method. The theory of language underlying Audiolingualism is structural linguistics which its fundamental tenet is that speech is language. This approach adopts the behaviorist view as its theory of learning which claims that learning is a matter of "habit formation" (Decarrico, 2001). The main emphasis in this approach is placed on the grammar of a language which should be over learned.

The new grammatical points and vocabulary are presented through dialogues. Most of the drills and exercises that follow the dialogues are manipulative and pay no attention to content. In this approach, the major objective of language teaching is to acquire the grammatical and phonological structures of a language; thus, vocabulary learning is kept to a minimum (especially in the initial stages) and new words are introduced and selected according to their simplicity and familiarity to make the grammar practice possible (Zimmerman, 1997). Takefuta and Takefuta (1996) claim that one reason that vocabulary was "restricted" under Audiolingual Approach is that it emphasized the phonological aspects of language learning.

After a long period of widespread popularity, this approach faced criticism on two fronts: (1) its theoretical foundations was questioned and was averred to be unsound in terms of both language theory and learning theory. (2) The learners were unable to transfer skills acquired through Audiolingualism to real communication situations (Richards & Rodgers, 2003). However, vocabulary learning seemed to be fruitful in this method as stated by Coady (1993) it is thought that exposure to language and good language habits leads to an increased vocabulary.

E. Oral-situational Approach (Britain)

This approach was developed by British applied linguists as a reaction to the Reading Approach and its lack of emphasis on oral-aural skills; it enjoyed popularity during the 1940s, 1950s, and 1960s. Similarities can be found between the Direct and Situational Approaches but a great deal has been added to it from the works of British functional linguists, especially J.R. Firth, who believed that language form is determined by its context and situation (Celce-Murcia, 2001). The theory of teaching of this approach is characterized as a type of British "Structuralism" and its theory of learning is a type of behaviorist habit-learning theory. In this method all lexical and grammatical items are presented and practiced in situations (e.g. at the supermarket, at the bank, at the post office).

The vocabulary items are chosen according to the situations being practiced. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered (Richards & Rodgers, 2003). Oral-Situational Approach and Audiolingualism share a great deal of similarities; thus, they confronted the same criticisms and like the Audiolingual Approach the view of language teaching and learning underlying the Oral-Situational Approach were called into question in the mid-1960s .

F. Cognitive Approach

The Cognitive Approach offered relief to the criticisms bombarded to the behaviorist features of the Audiolingual Approach. It was influenced by cognitive psychology (Neisser, 1967) and Chomskyan linguistics (Chomsky, 1959, 1965). According to Chomsky's Generative linguistics, language is represented as a speaker's mental grammar, a set of abstract rules for generating grammatical sentences. The rules generate the syntactic structure and lexical items from appropriate grammatical categories are selected to fill in the corresponding slots in the syntactic frames. In this approach, language learning is viewed as rule-acquisition, not habit-formation. Vocabulary is important, especially at intermediate and advanced levels.

Although no teaching method directly stems from the Cognitive Approach, Gattengo's Silent Way (1976) shares certain principles with it. The principle of Silent Way which states that "teaching is subordinated to learning" is in keeping with the active search for

rules ascribed to the learner in the Cognitive Approach. In this method, a distinction is made between several classes of vocabulary items. As cited in Richards and Rodgers (1986), the first class consists of common expressions in the daily life, the second class consists of words used in communicating more specialized ideas such as politics and the last class consists of more functional words of language.

G. Affective-humanistic Approach

This approach which emphasizes respect for the individual (each student, the teacher) and for his or her feelings, emerged as a reaction to the Audiolingualism and Cognitive Approach that lacked the affective consideration (Celce-Murcia, 2001). In this approach, learning a foreign language is viewed as a self-realization process. Much of the instruction involves pair-work and group-work; peer support and interaction are viewed as necessary for learning.

A teaching method which can be illustrative of this approach is Lozanov's Suggestopedia (1978). In this method, the memorization of vocabulary pairs, in which a target word is followed by its native translation, is emphasized. In this method, lexis is emphasized and lexical translation is emphasized more than contextualization and claims about the success of the method often focus on the large number of words that can be acquired (Larsen-Freeman, 2000).

Another teaching method which is the result of the influence of Roger's humanistic psychology and like this approach advises teachers to consider their students as "whole persons" is Curran's Community Language Learning (1976). This method is most often used in the teaching of oral proficiency. It does not use a conventional language syllabus which determine in advance the grammar and vocabulary to be taught, but learners nominate the things they wish to talk about. Particular grammar points, pronunciation patterns, and vocabulary are worked with, based on the language the students have generated (Larsen-Freeman, 2000).

H. Comprehension-based Approach

Comprehension-Based Approach establishes that listening comprehension is very important and will allow speaking, reading, and writing to develop spontaneously over time, given the right conditions. It is claimed in this approach that there are similarities

between the process of first and second language acquisition (Postovsky, 1974, Winitz, 1981). Second language learners, like first language learners, should be exposed to a great deal of authentic language, pass through a pre-production period and during this period they can respond nonverbally in meaningful ways and learn grammar sub-consciously.

Asher's Total Physical Response (1977) is the result of his investigation about the Comprehension-Based Approaches, Developmental and Humanistic Psychology and his own principles of learning theory. In this method, grammatical structure and vocabulary are emphasized over other language areas. It requires initial attention to meaning rather than the form of the items (Larsen-Freeman 2000).

It seems with the shift to generative linguistics in the 1960s, vocabulary in the Cognitive, Affective-Humanistic, and Comprehension-Based Approaches was afforded somewhat more importance, but the focus on rules of grammar was still served to reinforce the idea that lexis was somewhat secondary (Carter & McCarthy, 1988). Bridal (2003) concerning the history of language teaching states that vocabulary instruction has been treated in more or less the same way and it is apparent that direct vocabulary instruction has not been a focus of instruction in L2 classrooms for much of this century and this area has been neglected. However, after the 1970s, as Communicative Approach emerged, vocabulary teaching suddenly became a "hot topic" (Takefuta & Takefuta, 1996).

I. Communicative Approach

The method which has dominated the last several decades of this century is the Communicative Approach which is the result of the works of anthropological linguistics (e.g. Hymes, 1972) and Firthian linguists (e.g. Halliday, 1973) who view language first and foremost as a system for communication. In the 1970's attention was drawn to the importance of communicative competence and knowledge of the rules of language use (Hymes, 1972). This led to a shift away from a focus on accuracy and the forms of language, to a focus on communication and fluency. Although there are different interpretations of communicative language teaching, this approach to L2 interpretations typically focuses on functions of language use and a more authentic use of language in the L2 classroom or better to say instead of focusing on sentence levels forms it centers on discourse level functions.

With its emphasis on fluency over accuracy, and a focus on encouraging learners to communicate their messages and intentions using the linguistic resources available to them, vocabulary has not been a primary concern of this methodology and was given secondary status, taught mainly as a support for functional language use (Decarrico, 2001). As in previous approaches, it was generally assumed that vocabulary would take care of itself; therefore, it is assumed that there is no real need for direct vocabulary instruction (Schmidt, 2000).

2.1.1.2 Modern approaches

The importance given to the development of the vocabulary changed for a long time in the didactics of the languages until we recognize that the words are indispensable in the learning of a foreign language. Indeed, vocabulary was crucial in Traditional Methodology and in Direct Methodology. Then, it was regarded as secondary Audio-Lingual Methodology, the Audiovisual Methodology and the Communicative Approach. Now, the development of the lexical competence of the learners is among the major objectives of foreign language teaching (Yetiş ,2010).

Different types of instructional modes, approaches, vocabulary building activities and skills proved to be effective in developing children and college students' vocabulary in L2 environments. Teaching vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhanced children and adult students' vocabulary.

The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by the theorist and researched in the field. Accordingly, numerous types of approaches, techniques, exercises and practice to teach vocabulary. Nation (1990) properly states that teaching vocabulary should not only consist of teaching specific words but also aims at equipping learners with strategies necessary to expand their vocabulary knowledge. There are many different methods and approaches how to teach a foreign language, including vocabulary. We will mention just some of them that can be used for teaching young learners.

- **by showing actual objects and showing models**

It is a very useful technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners. The words like pen, chalk, table, chair, football, flowers, tomato etc. can be taught in the classroom. Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

It is neither possible nor necessary to bring all the things in the classroom. Therefore, some words are to be taught by showing models. They are easily available in the market. They are inexpensive too. Hence, teacher should make frequent use of such models to teach vocabulary. For example, the words like tiger, brain, elephant, aero plane etc. can be shown to the learner.

- **using demonstrations and showing pictures**

Teacher can perform some words. It can be fun and frolic. It makes the class student-centered. Teacher can act and learners try to imitate it. For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated. Miming works well with younger students. You can mime out emotions and everyday activities to teach new words. This method can be practiced at ease. It can win the favor of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated. This works well with young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions.

Charts, pictures and maps can be used to develop students' understanding of a particular concept or word. There are some good picture dictionaries available in the market. Teacher should make use of such dictionaries. For instance, using a picture of a 'fish', words related to the fish, such as gills, eyes, backbone, cold-blooded, water, big, small etc. can be taught. Zebrowska (1975) rightly says, '*Learners remember better the material that has been presented by means of visual aids*'. Some words work well with pictures, particularly nouns. This can also be a good way to introduce blocks of related words, which is often utilized in foreign language classes, such as nouns and verbs related to the classroom or the house. Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent.

- **teaching words in the context**

Most people agree that vocabulary ought to be taught in context (Nilsen 1976; Chastain 1976; Rivers 1968. cited in Elliott, 1978). Words taught in isolation are generally not retained. In addition, in order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears. Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary.

Therefore, in selection of vocabulary, the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students' linguistic range. Stahl (2005) stated, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."

- **by drawing pictures**

It is an easy and quick technique of introducing vocabulary to the learners. For students, drawing can be a fun medium to explain vocabulary. It is not necessary that teacher must be an expert in drawing pictures accurately. He can draw rough sketches to make an idea clear. Basic sketches will often work well. You can even have students do their own drawings, which further reinforces their understanding of the vocabulary. Comparative words and prepositions can be made clear by simple sketches. Pictures of many types and colours can be used successfully to show the meaning of words and sentence. Drawings can be used to explain the meaning of things, actions, qualities, and relations.

- **use video to produce of target vocabulary**

Select a video segment that contains a series of actions or visual detail. Provide the learners with a list of target vocabulary words and ask them to construct a paragraph that incorporates as many of the words as possible. This activity is best done after the learners have seen the video. As they learn how to use more vocabulary properly, you will see an improvement in their writing and speaking. Teacher can also show a short film without sound and asking pupils to discuss what dialogue they would expect to hear. Showing a

scene from a film without sound and asking pupils to use the facial expression to determine emotion.

2.1.1.3 Major principles of teaching vocabulary

One of the beauties of the English language is the diversity of the vocabulary available to its users. It is also one of the things that can make English hard to get to grips with. Misused vocabulary can make even the most fluent speakers seem inexperienced; on the other hand getting it right gives the speaker confidence and an increased ability to express themselves. Furthermore a good vocabulary range increasing reading comprehension, ability in technical subjects and written ability.

Nation and Moir (2008) identify three principles of vocabulary teaching: ‘content and sequencing’, ‘format and presentation’ and ‘monitoring and assessment’ of vocabulary. In terms of ‘content and sequencing’, learners’ attention to the vocabulary, learning strategies and word frequency are important factors in FL vocabulary learning. As for the ‘presentation and format’, high-frequency FL words should occur in the ‘language-focused learning, meaning-focused input and output and frequency development’. In addition, learners should have the chance to attain depth of vocabulary knowledge from the ‘spaced, repeated, and generative retrieval of words’. Thus, learners will be able to produce FL words from using them frequently. Harris and Show (2004) also assert that ‘effective vocabulary teaching’ requires creating opportunities for ‘frequent practice’. Frequent exposure of vocabulary to learners with some intervals is regarded as an effective technique for vocabulary learning and teaching.

In the monitoring and assessment stage, teachers make students take a test for recognizing the vocabulary which students should learn (Nation and Moir, 2001). Teachers report their evaluation outcomes to students. Assessment can be used to help learners reflect on their vocabulary learning, and this can help to decide what vocabulary will be focused on (Nation and Moir, 2008). De Groot (2010) summarizes from other researchers that a word in its context should be completely expressed with ‘the semantic, syntactic, and collocational features of a word’. However, Nation (2008) argues that ‘vocabulary course designers’ need to adopt teaching strategies from proper research and reconsider wrong

assumptions (e.g. ‘all vocabulary learning should occur in context, vocabulary should be presented in lexical sets, monolingual dictionaries are preferable to bilingual dictionaries’).

The vocabulary, therefore, must be carefully selected in accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language in school. Scientific principles of selecting vocabulary have been worked out. The words selected should be:

- frequently used in the language (the frequency of the word may be determined mathematically by means of statistic data);
- easily combined (nice room, nice girl, nice weather);
- unlimited from the point of view of style (oral, written);
- included in the topics the syllabus sets;
- valuable from the point of view of word-building (use, used, useful, useless, usefully, user, usage).

The first principle, word frequency, is an example of a purely linguistic approach to word selection. It is claimed to be the soundest criterion because it is completely objective. It is derived by counting the number of occurrences of words appearing in representative printed material comprising novels, essay, pays, poems, newspapers, textbooks, and magazines. Modern tendency is to apply this principle depending on the language activities to be developed. For developing reading skills pupils need “reading vocabulary” (West, 1941), thus various printed texts are analyzed from the point of view of word frequency. For developing speaking skills pupils need “speaking vocabulary”. In this case the material for analysis is the spoken language recorded. The occurrences of words are counted in it and the more frequently used in speaking are selected. The other principles are of didactic value, they serve teaching aims.

The words selected may be grouped under the following the classes (West, 1941):

1. Words that we talk with or form (structural) words which make up the form (structure) of the language.
2. Words that we talk about or content words.

In teaching vocabulary for practical needs both structural words and content words are of great importance. That is why they are included in the vocabulary minimum.

H. Douglas Brown in his book "Principles of language learning and teaching" offers lots of psychological and scientific information regarding the principles of teaching. We just do an attempt to choose the appropriate one for vocabulary.

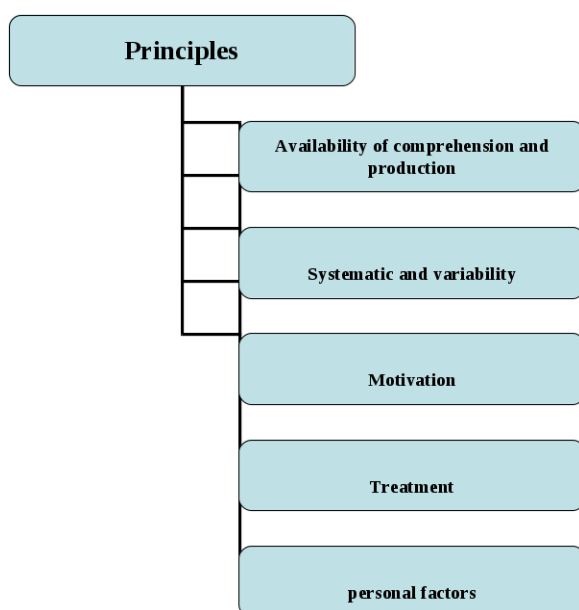


Figure 1: Principles of vocabulary by H.Douglas Brown

The first principle in teaching vocabulary is the availability of comprehension and production. "In child language, most observational and research evidence points to the general superiority of comprehension over production: children seem to understand "more" than they actually produce. For instance, a child may understand a sentence with an embedded relative in it (e.g., "The ball that's in the sandbox is red") but not be able to produce one. W.R. Miller gave us a good example of this phenomenon in phonological development: "Recently a three-year-old child told me her name was Litha. I answered Litha?' *No, Litha.' 'Oh, Lisa.' 'Yes, Litha.'" The child clearly perceived the contrast between English s and *th*, even though she could not produce the contrast herself." In teaching it is very important to develop the comprehension competence and production competence as well. However it is necessary to make a distinction between production competence and comprehension competence. A theory of language must include some accounting of the separation of the two type of competence. In fact, linguistic competence

no doubt has several mode or levels, at least as many as four, since speaking, listening, reading, an writing are all separate modes of performance.

The second principle for teaching vocabulary according to H. Douglas Brown is systematicity and variability. One of the assumptions of a good deal of current research on child language is the systematicity of the process of acquisition. From pivot grammar to three- and four-word utterances, and to full sentences of almost indeterminate length, children exhibit a remarkable ability to infer the phonological, structural, lexical, and semantic system of language. The teacher realizing this phenomenon of children's acquisition should introduce new vocabulary systematically. But in the midst of all this systematicity, there is an equally remarkable amount of variability in the process of learning. Just as native speakers of a language vacillate between expressions like "It has to be you" and "It must be you," learners also exhibit variation, sometimes within the parameters of acceptable norms, sometimes not. Some variability in learner language can be explained by what Gathbonton (1983) described as the "gradual diffusion" of incorrect forms of language in emergent and systematic stages of development. First, incorrect forms coexist with correct; then, the incorrect are expunged. Context has also been identified as a source of variation. In classrooms, the type of task can affect variation (Tarone & Parrish, 1988).

The third principle is the creating of motivation. Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is "motivated." It is easy in second language learning to claim that a learner will be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning and learning vocabulary as well.

The fourth principle is error treatment. One of the major issues involved in teaching vocabulary is the manner in which teachers deal with student errors. The most useful implication of Vigil and Oiler's model for a theory of error treatment is that cognitive feedback must be optimal in order to be effective. Too much negative cognitive feedback—a barrage of interruptions, corrections, and overt attention to malformations—often leads learners to shut off their attempts at communication. They perceive that so

much is wrong with their production that there is little hope to get anything right. On the other hand, too much positive cognitive feedback—willingness of the teacher-hearer to let errors go uncorrected, to indicate understanding when understanding may not have occurred—serves to reinforce the errors of the speaker-learner. The result is the persistence, and perhaps the eventual fossilization, of such errors. The task of the teacher is to discern the optimal tension between positive and negative cognitive feedback: providing enough green lights to encourage continued communication, but not so many that crucial errors go unnoticed, and providing enough red lights to call attention to those crucial errors, but not so many that the learner is discouraged from attempting to speak at all.

The fifth principle involves taking into account personal factors of learners which the teacher usually deals with. Personal factors include: •the affective domain - emotional side of human behavior; •self-esteem;

•inhibition - attempts to protect the ego;

•risk-taking;

•anxiety

•empathy

•extraversion - the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness *from other people* as opposed to receiving that affirmation within oneself;

• introversion - is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people.

These five principles refer to developing the acquisition and may be expanded. David Nunan offers another description of teaching principles concerning vocabulary. He proposes them to avoid the difficulties in planning the vocabulary component of a course. These guiding principles can be applied in a variety of teaching and learning situations.

2.1.2 Vocabulary teaching through songs

The success of learning a foreign language is assumed in term of the ability to communicate by using English. Therefore students should able to have enough vocabulary. Vocabulary is increasingly as a crucial component to language learning. The teaching vocabulary for children as beginner in learning a language is very important.

Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. As Krashen (1989) points out, “ A large vocabulary is, of course, essential for mastery of a language”. Thornbury (2002) also points out “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. In this respect, Pittelman and Heimlich (1991) also add that vocabulary knowledge is important in understanding both spoken and written language. They state, it is not surprising that vocabulary knowledge is critical to reading comprehension. In order for children to understand what they are reading, they must know the meanings of the words they encounter. Children with limited vocabulary knowledge will experience difficulty comprehending both oral and written text.

Also, according to Nation (1990) “giving attention to vocabulary is unavoidable. Even the most formal and communication directed approaches to language teaching must deal with needed vocabulary.”

Madylus (2004) explains the way young learners learn simply in a few sentences. With young students vocabulary learning is relatively easy as the words they need (the words they would use in their mother tongue too) are concrete – things they can see, touch, taste, play with etc; so it is easy for the meaning of the words to be made apparent without resorting to translation or complicated explanations. The sooner students are able to communicate ideas in English; the more motivated they will be, so giving them a bank of vocabulary to draw on is necessary – starting with nouns and adjectives. Although children seem to learn new words very quickly, they will also forget quickly, so it is very important to give them lots of practice of vocabulary to help them remember.

Teaching young learners are different from teaching teenager and adults because the young learners have special need, interest and abilities. Young learners like fun activities that can make them feel enjoy. Students should have motivation to learn and memorize vocabulary

items in order to read, spell and writing vocabulary. Interesting way will raise students' motivation; the way is by using songs.

In daily communication, listening is the first language skill that should be owned by students at any level because there are many topics being heard when people interact one to another. To listen necessary, so that communication can be understood and meaningful. Listening to English songs constantly can be an alternative way to start a new habit to get new vocabulary. This method not only fun but also authentic, it is one of the best ways to introduce new vocabulary.

We can listen to the songs wherever we are, and whenever we think or whatever we do. Songs are easy to find, we listen superficially on television, tape, computer or while walking at the market. We use songs as background to activities such as studying, jogging, driving a car, typing, washing, even more imaging and those becomes familiar to the ears.

As everybody knows, songs have been part of human life. Therefore, song is an interesting and enjoyable activity. Song can increase the language acquisition process unconsciously and song can help students to pronounce the words and read the words quickly. Children need suitable songs to sing, they are cheerful song, happy song, active song and funny songs.

For young EFL learners, carefully chosen materials are quite important. Among all the materials used in class, songs are of great value. They can provide a substantial amount of auditory input, and which is most important at early language learning stage.

Songs are also often used as an educational tool. Think about first learning to read. Beginning readers often start by learning the letters of the alphabet. Could a song help remember the order of these letters? Most native English speakers would answer yes. The 26 letters of the alphabet put to the tune of "Twinkle, Twinkle, Little Star" have been sung countless times to help children learn the alphabet.

When a student listens to a song, they experience emotion and connection which can be a bridge to learning the specific skills that they need to learn. Songs can be used with all ages and your approach will vary, depending on the age and skill level of your students. The songs for children contain simple vocabulary. Sometimes about objects around, so it makes students familiar English word. By using song students can enjoy the lesson, because song

is considered as a bridge of pleasure learning. It can help students to enjoy the material and easy to memorize the material. Songs are ideal for language learning as children love them and will want to hear them repeatedly- perfect for vocabulary acquisition and language learning.

2.1.2.1 Why songs count

Songs are one of the most charming and ethnically prosperous resources that the teachers can easily use in verbal communication classrooms. Songs propose a change from habitual classroom actions. They are valuable resources to expand students' abilities in listening, speaking, reading, and writing. Songs also give new insights into the objective traditions. They are the means in the course of which educational topics are presented successfully.

No one can deny that music has played a very important part in our life. Every one likes music. It accompanies with us very time we feel happy or sad. English songs are regarded as a unique teaching tool. English songs are vital in communicative language teaching. English songs, whether classic or popular, pour into Turkiye and attract audiences of different ages. With exotic flavor, they play a key role in both advertisements and films; they are a staple of radio programs and blare out from the doorways of shops in every major street, so that students may bring to school rich musical experiences which are rarely recognized within the official curriculum. English songs offer a change from routine EFL classroom activities by providing fun and creating an active atmosphere. Singing English songs is entertaining and relaxing.

Song feature many valuable elements to learning a language. They contain words to help students build vocabulary, which is especially helpful to non-native speakers. Using song when teaching English is a great way to create a friendly, comfortable atmosphere for students to learn. When students feel at ease and in a safe environment, they have the potential to better retain information.

Most of the second language learners find it very difficult to have proper pronunciation when learning a language. Students usually do quite well in reading, writing, and understanding the foreign language, but are unable to communicate with the native

speakers because of incorrect pronunciation. For most learners, singing is much easier than talking. This makes songs particularly useful in improving phonetic skills.

Songs for classroom use is also advocated for improving listening skills in a variety of ways. Students may listen for specific information in the songs, such as theme vocabulary, pronunciation of certain words, certain constructions, answers of certain questions, etc. Most second language beginners have little vocabulary so the focus needs to be on using the target language through communicating verbally as well as listening rather than through writing or grammar exercises. There are numerous things that can be taught to young children through songs that will remain with them throughout their lives and there are songs to be found about most elementary concepts like letters, numbers, colors, weekdays, months, seasons, body parts and clothes that will make the lessons full of life and excitement. These different concepts can be taught to young learners in simple and effective ways, which will be discussed in more detail.

In addition, songs are important teaching tools in creating a safe and natural classroom ethos and therefore may prove to be helpful in overcoming feelings of shyness and hesitation on the part of the learners. Because having a look to the learning characteristics of YLs will reveal that young children need to develop a strong emotional attachment to their teacher. Their education, including language education, is a process to which they should be encouraged to contribute physically, emotionally and intellectually. Because of their limited attention span, young children need variety of activity. At this age many children are shy and they should join in classroom activities when they feel ready rather than when the teacher demands. On this matter, Rumley makes the case clear by arguing that songs help children to learn because they provide a safe, non-threatening context within which to play with language. They provide excellent opportunities for repetition and practice which would otherwise be tedious. This repetition helps learning and this in turn leads to familiarity so that children feel comfortable with a language other than their mother tongue (Sevik, 2012).

Songs are important teaching tools in teaching MFLs because as most teachers find out, students love listening to music in the language classroom. Students often hold strong views about music and students who are usually quiet can become very talkative when discussing it. Thus, the main goal of modern foreign language teaching- communication-

can actually take place. Singing is definitely one of the most effective language learning strategies reported by most children. Klein, for example, who provides a comprehensive account of teaching English to eight- to ten-year-old German pupils at the beginning level, argues that teaching YLs is different from teaching adults. Young children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them. Therefore, the language teacher has to be inventive in selecting interesting activities, and must provide a great variety of them. On this matter Klein, (op. cit.) reports that her experience shows that children respond enthusiastically to songs and welcome them (Sevik, 2012).

Songs are typically used in ESL/FL classrooms as a source for listening activities. Such activities include cloze-gap exercises, counting how many times a particular word is said, discussing what the song means, or describing how the song makes you feel. The same type of activity can of course be completed if a music video is used, but using a music video means that additional comprehension or extension activities may be created.

One advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992). Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation.

Dublin (1974) points out that, "Songs can be utilized as presentation contexts, as reinforcement material, and as vehicles through which to teach all language skills". Hulquist (1984) suggests songs can be effective in allowing students to practice a previously studied, contrasting structure along with a new structure as well as adding enjoyment and variety to language learning. The important thing to keep in mind is that

songs provide rich, engaging contexts that, because of their appeal, make it easier to internalize structures.

2.1.2.2 Teaching vocabulary and songs

Songs play an important role in the development of young children learning a foreign language. A testament to this is the frequency with which songs are used in English Language Teaching classrooms all over the world. Most children enjoy singing songs, and they can often be a welcome change from the routine of learning a foreign language. For the teacher, using songs in the classroom can also be a nice break from following a set curriculum. Songs can be taught to any number of students and even those teachers with the most limited resources can use them effectively. Songs can play an important role in the development of language in young children learning a second language.

Teaching through singing the songs is one technique that can be used in teaching English to increase student's vocabularies, because the songs can improve students' interest and motivation. In teaching vocabulary, we have to use an extra language practice through educationally sound activities such as songs and it makes the learning of English a joyful activity, to develop a positive attitude to language learning (Palim, 1990). Songs are a good resource for English Teaching because they are funny, promote mimics, gestures, etc. associated to the meaning.

Commonly, the youngsters are like and interested in the songs because they can express what they were felt. We have known that the essential part of vocabulary learning is repetition, the students repeat a word/utterance aloud as soon as he/she heard it (Thornbury, 2002). Nation (1990) suggested that a new word needs to be met at least five or six times in a text book unit before it has any chance of being learnt. So, if the songs are repeated many times it will help students in memorizing words.

According to Morales (2004-2005), singing is to make melodious sound, and song is a short musical composition with words. Manser (1980) stated that, singing is making musical sounds with the voice, and song is a poem set to music, intended to be sung.

According to Tirtibisono (1996), singing a song is a unique way to learning English fast. We have known that the most of people specially the young men like song. Through songs

they can express their sadness, happiness, fun, sorrow, and pray or plea for the God. Songs have been involved in our life, culture, night and day. Lo and Li (1998) stated that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced. According to Gatbonton and Segalowitz (Schoepp, 2001), using songs can help automatize the language development process, the automatization would occur through repetitive exercises in a non-communicative environment.

Many kinds of songs that can be heard such as pop, jazz, country, hip hop, rock, and roll. The songs give us more than enough easiest way choose news which we spend our interest to increase our knowledge. We can enjoy the foreign songs especially English. Not only language can be learned from foreign songs but also culture. We can start it with an easy song that we like most, like "The Alphabets Song" or any other song that we like much. Then try to translate and find the idea, because it helps us to memorize the words that written in the songs.

Teaching through singing the songs is one technique that can be used in teaching English to increase student's vocabularies, because the song can improve students' interest and motivation. In teaching vocabulary we have to use an extra language practice through educationally sound activities such as songs and it makes the learning English a joyful activity, to develop a positive attitude to language learning (Palim, 1990).

Some key reasons songs can work exceedingly well in the foreign language classroom include the following:

1. Songs almost always contain authentic, natural language. This often contrasts the contrived, stilted language found in many student texts. Of course songs can also go to the other extreme by using overly crude, foul or otherwise objectionable language. With careful screening, an extensive library of usable songs for language learning can be compiled.

2. A variety of new vocabulary can be introduced to students through songs. Looking to boost student vocabulary with useful phrases, vocabulary and expressions? Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions.

3. Songs are usually very easily obtainable. Also, songs are usually not that difficult to obtain. Local sources may be available including the students themselves. There's always the internet which can connect you with song downloads in all but the most obscure languages.

4. Songs can be selected to suit the needs and interests of the students. In English especially, so many songs are available that selection of songs with suitable themes, levels and vocabulary is not at all difficult. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs.

5. Grammar and cultural aspects can be introduced through songs. Most if not all songs have a recurring theme or story. So excerpting cultural elements is usually a possible, but often overlooked aspect of using songs.

6. Time length is easily controlled. Whether you have an hour, 30 minutes, or only 15 minutes or so, a song can be used in the course of a planned lesson. Use of songs is very flexible.

7. Students can experience a wide range of accents. A good thing about songs is that you can expose the students to many different kinds of English. British English, American English, Caribbean English are all widely available through songs. Accents too are well represented by songs from different regions and in a variety of types and formats. Gospel, soul, R & B, Pop, Rock, Reggae, Jazz and other styles change not only accents, but vocabulary and usage too.

8. Song lyrics can be used in relating to situations of the world around us. Songs have been used as vehicles of protest for civil rights, workers rights, even prisoner's rights along with an untold number of other causes. They've expounded on pollution, crime, war and almost every social theme or cause. We won't even mention how many songs are about, related to or explore the theme of sex.

9. Students think songs are natural and fun. Well actually they are, aren't they? Fun, even silly songs abound in English. Some singers actually made a career out of them. They make offbeat, fun changes of pace with classroom use.

2.2 Young learners

2.2.1 Distinctive features as learners

A young learner – who is he or she? This term covers a wide age range, this can be anybody from the age of three to the age of eighteen. There is a big difference between what a –three-year-old child can do and what a child of fifteen can do. We should consider their development too. Some children develop faster, others need more time. Teaching young learners requires the knowledge of knowing all the development differences.

Some differences are immediately obvious: children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult.

Understanding these differences can help teachers to develop methods and a system of work that they use in the process of teaching. As English is becoming more accepted as an international language, it is being taught from kindergarten up to university as a second or a foreign language.

Young learners are usually described as learners aged between 4 to 10 or 2years old. Teaching vocabulary to children is considered difficult. The ability to learn language is one of the most important privileges of the human beings. Children born to the world with the capacity to speak, but their environment determines which language they will learn, what kinds words and terms will be emphasized. Language development starts early in human life and as the person gets older, new meanings and new associations are created and vocabulary increases as more words are learned. Childhood period has great importance for vocabulary development of children as many other areas of cognitive development. Vocabulary development is strongly associated with the people around the child, experiences who lived and physical materials around him/her (Ipek and Bilgin, 2007).

This study is focused on trying to discover how to facilitate children's language learning process regarding vocabulary. First of all, it is necessary to explain what vocabulary is. According to Cameron (2001, p.73) "Vocabulary is about learning words, children are not only expected to know the word but also they have to know what the meaning of that word."

Teaching children is different because they are still developing cognitively, linguistically, physically and emotionally. So to teach English to children successfully, we need to take account of these and other characteristics in order to provide some of the conditions which will lead to successful outcomes.

Cameron (2001) proposes some advantages to starting young with foreign languages. She proposes that children who have an early start develop and maintain advantages in some areas of language skills. The characteristics which young learners share are stated by Cameron (2001, p.1).

“They are often more enthusiastic and lively as learners than adults. They will have a go at an activity in order to please their teacher, even when they do not quite understand why or how. They are a cube of energy, so teachers should find the proper methods to use this hidden energy effectively”.

They get bored easily. They lose their interest more quickly than elder learners and are less able to keep themselves motivated on tasks they find difficult. They are less embarrassed than adults at talking in a new language, and their free attitudes seem to help them have a more native-like accent. They are not afraid of taking risks. Since they are less embarrassed and they are more willing to learn, their being great risktakers is not something confusing. They like having fun, singing songs, playing games. Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times, they like moving and touching things. The characteristics above show that learning a language at an early age has some significant advantages over adult learners. They seem to be more open to learn new things, they have much more time for the learning process than adults, and it is much more easier to motivate and adapt them and they need to have fun while they are learning.

2.2.2 General aspects of SLA in young learners

Second Language Acquisition (SLA) refers to the study of how students learn a second language (L2) additionally to their first language (L1). Although it is referred as Second Language Acquisition, it is the process of learning any language after the first language whether it is the second, third or fourth language. Therefore, any other language apart from

the first language is called a second language (SL) or also referred to as a target language (TL). To distinguish between Second Language and Foreign Language, The Collins Dictionary defines Second Language as the language that a person learns after his or her native language and Foreign Language as a language that is used in a country other than one's native country (2013). There are different ways to acquire second or foreign languages. It can be in a formal way as in a classroom environment or informal way such as when the learner picks up the language by being culturally active participant of the society. This can be done by attending school in the target country, watching local television, listening to radio or/and reading newspapers in L2. By being actively involved in the learning environment, the learner is constantly in contact with the target language through normal daily routines. It is extremely important in second language acquisition to look at the learning environment and investigate if the age factor has any effect. Also, motivation is another significant factor of SLA that needs to be discussed to find out if it is related to higher language competences as Gardner and Lambert (1979) have thoroughly investigated. Second Language Acquisition (SLA) and Early Language Learning (ELL) have been thoroughly investigated over the years and there is a popular belief that second language acquisition among children is achieved relatively fast and without effort (Nikolov and Djigunovi'c, 2006). However, more recent studies post criticism on this widely spread claim of the effortless and quick second language competence among children (Haynes 2007, Genesee 2006). Although age plays a significant role in SLA, the benefit of motivation and exposure can provide better results in achieving complete second language proficiency.

It is argued that second language acquisition is learned among children in two ways, simultaneously or sequentially as demonstrated by Halgunseth (2009) as she cites Tabors (2008). Young children acquire L1 and L2 languages what it seems to be almost without any effort through a process that is called simultaneous second language learning. According to her, simultaneous learners are children under the age of three who are exposed to their mother tongue at home and another language in an early educational context such as kindergarten or other early program. However, those learners can also be children from a multi-language home where the child is exposed to two different languages at home, for example Spanish from mom and English from dad (Halgunseth 2009, as cited by Tabors, 2008). She points out that although being exposed to two different languages at

home, children learn both languages the same way without favoring one or the other. As their brain mechanism allows them to learn more than one language, they construct two separate language systems in their brains for each language. Similarly, this language system is almost identical to the process that children develop through exposure to one language (Halgunseth, 2009). When the child reaches the age of 6 months, they are able to distinguish between the two languages and at this point they may begin to favor one language over the other. If parents expose their child to one language more than the other, the child might focus more on the language that it receives more exposure from (Espinosa, 2008; Kuhl, 2004; Kuhl et al., 2006; Tabors, 2008).

In sequential language learning environment, the child speaks its native language but is also exposed or introduced to a second language. For example, when a Spanish speaking child attends class where English is the dominant language spoken.

Halgunseth (2009) states that contrary to simultaneous language learning, sequential learning is not related to any age factor, but it can be stimulated or influenced by elements like motivation. There are four stages of sequential second language learning according to her, which are the following:

Stage 1: Home Language Use: Children might refuse to use their native language even though others do not understand them.

Stage 2: Silent Period: Children can hardly speak but rely on nonverbal communication. It is argued that the younger the child is, the longer the silent period might last.

Stage 3: Telegraphic and Formulaic Speech: At this stage children will start to speak in the target language but only using short phrases or repeat the words of others.

Stage 4: Productive Language, children construct their own sentences. Those sentences might be very basic and incorrect but with time it will improve (Halgunseth, 2009).

Although children are exposed to two languages at the same time at an early age, it does not have to mean that they confuse the languages easily. As mentioned, children become bilingual sometimes when one parent converses in one language while the other converses in the second language. Additionally, parents might converse to each other in both

languages so children are exposed to both languages. However, being bilingual has its downside also (Helgunseth, 2009).

2.2.3 Principles of teaching English to young learners

There are some main principles of teaching English to young learners:

- Start where the child is...

Children bring so much with them to the classroom that is often ignored or underestimated. They have experience of life, knowledge of *their* world, are good at making sense of what is around them and have already learnt at least one language. Quite an impressive record! In addition, they are usually enthusiastic and well-motivated. The stage of cognitive development will depend upon the age as well as the stimuli they have received to support and trigger that development. One area of difficulty which often raises for teachers occurs when the potential and abilities of the children are ignored and they are thought of as 'empty vessels'. The other is when the tasks or activities set are not designed to be seen from a child's perspective, to make sense to the child, but from an adult's perspective. This renders the task inaccessible to the child but does not show that the child is unable to do the task. The challenge for teachers is to stay in touch with their learners and set tasks at an appropriate level. People excel in different ways. It has been shown that, rather than there being one type of 'intelligence' in fact there are many. Gardner (1983), has identified seven different, possibly overlapping intelligences: linguistic, logical-mathematical, visual/spatial, musical, bodily-kinesthetic, inter-personal and intra-personal. It is, therefore, important that work in the classroom is devised and constructed so that every child, whatever their intelligence strengths, can fully participate and make progress. In addition to the intelligence aspects, materials need to be an appropriate balance of the visual, auditory and kinesthetic, channels through which learners process input. Depending on the level of meta-cognitive awareness, young learners may not be aware of language as a system: neither, for that matter, are all adults. Therefore, topics are used in the English language classroom to 'carry' and contextualize the target language. These topics should be meaningful, involving and interesting for learners, within their experience of life and conceptually accessible.

- Encourage social interaction

Learning is an interactive process. Piaget, with reference to general development, holds that the quality and quantity of social interaction a child receives can markedly affect the rate of development. Vygotsky's zone of proximal development (ZPD) emphasizes the quality of interaction "...under adult guidance or in collaboration with more capable peers" (1978).

Scaffolding, Bruner's interpretation of ZPD, is a metaphor to describe the intervention by one 'learned' person in the learning of another. Halliday (1975) also supports the interactions view: "As well as being a cognitive process, this learning of the mother tongue is also an interactive process. It takes the form of the continued exchange of meanings between self and others,". Communicative Language Teaching (CLT), within with Krashen's Monitor Model and task-based approaches, has at its heart the importance of understanding and transmitting messages even more than the accuracy of the language which carries it.

- Learner exchange ideas and opinions as well as facts

Meaning is neither constant nor is it fixed. It is renegotiated constantly by all of us in our dealings with each other. Vygotsky (1978) talks about a 'tool kit of culture' where the concepts and meanings the child acquires in the mother tongue arise from the culture by which the child is surrounded. Wells (1987) believes collaborative talk is key in helping children to shape and arrive at shared meanings and understandings. Fisher (1990) also emphasizes the importance of talk in the development of thinking, appearing to echo Vygotsky's view that the process of transferring ideas into language plays an important part in stimulating overall development.

"Knowledge has to be constructed afresh by each individual knower through an interaction between the evidence (which is obtained through observation, listening, reading, and the use of reference materials of all kinds) and what the learner can bring to bear on it." (Wells 1987, p.116)

Within CLT, the use of authentic, real-life (type) tasks in which learners exchange ideas and work together to solve problems and arrive at agreed outcomes, gives scope for

collaborative talk and negotiation of meaning. Clearly, all learners need to be working with ideas and opinions not merely facts, for the talk to be meaningful and motivating.

- Learners are encouraged to think and contribute

The child's task is to construct a system of meanings that represent his own model of social reality. This process takes place within his own head; it is a cognitive process. But it takes place in contexts of social interaction, and there is no way it can take place except in these contexts (Halliday, 1975). Learning is an active, cognitive process. No longer are learners seen as vessels waiting to be filled but as explorers actively working on language and ideas. As mentioned above, children bring so much with them to the classroom which can be used as building blocks for the new. Barnes describes the central contention of constructivism thus: "each of us can only learn by making sense of what happens to us, through actively constructing a world for ourselves" (Norman, 1992). Fisher (1990) argues for a focus on problem solving to stimulate thinking and to enable the child to be actively working on discovering meanings and answers.

For children to be cognitively active participants in this learning process, they need to encounter challenges and take risks. Learners who are not sufficiently challenged and are given and/or take no risks will never become independent and in some cases will fail to progress and become de-motivated. However, clearly these challenges need to be adequately scaffold and within the ZPD. This active involvement in learning is also evident in relation to a second language: "A task-based approach sees the learning process as one of learning through doing - it is by primarily engaging in meaning that the learner's system is encouraged to develop." (Skehan in Willis & Willis, 1996).

- Activities are cognitively and linguistically challenging

Krashen (1982) has comprehensible input ($I + 1$ = input plus one) as key in the learning process because this 'gap' stimulates and challenges learners to develop their language further whilst the message remains understandable and accessible. There are echoes here of Vygotsky's ZPD and Bruner's scaffolding, where adult or peer support and input at a level just beyond that of the learner is held to be central to the child's development. All too often in young learner as well as adult classrooms, learners are fed a diet of oversimplified language pitched at their level without account being taken of the need for exposure to

language in a wider context. This links to the point above in relation to the importance of challenges and risks. If language input is always at the learners' present linguistic level, there will be no opportunities for challenge and risk, both essential components for successful learning.

- Language is in appropriate contexts

There is much discussion as to how a foreign language is learned. The tendency has been to break language down into discrete items - traditionally structures or functions - and to teach these to learners bit by bit. Learners are then expected to put the puzzle together again. However, children do not appear to do this when learning their mother tongue. They are exposed to a wide range of language and from this assimilate and use chunks of language, working out the structure at a deeper, sub-conscious level. Lewis (1993) suggests that foreign language teaching might also be looked at from the perspective of "multiword chunks", developing learners' ability to "chunk successfully". Tough (Brumfit, 1991) discusses the role of formulaic speech in the classroom, where the teacher is ready to reformulate and fill out the child's talk with alternative utterances, much as parents do in the home. All too often, in young learner as well as adult classrooms, learners are restricted to a diet of 'predigested' language operating only at sentence level. Rather than simplifying the process for learners, I believe this complicates it by specifying a structured learning path for all to follow regardless of learning styles, preferences, abilities and where learners are in their general and linguistic development. In young learner classrooms, stories, songs and plays are examples of how learners can be exposed to comprehensible, meaningful language at discourse level.

- **Activities are meaningful and purposeful for learners**

Children learning their first language do not choose the contexts: these are part of their daily lives. They bring what knowledge they have to the situation and build from the known to the new, adjusting schemata constantly through 'accommodation' and 'assimilation'. In the English classroom too, children need to be working within clear, familiar contexts and for the interaction to be meaningful and purposeful to them. They need to know why they are doing something and for the answer to the why to make sense to them. Again it is a question of the teacher's ability to access and assess the children's level (of interest and understanding) and to select topics and tasks accordingly.

- Activities help learners to develop independence

It is natural for young learners to be dependent on their teachers. However, if learners are to become active participants in the learning process creating their own understandings and meanings, it is important that activities are designed and sequenced to support and foster growing independence. In young learner classrooms for example, this would include the staged introduction of pair and group work and the use of dictionaries and reference materials.

- Learning environment is supportive, non-threatening and enjoyable

For learning to be successful learners need to feel secure, for parameters to be clear and for the learning to be enjoyable. Some of the factors which I believe engender a positive atmosphere in the classroom are these. All learners are valued as individuals; challenges and risks are supported; topics are relevant and interesting; activities are meaningful and purposeful; praise is given where and when it is due; discipline is firm, consistent and fair. As well as having a positive effect on the learning environment in the classroom, this approach will also encourage learners to be more tolerant of each other and others they encounter outside the classroom.

- Assessment should reflect teaching

If we take the above nine points to be key to successful learning, then it is essential that the ways in which learners are assessed in the classroom mirrors and complements these. Sadly, this is not always the case, assessment processes and procedures often being excluded when teaching programs are developed and reviewed.

2.2.4 Young learners as vocabulary learners

Vocabulary development is about words, but it is about much more than that. Vocabulary development is also about learning more about those words, and about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words. Even the idea of what counts as a “word” starts to become confused when linguists try to produce watertight definitions (Singleton, 1999).

When children are learning EFL vocabulary they learn single words such as cat, table, classroom, etc., as well as phrases such as greetings, idioms, collocations, etc. Also it is important to remember that a word does not have only one meaning, but several meanings that students need to know.

At the most basic level, knowing a word involves knowing its form and its meaning. Knowing the meaning of the word is not just knowing its dictionary meaning, it also means knowing the words commonly associated with it, as well as its connotations, including its register and its cultural accretions. Cameron (2001, p.18) gives a similar definition, “in language teaching terms, the development of words, their meaning and the links between them will be covered under the term Vocabulary”.

TEFL vocabulary for children does not comprehend all these aspects of a word because they are more difficult for children and have to be learnt over much more time. However, it is essential that children learn many words. Kwiatkowska (2007) argues that: "...teaching vocabulary at this level is a very important element of teaching English, because children, knowing more and more words, can better communicate with other children".

Moreover, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Thornbury, 2002). That is, without grammar, children can try to communicate with others and to express their opinions, but without vocabulary, they cannot say anything. Teachers of EFL need to take into account that children have already learnt a first language and that it enables them to relate meanings of words of both languages and as Pinter (2006) argues, they may “acquire through hearing and experiencing lots of English, in much the same way as they acquire their first language”. Another aspect that should be taken into account is that “helping the child to learn and develop becomes more important than simply teaching the language” (Phillips, 1993) since children usually want, their teachers are a helper or a facilitator, rather than an authority that simply gives them new knowledge.

One characteristic is that children “are quick to learn words... This may be because words have tangible, immediate meanings...” (Phillips, 1993), or because “the word is a recognizable linguistic unit for children in their first language and so they will notice words in the new language” (Cameron 2001). For these reasons, the vocabulary that children between five and seven years old are expected to learn is basic vocabulary such as

greetings, classroom objects, members of the family, numbers, colors, etc. which are used in a context that is familiar to children. Consequently, children begin to discover that another language or languages exist by which they can communicate with others.

Cameron (2001) stated that children have a number of characteristics that teachers of English need to keep in mind when they are planning to set up activities. They are high-motivated, enthusiastic and lively learners. On the other hand, they do not find it easy to use language to talk about something because they do not have the same access as the older learners to reach meanings (Cameron, 2001). Teachers are the one who can help them maximizing their ability to acquire the given knowledge.

2.3 Use of videos on Internet for young learners

Traditional approaches to language teaching and learning have been challenged by new and innovative approaches based on the latest advances in computer and Internet technology. Among the many methods and approaches applied to vocabulary learning and teaching, the use of technology has gained in importance in recent years. A growing numbers of authors believe that the young generations of today are essentially different from the former generation because of the rapid changes and exposure to the Internet technology and media consumption.

Broadly speaking, people enjoy watching videos and television in their everyday life. In recent years there has been an enormous increase in the supply of audiovisual material, and these resources are accessible in a variety of formats. Video-sharing websites allow us to watch video clips, short documentaries, lectures and even upload our own videos. Statistical reports suggest that young people spend a great deal of their time on the Internet, although they do not always use this resource appropriately. In fact they give access to information very quickly and help to bridge the gap between formal teaching and informal learning; this is the reason why it is important to teach students how to use them.

The use of video is not new in the field of education. The visually appealing video has in many ways helped educators and learners to understand the meaning of a certain phenomenon. For the past several decades, the video medium has been used as a teaching

resource to enhance English language learning. Mayer (2002) has defined video as a kind of multimedia material consisting of verbal and non verbal presentations displaying simultaneous images, narration and on screen text. Continuous growth of online video can be beneficial for educators as the access to an extensive and expanding spectrum of topics are increasingly available to them. Trends in educational video viewership have risen in recent years. This is an indication that the use of online videos and its benefits are tapped by the education practitioners.

The emergence of Web 2.0 has contributed to the meteoric growth of online videos in recent years. Much of this growth is contributed by YouTube, a video sharing website formed in 2005. The popularity of tube videos have risen with the emergence of more video sharing sites such as Yahoo Video, Teacher Tube, School Tube, Hulu, Netflix and many more similar sites. Nielson Online reported that the level of activity was up as viewers' streamed 28% more video and 45% of them spent more time watching online video and to date there is no exact number of online videos available. However, this number will continue to surge and as of February 2011, about 7.5 millions of video has been streamed on YouTube alone in the U.S.

A growing numbers of authors believe that the young generations of today are essentially different from the former generation because of the rapid changes and exposure to the Internet technology and media consumption. Thus, the rapid technological advancement is believed to have transformed the student's thinking skills that requires new educational approach. Although researchers are slowly recognizing the usefulness of online video clips in classrooms, there are limited researches done on the appropriateness of the freely available online video clips.

Videos are a familiar medium that can be used effectively as a motivational tool (Instructional Television, 1995). Norum (1997) describes how video clips and other visuals can be shown to an entire class; she explains how actions and related vocabulary items, otherwise difficult or impossible to illustrate in a classroom setting, can be shown easily if recorded ahead of class time. Visual imagery may enhance student learning (Morris, 2000). Video clips, in particular, have been shown to be superior to still pictures or word definitions alone for vocabulary acquisition (Al-Seghayer, 2001). Technology has now an important role in teaching because innovative tools and strategies have emerged, offering

teachers different video sources to be implemented in EFL classrooms to develop students listening comprehension.

Images of videos benefit students as was found in Ting Hung (2009) study, where his participants benefit from the visual part of the video, that supported them to self- analyze their own performance; thus, students become autonomous learners and critical thinkers not only for them but for others' learning process; focus on analyzing images, comprehend the video and identify their "weaknesses and strengths". Additionally, according to Beare (2008), videos support students to become more conscious of their learning process. They allow the learner to get an immediate feedback being videos more effective than "simple teacher correction". Moreover, Esseberger (2000) claims that videos can be used in a diverse way in a language classroom since they are an exceptional medium of learning. However, videos can be used not only in a classroom, but also on distance learning settings where facilitators can interact with students via internet, as Rammal (2006) points out.

Similarly, Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way. Because of learners can see the language in use from natural contexts; they can make connections between words and images which help them to analyze their own use of the language or even to learn new language.

Teaching methods are changing every day. Hence, if technology goes by hand with teaching strategies, a clear example is the integration of CALL (Computer- assisted language learning) into classroom setting using podcasting as an exchange of visual and audio information via the web so that teachers change the class environment generating and increasing motivation of the learners of a second language.

2.3.1 The use of YouTube

YouTube is an online public communications site. The site allows for registered users to upload and have available for the public their videos for viewing. Anyone who goes to the

site can view the videos that are posted on this site. The videos are anything from beginner videos to more professional videos.

You can put just about anything you want on the YouTube site. You can also watch just about anything on YouTube. There are some great videos out there on YouTube that are very interesting and entertaining and will never be seen anywhere else. No matter what kind of video you want to watch or post, you can do it all on YouTube. There is a wide variety of different videos out there. There are learning videos, entertainment, comedy, action, music, marketing and much more.

Video can be a powerful educational and motivational tool. However, a great deal of the medium's power lies not in itself but in how it is used. Video is not an end in itself but a means toward achieving learning goals and objectives. Effective instructional video is not television-to-student instruction but rather teacher-to student instruction, with video as a vehicle for discovery. YouTube is increasingly being used by educators as a pedagogic resource for everything from newsworthy events from around the world to "slice-of-life". YouTube is the most popular online sharing site that's widely used by all people around the world, including students. On YouTube, all students can easily search any videos uploaded by other users, either for learning or having fun.

Often times, we think that YouTube is just a plain video-hosting site. We only think of it as a source of entertainment, where we can watch music covers, music videos, parody, movie trailers, concerts, series, TV shows, and the like. But did we think about it as a helpful tool for school? YouTube can also be an excellent tool to educate the students!

YouTube is an alternative way to bring the best out of teaching. YouTube for schools is a great area to look upon. You should consider the good side of it. YouTube sees to it that you are not only limited to purely entertaining videos, but that you can also gain access to numerous educational ones.

Exactly, what are students doing on YouTube? Below are three most reasonable and possible answers:

- **Watch educational videos**

Learning from videos is a great and effective way to know something clearly and enrich knowledge, right? Fortunately, it can be done online by visiting YouTube site. All you

need to do is just typing what you're looking for on the search box and then all related results will appear. Furthermore, you can directly go to education category (youtube.com/education) to discover world's facts and information about science, math, engineering, technology, business, and much more.

- **Upload and share your own videos**

Do you have a Gmail account? If you do, you can use it for uploading your own videos like presentation, vacation, birthday party, graduation party, etc. You can upload videos in the various formats like FLV, MP4, 3GP, AVI, etc. and in the various video resolution from 240p to 1080p. Uploading videos on YouTube is really fun because you can immediately share them to your friends and family via Facebook and Twitter.

- **Watch favorite music videos**

Who is your favorite singer or band? It's the fact that most bored students access YouTube to overcome their boredom and relieve stress for a while by watching nice music videos of their favorite singers or bands. Subscribe to your favorite channels to keep updated. Moreover, you can even find out what's new on YouTube and the most popular and most watched YouTube videos.

Well, enjoying YouTube you definitely need some additional software like YouTube downloader for downloading the videos, video converter for converting incompatible formats, and a program that lets you capture YouTube videos.

One of the best advantages of this site is that it can be used for free. It allows the teachers as well as the students to post videos without having to pay any price for it. Once the video is recorded, it is directly uploaded on the site and anybody who accesses the site can view the video and even download to their personal computer, laptop or tablet.

Today, more and more schools around the world are realizing the importance of using visual aid to promote better education among students. YouTube comes as one of the best visual tools that allow teachers to make the lessons for fun, interactive and interesting for the students. YouTube can be used effectively in the classroom to create education videos for class projects, design works and presentations. Sometimes, the lessons created by the teachers are large in size and it is impossible for them to send it to students through e-mail.

In such circumstances, the YouTube videos provide a wonderful alternative to post videos and presentations online. Students can watch these at home or at school and learn.

YouTube video can help students in providing a different perspective or a unique point of view on various important current issues. Teachers can use the YouTube videos to augment their argument on a particular topic. These videos in conjunction with the ideas shared by the teachers and the information presented in the books serve as invaluable resources to help students get a clear and comprehensive understanding of the various events.

Apart from using the YouTube videos for discussing current events, it can also be used to great effect to discussed historical topics. The site features a multitude of educational videos that are reenactments of the historical events. These videos can be used to provide visual illustration of the subject being discussed. While you cannot use YouTube as the only tool for teaching, if used in combination with articles, notes and classroom it can be a potent tool in promoting quality learning. So, we can use YouTube for the right purposes.

2.3.2 YouTube as a learning library

Ever-changing technological advancements present new opportunities for academics to incorporate online materials into the traditional classroom situations allowing, both teaching and learning to become more interesting and meaningful. Now that a growing majority of internet users have a broadband connection, YouTube and other video clip websites have become even more popular – especially young adults.

As for as language learning is concerned, YouTube is an unlimited resource for language learning. To illustrate, one can listen to all kinds of spoken language (formal, informal) and all genres (songs, debates, talks, poems) and learn a lot of vocabulary in context, which without doubt, will help learners to memorize more easily. In addition, language teachers could help their students to explore the world of online language learning possibilities.

In order to be able to understand how YouTube can enhance the process of learning, it is important to begin with a clear assessment of what YouTube represents. YouTube (youtube.com) is a video sharing Web site that allows anyone to post videos online. Viewing videos on YouTube is free as is an account that allows users to exchange email

and interact with other YouTube users. It is created in 2005, and it was founded by Chad, Steve Chen, and Jawal Karim, who were employees in PayPal Company. YouTube began as a venture technology with US \$11.5 million investments. The domain name is www.youtube.com, and then it is developed as and grew rapidly as more than 100 million video views per day. YouTube is classified as the third most visited website on the internet. In 2008, Wesch (2008) estimated that over 150,000 videos were uploaded to YouTube per day and that 78.3 million videos total were available. It would require an estimated 412.3 years to view all the content.

Unregistered users can watch the videos for free, while registered users are permitted to upload an unlimited number of videos. Songs can be directly used to teach vocabulary in the English language lessons. This would instantly motivate students to learn the language as they are able to view the video clips as well as read the lyrics projected on the screen. While singing, they are able to read the lyrics and this indirectly encourages them to learn new words. As stated by Barska (2006), the most important factor in language learning is the motivation, which is why English language teachers have always tried to find new strategies in their lessons. Teachers should be vigilant in selecting appropriate songs in YouTube to be implemented in the teaching of vocabulary lessons.

Characteristics of YouTube

A typical YouTube webpage is usually made up of the following components:

- the wide variety of video content including movie and TV clips and music videos, as well as

amateur content such as video blogging and short original videos;

- unregistered users can watch most videos on the site; registered users have the ability to upload an unlimited number of videos;
- Flag – ability to indicate a video that has inappropriate content;
- Title - main title of the video;
- Tags – keywords specified by the person who has uploaded the video;
- Channels – relating to groupings of content;
- Related videos - determined by the title and tags, appear to the right of the video;

- Subscribe – registered users can subscribe to content feeds for a particular user or users;
- Comments – often not monitored can be provided by any registered user about a video uploaded;
- Views – the number of times a video has been watched;
- Rating - videos can be rated by registered users

There are several different ways a teacher can use YouTube. The most evident one is using YouTube as a source of video materials for their lessons but a teacher can also store their own video materials there, create and administer their own account and of course, use the website, like most of their students, for entertainment and relaxation when necessary.

Source of materials - according to YouTube there are 10 hours of video materials uploaded to their website every minute (YouTube), which amounts for 14,400 hours of new video materials available for a teacher every day. This means that a lesson on nearly any topic can be supplied with additional video materials. An important feature of the website is the search engine. Thus a teacher can simply type whatever he is looking for and the engine will find any available materials for them. Apart from common video materials a teacher can look even for such specific materials like songs, which have become a popular part of English lessons and can be widely approachable here. Additionally, as even teachers of English have become members of YouTube community, specifically focused materials like pronunciation exercises or ELT and ESL materials can be found here. All these materials can be downloaded from the Internet, modified and uploaded again to the Internet as a new video.

Storing and administration of own video materials – apart from searching for materials, teacher can also store and administrate their own video materials on YouTube. Materials recorded either by students or a teacher during the lessons can be stored here and made available to the users. The pupils can present their lesson work to their friends or parents which may have a positive motivational effect. A teacher can upload an unlimited number of recordings to their account and the only restriction is the length of the recording, which must not exceed ten minutes. The teacher can further decide whether to make the material available to anybody on the Internet or limit the access to a closed community of users by setting up a password.

Source of actual events – there are many advantages and disadvantages of classical textbooks the teachers use during their lessons. One of the disadvantages is the fact that the textbook cannot be comprised of up-to-date materials. However, YouTube can supplement the textbook with materials available for the lesson, often just few minutes after an important event.

Conversation lessons on the topics of current events can benefit from the support of quality and up-to-date materials downloaded from YouTube.

Entertainment and relaxation – last but not least, one way a teacher can benefit when using YouTube is the main reason this web page was primarily developed. Teaching is a mentally demanding profession and every teacher should relax and entertain oneself. No matter what hobbies and personal interests the teacher holds, YouTube can often provide a volume of suitable materials to support their further advancement.

2.3.3 Research concerning YouTube and foreign language learning

There is a wide range of ways that YouTube can be utilized in order to assist and enhance the process of learning. Within the context of English language learning, YouTube is arguably even more useful than in other educational contexts and Alimemaj (2010) claims that technological advancements and the proliferation of broadband in traditional classroom situations means that English classes and learners have an enormously varied new tool to improve listening skills. She argues that this presents challenges as well as opportunities, because even though YouTube offers a vast array of clips of authentic examples of ‘everyday’ English used by ‘everyday’ people within a wide range of contexts, the poor sound quality, pronunciation and slang featured in many of these short videos can also make them more difficult to understand than traditional listening platforms (Alimemaj, 2010). Comac (2008) agrees with this assessment, but points to other important ways in which YouTube can improve the process of learning. Comac believes that YouTube offers an ideal platform through which to incorporate audio blogs into the classroom and instructors can use such blogs to manage oral assignments, interact with learners and to evaluate performance outcomes (Comac, 2008). Nejati argues that

YouTube is critical, particularly in relation to enhancing future language learning, because such platforms play a “pivotal role in practicing the target language and its pragmatics, engaging students in active and productive projects, preparing them for likely future encounters in computer-mediated communication, learning more about other cultures and preparing them for becoming autonomous learners” (Nejati, 2010; Lord, 2009). However, whilst Nejati acknowledged the role that a wide variety of different websites can play, he is particularly emphatic about YouTube in a language learning context. He described YouTube as an “unlimited resource for language acquisition/learning” and points out that one can “listen to all kinds of spoken language (formal, neutral, informal) and genres (songs, parodies, debates, political speeches, talk shows, lectures) and learn a lot of vocabulary in context, which, without a doubt, will help memorization” (Nejati, 2010). Below are some specific examples of approaches to incorporating YouTube into the teaching and learning experience:

- YouTube can be used to create a learning community where everyone has a voice, anyone can contribute, and the value lies equally within the creation of the content and the networks of learners that form around content discovered and shared. (adapted from Educause Learning Initiative, 2006);
- allow your students to create a short video as part of an assessment item instead of the traditional essay. Becoming involved in the creation of a video, “heightens a student's visual literacy, an important skill in today's electronic culture” (Educause Learning Initiative, 2006);
- YouTube allows the learner to experiment in new media to convey information and knowledge. “Many educators believe that the act of creating content, in virtually any form, is a valuable learning exercise” (Educause Learning Initiative, 2006);
- record a video of a guest presenter relevant to your content and use the YouTube comments feature to generate some discussion;
- pose a question at the end of class that can be considered from distinct viewpoints and ask your students to search for 2-3 video references relating to the different perspectives. The use of video as a part of an anticipatory set to promote discussion can be useful tool to engage with an audience already enamored with the YouTube phenomenon;

- the use of video also has several advantages over graphic and textual media. E.g.: portrayal of concepts involving motion, the alteration of space and time; the observation of dangerous processes in a safe environment; dramatization of historical and complex events; demonstration of sequential processes the viewer can pause and review;
- to support language learning, at the end of one of your classes, decide on a particular topic and ask your students to search for short videos on this topic to watch it and create a difficult vocabulary guide;
- ask students to capture a series of video vignettes related to their work placement. This will provide a rich authentic resource both for current students and future use. One example this are the video vignettes described within Diane Skiba's (2007) article, "Nursing Education 2.0 via YouTube";
 - within higher education Jenkins, (2007) describes the 'YouNiversity' and suggests an intellectual network where students interact not only with professors, but with industry and the community;
- YouTube can be used as a virtual library to support classroom lectures by providing students with access to video clips. (Conway, 2006)

Dowse (2009) expresses that the YouTube website provides a wide variety of content suitable for English teaching and it should be effectively manipulated by the teachers in the language classroom. He states that using successful techniques and appealing tools especially songs to teach new vocabulary items make students find words easier to remember and become more motivated in class. By engaging in a pleasurable experience, they are relaxed and their inhibitions about acquiring a second language are lessened. Those who are taught in a fun and creative way, love attending the lessons and this in turn becomes a great way for teachers to achieve success with their students. The use of internet technologies like the YouTube website to teach vocabulary is one of these experiences.

2.3.4 Online videos and vocabulary teaching

Among the many methods and approaches applied to vocabulary learning and teaching, the use of technology has gained in importance in recent years. Advances in computer technology have enabled researchers and teachers to use a more systematic and data-based approach, with innovative methods and techniques, in vocabulary instruction and learning.

Technology has now an important role in teaching because innovative tools and strategies have emerged, offering teachers different video sources to be implemented in EFL classrooms to improve students vocabulary.

While the videocassette recordings or the recordings on DVDs are connected with the solid medium that carries them, the latest developments of the Internet have come with a completely new technology that does not require a solid medium for the end-user. The recording itself is placed on the Internet and users can access it using a computer. Recordings that can be played by a single click of a mouse are called streaming media. Wikipedia defines streaming media as “multimedia that are constantly received by, and normally presented to, an end-user while being delivered by a streaming provider” (Streaming media). This means that the user can play the file even if the whole file was not yet downloaded from the Internet. In the past various media has been shared, sent or distributed over the Internet but there was an important drawback preventing a massive spread of online videos.

Advantages

- No solid medium required for the end-user – this means that the teacher no longer needs to store dozens of videocassettes or DVDs and it also means that no video or DVD players are necessary for playing these recordings. The loss of the medium in the past often meant the loss of the recording, which cannot happen with online recordings.
- Length of the videos – the videos on YouTube are short enough (up to ten minutes), so the teacher can focus on vocabulary. The vocabulary can be pre taught beforehand and students can listen to the newly learned words in context while watching the clip. As the length of the video is stated on the website, the teacher can plan the lesson with the timescale in mind.
- Sharing the recordings – recordings placed on the Internet are accessible, not only by the teacher, but also can be easily reached by the students. Video recordings in the past could hardly become part of the homework because it would be difficult to distribute a copy of the recording to all the students. Additionally, the cost of such a process would be way too high and therefore not affordable for schools.

- Authentic language – students are exposed to truly authentic language. Many of the videos are uploaded to the servers by native speakers of English and view them in real situations. The students can see the culture of a different country and learn everything in context.
- Durability of online recordings – the teacher no longer needs to worry about the durability or quality of a recording. Online recordings cannot be damaged by students, or accidentally by a teacher. Their quality stays the same with time and the companies hosting the recordings on the Internet back them up.
- Amount of online videos – volume of available recordings is large and extensive. Their number is growing every day and up to date videos are often available a few hours after being recorded. This can be highly useful when the teacher wants to focus the lesson on current events that cannot be monitored by textbooks or other printed materials.
- Possibility of further modification – materials available online can be often further customized. This means that a teacher can download the video from the Internet, edit these materials accordingly and upload them back to the Internet. A teacher can modify the length of the videos and, using the right software, even add subtitles, modify the soundtrack or edit other features of the recording.
- Visual element – the visual element stimulates students and short videos are nice alternatives to the exercises found in textbooks. The visual element also encourages more senses and students are opened to discussions.
- Recording of online videos – recording of online videos is a very simple process today. A teacher or school no longer needs to spend enormous amounts of money on expensive video cameras. Quality video recordings can be easily made with inexpensive web cameras, average digital cameras or even a mobile phone. The process is simple and recorded video can be available to all students through the Internet a few minutes later. Video-based methodologies for language learning are certainly not a new concept. For the past several decades, the video medium has been used as a teaching resource to enhance English language learning. Although researchers are slowly recognizing the usefulness of online video clips in classrooms, there are limited researches done on the appropriateness of the freely available online video clips.

The popularity of online video largely contributed by YouTube can be seen in many statistical reports since its creation in 2005. In the first five years of service, YouTube recorded 2 billion views per day. Blinkx (2011) has indexed more than 35 million hours of video in its website. Nielson Company in its January 2011 online viewing figures revealed that there are 14.5 billion videos with average viewing time of 279 minutes per viewer. This statistics on the number of video clips watched and uploaded is a clear indication that these existing video clips can be used in positive manners in improvising the teaching and learning processes. Of the millions of videos created and uploaded daily, a large number of them are educational and they can be downloaded and used. Mullen and Wedwick (2008) expressed that videos are now available at the click of mouse and video sharing sites like YouTube provide quick access to a big pool of video data base.

Nielson Online reported that the level of activity was up as viewers' streamed 28% more video and 45% of them spent more time watching online video and to date there is no exact number of online videos available. However, this number will continue to surge and as of February 2011, about 7.5 millions of video has been streamed on YouTube alone in the U.S.

The research on videos and multimedia learning provides an empirical foundation for their use in teaching, especially with introductory courses and novice learners, to increase memory, comprehension, understanding, and deeper learning.

Video are kinds of audio visual instructions might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. Herron (1994) finds that advanced organizers based on videos helped learners improve comprehension and aid in the retention of information. It is possible to incorporate video into many different aspects of language teaching and learning.

The Video had an irascible appeal for the student. They created suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language. A recent large-scale survey by Canning-Wilson (2000) suggests that the students like learning language through the use of videos.

There have been a great number of supporters of the use of videos for various reasons. For example, Canning-Wilson (2000) claims that the use of illustrations, visuals, pictures,

perceptions, mental images, figures, impressions, likenesses, cartoons, charts, graphs, colors, replicas, reproductions, or anything else used to help one see an immediate meaning in the language may benefit the learner by helping to clarify the message, provided the visual works in a positive way to enhance or supplement the language point. Videos allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations.

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997). Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. We know that deficiencies in vocabulary can make even a simple task very difficult for our students. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute program can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention span.

It is obvious that non-native speakers of a language rely more heavily on visual clues to support their understanding and there is no doubt that video is an obvious medium for helping learners to interpret the visual clues effectively. According to a research, language teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment. Moreover, in this issue Arthur (1999) claims that video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability.

A great advantage of video is that it provides authentic language input. Movies and TV programs are made for native speakers, so in that sense video provides authentic language input (Katchen, 2002). That is to say, it is obvious that the practical implications of video

in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the program can be utilized for intensive study. To pay special attention to a particular point in the program it is possible to run in slow motion or at half speed or without sound.

Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology.

The other point that should be focused is that in foreign language to interpret attitude is very difficult owing to the fact that the listener concentrates himself on the verbal message, not the visual clues to meaning. Video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter presents detailed description of the research methodology applied in the present research study. The first part (3.1) ‘Research Design’ includes the types of mixed research which is called ‘Quantitative and Qualitative Research. The next part (3.2) ‘Universe and Samples’ explains the participants of this study. The third part (3.3) ‘Data Collection Techniques’ describes the data collection tools and procedures which were materialized in this research, and also how the scores were assigned are explained and presented. The last part of the methodology ‘Data Analysis’ in which analysis of experimental research was described and the findings and comments were reviewed.

3.1 Research Design

In this research, two groups selected randomly at the same proficiency level (elementary) were compared according to two different instruments for vocabulary teaching. The first instrument was the use of songs on YouTube in teaching vocabulary. The second instrument was the use of course book in teaching vocabulary. Therefore the study offers a true experimental study (Dörnyei, 2001), in which control and experimental groups in terms of use of YouTube in teaching vocabulary to young learners of English were compared.

In order to understand the effects of songs on YouTube in teaching vocabulary, qualitative data were also gathered as complementary to the experimental design. In this quantitative part of the study it was used one pre-activity test and one post-activity test to see the effects of video-songs on vocabulary teaching in an experimental design.

At the beginning of the study, six different units of vocabulary have been chosen. Each unit constitutes around 10 to 13 vocabulary items.

Firstly, in order to test the target vocabulary knowledge the pre-test was implemented to experimental and control group with no prior announcement. The pre-test was in the form

checklist. Then, for experimental group 6 video-songs on YouTube were selected. Within these songs 68 words were randomly selected as the target words of the study.

The teaching process was implemented in two sessions, on the same day for two consecutive weeks. In each session the experimental group watched one video-song on YouTube including 10-13 target vocabulary items. In contrast, control group was taught the same 10-13 target words through traditional method by using course book and activity book *Joyful English-II*.

After the teaching process, in order to test the hypotheses of this study, both groups were given the same post-test. According to this research design, the same vocabulary test was used. In addition, the total number of the new vocabulary introduced was 68 for each group.

3.2. Universe and Samples

The research was conducted at a Primary School in Ankara. Young learners of English at a primary school are the major universe of the study. There are around 110 students at this age and proficiency level in the school. The sample identified for this study is 73 young learners of English. Another dimension of the sampling includes one professor of ELT working and teaching in an ELT program and one teacher from a primary school.

3.2.1 Demography

10-11-year-old students of the 4rd form at Primary School participated in the research as subjects in the academic year of 2012-2013 in the spring semester. The number of the subjects in the experimental group and the control group was not equal; 37 in the experimental group and 36 in the control group, but as is seen, the difference between class sizes are not significant. Other participants were 2 teachers from Gazi University holding a PhD degree on ELT and one English teacher who works at Primary School.

3.2.2 Experimental and Control Groups

There were 37 pupils in experimental, and 36 in control group. 23 pupils of the experimental group were female, and 14 were male. In the control group, 18 pupils were female and the remainder 18 of them was male. The pupils had already been grouped into

two classes, 4-B and 4-C. One of these two classes was randomly assigned to the experimental group, and the other was treated as the control group. The students in the groups were nearly at the same level of English language knowledge.

3.3 Data Collection Techniques

Several data collection techniques were administered in this research.

3.3.1 Data Collection Instruments

The materials used in this study were pre-test, post-test, video-songs on YouTube and worksheets. Also an interview was held with two teachers of English.

3.3.1.1 Selection of the Vocabulary units

In this research, it is aimed at teaching vocabulary through video-songs on YouTube to young learners at elementary level. Therefore, the vocabulary items were chosen according to their level. There were six units each of which had been chosen to attract the attention of the children. We tried to keep in mind that the more natural and life-related the topics were, the more enthusiastic the children would be. For all these reasons the following units were chosen:

1-Pets

2-Vegetables

3- Food and Drinks

4- Transportation

5- Toys

6- Seasons

3.3.1.2 Selection of the Video-Song Patterns

For each unit of vocabulary the researcher used video-songs on YouTube. For teaching vocabulary about pets, the song "I've got a lot of pets" was used. In this song, there were

different types of pets. While teaching vocabulary about vegetables, we used the song “To the garden” by Peter Weatherall. In order to teach vocabulary about food and drinks, students watched the video-song — “Supermarket”. In this video, the singer explains what we can buy from the supermarket. For teaching vocabulary about transportation, we used the video-song —Transportation. In this song, the singer shows means of transportation and explains where we can use them. For the next unit “Toys” the children listened to the song “Toys”. Finally, to teach vocabulary about seasons, the researcher used video-song “Season Song” and “Weather” from YouTube.

3.3.1.3 Pre-Activity and Post-Activity Tests

As we said before, there were six units of vocabulary. Before each unit we applied a pre-test to see the level of the children. Moreover, these tests were at elementary level. The post-activity tests have been applied at the end of the term. These tests consisted of various types of questions ranging from multiple choice tests to matching items.

3.3.2. Research Procedure

The central concern of this study was to investigate the effect of songs on YouTube on teaching vocabulary for young learners as an alternative method.

In this study, two groups at the same proficiency level (elementary) were compared according to two different techniques for vocabulary teaching. The first technique was the use of songs on YouTube in vocabulary teaching. The second technique was the use of a traditional technique, giving Turkish equivalents of every word. The teacher was assigned to teach six classes during this particular term. Since the study required two classes -one experimental group and one control group- were chosen for the study. Each class has four hours of English lesson in a week. After the formation of the groups, six topics were randomly selected for vocabulary teaching purpose. Within the six topics 68 words were selected randomly as the target words of the study.

3.3.2.1 Lesson Plans

Six lesson plans were prepared in order to teach new vocabulary items through songs. The new vocabulary items were chosen based on the course book and they were included in the 2012-2013 educational year curriculums as active vocabulary items. Each of the lesson plans was implemented step by step as explained step by step below and in the appendices.

Generally, ten or eleven new vocabulary items were introduced. Totally, 68 new vocabulary items were taught through the songs on YouTube. Each lesson started with a warm-up activity. The activity was about the topic of the lesson plan and prepared the pupils physically and mentally for the lesson. Then the teacher introduced new words by showing them video on YouTube, it was the song which drew the pupils' attention. In the practice part, the students played different games. They had lots of opportunities to practice new words. They worked in groups. They actively participated in the lessons from the warm-up activity to the production part.

The pupils in the control group learned new words, but the teacher just gave the Turkish equivalents of the words or showed the pictures. They did not listen to the songs or watched the video. They just followed the book. They did not participate in any extra activities.

3.3.2.2 The Exam

After each implementation, two activities, which covered the new vocabulary items, were administered to the students. The pupils had not been informed about the quiz beforehand. Different question types, such as filling-in-the-blanks, choosing from multiple options, matching and rewriting sentences were used to assess their knowledge of vocabulary. At the end of the term, an exam which consisted of all the vocabulary items taught through songs was applied. The exam consisted of all the new vocabulary items, 68 words taught through songs on YouTube. It was administered at the end of the semester. There were five parts.

3.4 Data Analysis

The data analysis phase includes different procedures depending on the nature of the data. For the quantitative data, frequency and percentages of the learnt vocabulary were calculated and compared to each other. Also the students' exams, for both control and experimental groups, were analyzed to unravel a possible success in the experimental group. As for the qualitative data, the interview results of the professors were analyzed by constant comparative method (Glaser & Strauss, 1967) and similarities, differences and emerging themes were categorized accordingly. Also critical remarks of the professors were quoted directly to show their stances objectively about the phenomenon.

CHAPTER IV

DATA ANALYSIS

4.0. Introduction

In this chapter, the collected data were analyzed and interpreted. In part 4.1, findings of the quantitative data of experimental design are analyzed. The following part, 4.2, reports the analysis of qualitative data which discusses evaluation of the interviewees' responses. Part 4.3 summarizes the findings of the research.

4.1. Findings of the Experimental Design

Participants' gender is described on the table 1 below through the frequency and percentage of 73 participants in this study, 44 of them, namely 60.2 are females, while 29 of them, 39.8 are males. Thus, it can be stated that the number of females are more than the number of males in this study.

Table 1. Demography and Gender Variety

	N	Female	Male
Control	36	20	16
Experimental	37	24	13
Total	73	44	29
Frequency	100	60.2	39.8

In order to obtain baselines for an accurate comparison and evaluation of the results of the pre-test and the post-test, the pre-test/post-test was administered at the beginning and at the end of the instruction process respectively. The raw pre-test and post-test scores of the students were used to calculate the means and the standard deviations of the group for both of the tests.

Table 2: Group statistics of the control group and experimental group

Group	N	Mean	SD
Control G.	36	30.73	24.43
Exp. G.	37	53.77	19.01

According to Table 3, the average post-test scores of the female students were calculated as Mean is 48.2748 \pm SD is 18.75664 and the average post-test scores of the male students were calculated as Mean is 35.3097 \pm SD is 28.96532.

Table 3: Group statistics of the control group and experimental group in terms of gender

Gender	N	Mean	SD
Female	40	48.2748	18.75664
Male	33	35.3097	28.96532

Equality of variances is an assumption for some parametric and non parametric statistical methods. We must be able to test for equality of variance. According to Table 4, it shows that Levene's test verified the inequality of variances in the sample (homogeneity of variance) ($p > 0.5$); namely, non-parametric tests were required in data analyses. Because p - value is 0.129 and thus above 0.05, which means the groups are not homogeneous with regard to variance distribution.

Table 4: Levene's test for Equality of Variances

F	Sig.
2.355	.129

As the number of the participants were about 30, non-parametric tests applied for the analysis of this data. For the comparison control group, Mann Whitney Test was applied. Differences were found between pre-test and post-test results of the control group in terms of vocabulary learning ($p < 0.05$, Mann Whitney U Test, $Z = -6.743$), details of which are presented in Table 5. As p-value is below 0.05, there are significant differences between pre-test and post-test of control group. Also the Mean Ranks show that the post-test was more effective, which is given in Table 5.

Table 5: Comparison of the pre-test and post-test of the control group

Results	N	MR	SR	Z	P
Pre Test	36	19.26	693.50		
Post Test	32	51.64	1652.50	-6.743	.000

Experimental group displayed a significant increase vocabulary learning ($p < 0.05$, Mann Whitney U Test, $Z = -7.245$). The results indicate a statistically significant increase in pre-test and post-test of experimental group. Also the Mean Ranks showed that the results of post-test of the experimental group was more effective, which is given in Table 6.

Table 6: Comparison of the pre-test and post-test of the experimental group

Results	N	MR	SR	Z	P
Pre Test	37	19.41	718.00		
Post Test	37	55.59	2057.00	-7.245	.000

The p-value is 0.702 and it is above 0.05, so it shows that pre-test of the control group in terms of gender was not effective. Also p-value is 0.880 above 0.05 in the post test of the control group in terms of gender and it shows that it was not effective too.

Table 7: Comparison of the pre-t and post-t of the control g. in terms of gender

	Groups	N	SR	MR	U	Z	P
Pre T	Control	36	27.38	985.50			
	Experiment	37	46.36	1715.50		-3.829	
	Total	73			319.500		.000
Post T	Control	32	21.39	684.50			
	Experiment	37	46.77	1730.50		-5.245	
	Total	69			156.500		.000

P-value is 0.062 and it is above 0.05, so the pretest of the experimental group in terms of gender shows that it was not effective.

P-value is 0.0014 and it is below 0.05, so the post test of the experimental group in terms of gender was effective. The Means of female is 22.19. The Means of male is 13.12. As we see in this results the post test of female in the experimental group was more effective than the post test of male.

Table 8: Comparison of the pre-t and post-t of the experimental group in terms of gender

		N	MR	SR	U	Z	P
Pres	male	13	14.50	188.50			

	female	24	21.44	514.50	-1.866	.062
	Total	37		97.500		
Posts	male	13	13.12	170.50		
	female	24	22.19	532.50	-2.445	.014
	Total	37		79.500		

As a greater piece of finding, comparison of both control and experimental groups in terms of pre-test and post-test findings revealed that experimental group developed the vocabulary knowledge of the experimental group.

The SR is 46.36 in pre-test of experimental group and the SR is 27.38 in pre-test of control group which lower than experimental group. The SR of experimental group shows that the results of pre-test of experimental group is more effective. H_0 addresses that there is no difference between the scores of pre-test of experimental and control group. However, in the present research, the p-value was found as 0.000, which is below 0.05 ($p < 0.05$) hypothesis. Therefore the H_0 is declined in the study, which means there is a significant difference between the result of pre-test of the control and experimental group in favor of the latter one.

The post test of the experimental group is more effective because Means of experimental group is higher than posttest of the control group. The SR is 46.77 in post-test of experimental group. H_0 addresses that there is no difference between the scores of post-test of experimental and control group. However, in the present research, the p-value was found as 0.000, which is below 0.05 ($p < 0.05$) hypothesis. Therefore the H_0 is declined in the study, which means there is a significant difference between the result of the post-test of the control and experimental group in favor of the latter one.

Table 8: Comparison of the pre-test and post-test of the control and experimental groups

	Groups	N	SR	MR	U	Z	P
Pre T	Control	36	27.38	985.50			
	Experiment	37	46.36	1715.50		-3.829	
	Total	73			319.500		.000
Post T	Control	32	21.39	684.50			
	Experiment	37	46.77	1730.50		-5.245	
	Total	69			156.500		.000

4.2. Qualitative Research Findings

4.2.1. Evaluation of the Interviewees' Responses

The findings of interview with 14 students (Appendix A) revealed the following findings:

Question 1: Do you like listening to music or singing a song?

Based on the responses given to the first question in the interview all the students stated that they liked listening to music and singing a song. One of the boys said: "Yes, I do. For example in my cell phone I have only one Turkish song and rest of them are in English".

Question 2: What did you think when you heard that you are going to learn words while watching a video?

Most of the students claimed that it would be difficult for them but they found them enjoyable. Very few participants of this research said that it would be boring but they also had fun. One student said that at the first time she had confused but then it were colorful and wonderful.

Question 3: What do you think of your experience now?

According to the students all of them had the same thoughts, they like it. One of the students said that it was an effective technique- watching videos. Also one girl said that it was really helpful for her while learning vocabulary.

Question 4: Did you enjoy learning words while watching a video?

The students reported that they enjoyed learning words while watching the videos on YouTube. One student said that she also learns English by this way.

Question 5: Was learning vocabulary with this technique easy or difficult?

Some of the students answered that it was difficult at first time, 3 of them said that it was not difficult and rest of the students reported that it was neither difficult nor easy.

Question 6: Which techniques are usually used to teach new words by your teachers?

Basically all the participants of the interview said that their teacher taught them by writing words on the blackboard and asked them to rewrite new words on their notebooks 3 times and make them to learn it by heart.

Question 7: Which technique is more effective: learning by listening to songs on YouTube or writing on your notebooks?

Most of the interviewees reported that learning by listening to songs on YouTube is more effective. Because they found it enjoyable and said that it was easier to learn new words while watching. Only one student said that she used to learn new words by writing and repeating because of the examinations. That's why she prefers directly writing new words with the Turkish meaning.

Question 8: What do you normally do to keep new words in your memory?

Most of the students claimed that they repeat words in order to keep them in their memory. Only one girl said that generally she listens to the songs which she learnt words from that songs. Also one boy added that sometimes he watches soap operas in English.

Question 9: Do you think this technique can be improved?

The trainees reported no concrete suggestions for the improvement of this technique.

The Findings of the Interview with the teachers of English language (Appendix A) revealed the followings:

1. Do you believe that using songs on YouTube may help young learners of English develop their vocabulary knowledge?

The common points of the teachers showed that they all believe that using songs on YouTube may help young learners' development of vocabulary knowledge.

2. What could be the possible benefits of using song on YouTube in YL classrooms?

One teacher stated that children can see the lyrics and actions of the song. It helps them develop their listening skills. The second teacher said that the students are both learning and enjoying with songs on YouTube in the classroom.

3. Do you think that using songs on YouTube in vocabulary teaching for YL can be more effective than other techniques of teaching vocabulary?

There are a lot of techniques to teach vocabulary. YouTube is only one of them. I think using songs on YouTube in vocabulary teaching for YL is more effective than the other techniques because the students are very attentive while watching the videos.

4. What are the advantages or disadvantages of using songs on YouTube for teaching vocabulary?

The advantages are developing listening and reading skills, enriching vocabulary repertoire, providing them fun and joy. Disadvantages; children may not concentrate on the song so a tutor can help them. The advantages of using songs on YouTube for teaching vocabulary are the students become more active in the lessons, they are watching the videos carefully so they learn the vocabulary easily.

5. Do you believe that teachers of YL of English should use this technique while teaching vocabulary?

Both of the teachers said that teachers can use this technique.

6. What aspects of this technique should be improved?

One of the teachers responded that songs should be chosen considering children's emotional, psychological and biological development. At the same time the second teacher said that the teachers should prepare the texts about the songs and deliver to the students.

7. What can be done to make effective use of YouTube in teaching vocabulary to YL of English?

To this question our teachers answered differently. Teacher of ELT at Gazi University said that wireless connection can be used in classes. Teachers can be a model on how to use YouTube to develop listening skills. Second teacher claimed that "Teachers can offer to learners to use YouTube at home in order to improve their language skills".

8. Do you have any suggestions or further ideas about this technique?

To the last question the teachers shared their suggestions that this technique should be used more carefully with younger children. According to the second interviewer every teacher should use this technique while teaching the words to their students.

4.3. Discussions on the Findings

This study was based on a mixed-methods design which aimed to discover the effect of using songs on YouTube on vocabulary improvement of young learners during several weeks of planned courses in Turkey. Following sections of the discussion chapter are organized with regard to the research questions. The research questions (RQ) of this present study are as follows:

- RQ1: Is there an influence of teaching vocabulary through songs on YouTube on students' vocabulary learning?
- RQ2: Can teaching vocabulary through songs on YouTube to young learners be more efficient than using a course book?"
- RQ3: Is there a meaningful difference between the pre-test and the post-test results of the experimental group?
- RQ4: Is there a meaningful difference between the pre-test and the post-test results of the control group?

4.3.1. RQ1: Is there an influence of teaching vocabulary through songs on YouTube on students' vocabulary learning?

The researcher used songs on YouTube in the implementation and it helped students to learn and remember better. In a similar study, Mora (2000) found that singing was an easy way of memorizing something and melody seems to act as a path or a cue to evoke the precise information someone is trying to retrieve. Also song set up a good rapport. It minimizes the differences and maximizes the similarities among students and between

students and teacher and thus, helps learning. This is supported by Beare (2010) in his article on using music for the ESL (English as a Second Language) classroom. He reports that using music in the beginning of a lesson is a great way to introduce new vocabularies to students and get them thinking in the right direction, meaning that they will know what the lesson will be about.

Dowse (2009) expresses that the YouTube website provides a wide variety of content suitable for English teaching and it should be effectively manipulated by the teachers in the language classroom. He states that using successful techniques and appealing tools especially songs to teach new vocabulary items make students find words easier to remember and become more motivated in class.

Moreover, as the researcher observed, songs brought variety to the lesson and that variety ended in motivation which caused maximum participation. That atmosphere in the class was enjoyable both for the teacher and the students during the vocabulary teaching process.

In his research, Lui (2010) stated that there are evidences in education that YouTube has been used for the following purposes:

- Class videos have been provided for student flexible learning
- Use videos as visual aid to help students better understand the learning content
- Use videos to address student different learning styles.
- Use videos as research resources
- Student produced videos for projects

Also, Lui (2010) claimed that YouTube has quickly become a learning tool due to its ease of use. Wherever there is an Internet connection, YouTube videos are available to viewers and it is obvious that there is an influence of teaching vocabulary through songs on YouTube on students' vocabulary learning.

4.3.2. RQ2: Can teaching vocabulary through songs on YouTube to young learners be more efficient than using a course book?"

The results indicated that the use of English songs on YouTube in teaching vocabulary to young learners has a positive effect on the students' learning the new vocabulary. Therefore, the findings of the study statistically proved that there was a significant difference between the scores of the students who learnt the target vocabulary through

songs on YouTube and the scores of the students who learnt the words by translating into Turkish, namely, in a traditional way. Hence, this results support the ideas discussed in review of literature in that using English songs on YouTube offer a great benefit in terms of vocabulary teaching. For example, based on her 10-year experience of incorporating songs in the language teaching, Orlova (2003) claims the use of songs in language classes puts students at ease, makes them more attentive and can increase their desire to learn a language.

Watching video in YouTube will help students to memorize the events more easily. As the researchers in this current study hope to make use of YouTube which makes the learning process not only more meaningful, but also with more enjoyment (Alimemaj,2010). Similarly, according to the findings of the study by Kelsen (2009), using YouTube as a motivational tool, and students can use this website as a medium in studying English outside of class.

In his study Kabilan Muhammad (2012) claimed that students are eager to use technology such as YouTube to be more comfortable in the classroom environment as 80% of students feel happy and they are familiar with using YouTube which helps them in getting a better understanding of their lessons. The students also appreciated the use of YouTube as a means to learn, because they felt quite at ease with it (Oddone, 2011). Desmet (2009) suggested that we can and should use YouTube videos in the classroom.

In addition, integrating the use of YouTube videos in foreign languages is a valuable resource for teachers and students (Terantino, 2011). Teachers should be vigilant in selecting appropriate songs in YouTube to be implemented in the teaching of vocabulary lessons (Abidin, M. J. Z., Azman, R., Mohammadi, M.P., Singh, K. K. B., & Souriyavongsa, T, 2011). Using songs as tasks might be one way of helping transfer words from songs into use, and maximize the potential of songs as teaching and learning tools (Neil, 2011).

As mentioned in literature and also it was proven statistically that teaching vocabulary through songs on YouTube to young learners can be more efficient than traditional methods.

4.3.3. RQ3: Is there a meaningful difference between the pre-test and the post-test results of the experimental group?

The third research question asks for the difference between the pre-test and the post-test results of the experimental group. The results seem to indicate a statistically significant difference between pre-test and post-test of the experimental group. The pre-test which was conducted at the beginning of the term and the post-test which was conducted at the end of the course are statistically different.

According to Medina (1993), a wide variety of useful vocabulary items can be acquired through popular songs. Using students' favorite songs to teach vocabulary creates endless opportunities for revision which is fundamental for storing the information in long term memory (Murphey, 1992). From songs the children can learn new vocabularies and expressions as well as pronunciation. "Songs are useful for practicing pronunciation" (Brewster et al., 2002, p.163). Several studies have illustrated that teaching different aspects of a language utilizing songs might facilitate the process of language learning in the classroom (Ayotte, 2004; Fischler, 2006; Fisher, 2001; Neumam, 2004; Ransdell & Gilroy, 2001; Schon, Magne, & Besson, 2008; Sloboda, 1990).

Statistically speaking, therefore, there was a significant difference between males and females. This is indicative of the fact that the learners' gender can influence their vocabulary recall. Furthermore, the results pertaining to the effect of gender on vocabulary retention reveal the fact that learners' gender also plays a role in retaining the learned vocabulary item through songs showing that males outperformed females (Alipour, 2012).

The studies on lateralization indicate that not only the brain organization for language but also gender difference might influence the ability to acquire a second language. It is claimed that girls are substantially better second language learners than boys. The greater bilateral organization of a first language in girls enables them better able to acquire a second language (Gleason, 2001). As stated in the literature, the gender makes a difference in participants' learning of second language.

60 % of the students and 68 % of the teachers stated that English through songs could be useful for vocabulary teaching. At the same time they emphasize that learning songs in English could play a significant role in vocabulary growth in the target language (Kömür,

Saraç & Şeker, 2005). Sarıçoban and Metin (2000) in their article state that songs can be one of the most enchanting and culturally rich resources that can be easily used in language classrooms and they add that the songs to be chosen can offer a change from routine classroom activities acting as precious resources to teach a variety of language items such as sentence patterns, vocabulary, rhythm as well as their skills in four language skills.

4.3.4. RQ4: Is there a meaningful difference between the pre-test and the post-test results of the control group?

The last research question intended to find out if there is a significant difference in vocabulary competence between pretest and posttest mean scores for those who underwent the traditional method of teaching. The results can be seen in Table 5 above. There is no significant difference in vocabulary competence between the pretest and posttest mean scores for the control group who underwent the traditional method of teaching.

The students of control group took a longer time to improve on their vocabulary competence through activities such as reading comprehension and grammar exercises focusing on the vocabulary component. They did not show much interest in the lesson conducted although there were some improvements in their vocabulary competence (Abidin, Azman, Mohammadi, Singh & Souriyavongsa, 2011).

On the whole, there were improvements in the vocabulary competence in both groups. The participants in both groups were able to participate in the activities. Nevertheless, the participants in the experimental group portrayed better enthusiasm in their vocabulary activities involving songs shown on YouTube as compared to the control group. The participants in the control group did not show much improvement in their vocabulary competence as compared to the experimental group (Abidin et al., 2011). Although there are many different methods for teaching vocabulary words to students, Mckeown and Beck (1988) suggest that integration of multiple methods rather than a single method would be the best approach.

CHAPTER V

CONCLUSION

5.0. Introduction

This chapter will first provide a summary (5.1) of the current study. It will present once more the major pillars of the research such as background, aims, problem, participants and nature of the research design and data collection procedures. Finally the suggestions for research (5.2) and the implications for practice (5.3) will be stated at the end of this study.

5.1. Summary of the study

The main focus of this study was to ascertain whether the implementation of songs on YouTube had any positive effects on the young learners' vocabulary knowledge. Within this consideration, it has been the center of various studies and researches. In a similar way, teaching vocabulary to young learners is the focus of the present research. Thus, a great many different techniques are employed to be successful. One of the most important techniques is using songs on YouTube in order to teach vocabulary to young learners.

10-11-year-old students of the 4rd form at primary state school participated in the research as subjects in the academic year of 2012-2013 in the spring semester. There were 37 pupils in experimental, and 36 in control group. 23 pupils of the experimental group were female, and 14 were male. In the control group, 18 pupils were female and the remainder 18 of them was male. One of these two classes was randomly assigned to the experimental group, and the other was treated as the control group.

There were six units each of which had been chosen to attract the attention of the children. For each unit of vocabulary the researcher used video-songs on YouTube. Generally, ten or eleven new vocabulary items were introduced. Totally, 68 new vocabulary items were taught through the songs on YouTube.

As said above, there were six units of vocabulary. Before each unit we applied a pre-test to see the level of the children. Moreover, these tests were at elementary level. The post-activity tests have been applied at the end of the term. These tests consisted of various types of questions ranging from multiple choice tests to matching items.

After each implementation, two quizzes, which covered the new vocabulary items, were administered to the students. The pupils had not been informed about the quiz beforehand. Different question types, such as filling-in-the-blanks, choosing from multiple options,

matching and rewriting sentences were used to assess their knowledge of vocabulary. At the end of the term, an exam which consisted of all the vocabulary items taught through songs was applied.

The data analysis phase includes different procedures depending on the nature of the data. For the quantitative data, frequency and percentages of the learnt vocabulary were calculated and compared to each other. Also the students' exams, for both control and experimental groups, were analyzed to unravel a possible success in the experimental group. As for the qualitative data, the interview results of the professors and students were analyzed.

As a matter of fact, the findings have shed light that the experimental group had far more significant improvement in their vocabulary competence as compared to the control group. The study indicated that YouTube was effective in promoting better learning of new words. It is suggested that YouTube can be integrated into English course. This method brought several positive aspects to the class. The environment of the class was much better during the experiment than during applying the usual activities. The learners were more focused on the lyrics in order to catch the new vocabulary and they were more interested to the lesson.

Using songs on YouTube to improve the vocabulary competence among primary school students is indeed an interesting and effective method. With proper planning and song selections, students will be able to learn more new words effectively. Integrating the use of YouTube videos in foreign languages is a valuable resource for teachers and students. After the research, it has been understood vocabulary teaching is the heart of the language teaching. It has been pointed out that communication would be deficient without vocabulary although you know all the rules of a language.

It is obvious that songs can be used by teachers to achieve many goals in language teaching. They can be useful in every aspect of language teaching and can serve for the development of all skills such as listening, speaking, reading and writing skills. Besides all of these, new vocabulary can be presented by means of online video such as YouTube.

The results show that the experimental group achieved better results than the control group, and that using songs on YouTube can be an effective technique to teach vocabulary to young learners for the following reasons:

- Songs on YouTube have great tendency to attract attention of the students

- Songs allow learners to experience a sense of success.
- Song has a great potential as a teaching resource in the process of learning and teaching a foreign language
- Songs on YouTube influence the learners' motivation
- Songs can also be used for practicing correct pronunciation, accent and intonation
- Songs and videos are authentic materials

At the end of this study we see that the use of songs on YouTube improved students' vocabulary learning. Moreover, the motivation of the students was higher thanks to the video patterns; so, it should be born in mind that the use of technology, especially the technology that students are keen on, makes learning easier, faster, and more interesting. As Balçıkanlı (2009) stated in his article that YouTube is a great online learning tool and is useful in many ways for learning a language in and out-of-the classroom .

5.2. Suggestions for further research

This study is not, however, without limitations. First it is hard to generalize the data due to the limited number of participants to the study. This study was applied to 73 language learners, 36 for the experimental and 37 for the control group. Thus, the number of the participants could be increased in order to get a more generalized result.

Second this study consisted of six-unit vocabulary study. Two classes per week cannot be thought to be enough to reach to a scientific statement. In a future research, it is suggested that this study must be applied to whole schooling year encompassing a whole vocabulary curriculum.

Third this research study was applied only to young learners and shown only children songs on YouTube, but it can be also used for adult language learners. Because you can find millions of songs for adults on YouTube in order to teach vocabulary.

Fourth the aim of this study was just to teach vocabulary through the songs on YouTube, at the same time the grammar and four skills can be taught by this technique.

Fifth the implementation was applied only in classroom at lesson time. But also outside of the classroom use of YouTube videos should be analyzed.

Finally, impact of YouTube on students should also be investigated in terms of socio linguistic pragmatic and discourse competences.

5.3. Implications for practice

The findings of this study may offer certain pedagogical implications for English language teaching in young learners' classrooms, as follows:

- Using songs on YouTube in teaching vocabulary in young learner classrooms can be an effective source of motivation for young learners of English.
- Vocabulary items can be taught and enhanced efficiently in the specified period of time given in the curriculum.
- Like vocabulary items, the main four skills should be taught in an integrated way and enhanced with regard to the aim with the help of songs on YouTube.

It is therefore concluded that such imported media abundantly available on internet, either YouTube or many other similar video servers, may vary the learning experiences of the learners specifically at EFL contexts and lead them to discover how language works in its authentic contexts. Stretching the boundaries of teaching English, to young learners in the case of this thesis, from classrooms to real life can also be materialized via possibilities of the latest internet technology, finest examples of which is the YouTube. The rest is the choice of the teacher.

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APPENDICES

Appendix A. Data Collection Instruments

INTERVIEW WITH THE STUDENTS

STUDENT 1

T : Do you like listening to music or singing a song?

L1: Yes, I like them.

T : What did you think when you heard that you are going to learn words while watching a video?

L1: At the first time I confused but then it were colorful and wonderful.

T : You thought it would be wonderful.

L1: Yes.

T : What do you think of your experience now?

L1: It was good.

T : It was good.

L1: Yes.

T : Did you enjoy learning words while watching a video?

L1: Yes.

T : OK. Was learning vocabulary with this technique easy or difficult?

L1: It was not so difficult because it was enjoyable.

T : OK. Which techniques are usually used to teach new words by your teachers?

L1: Writing.

T : Writing on the blackboard?

L1 : Yes....

T : For teaching vocabulary?

L1: Yes.

T : By your teachers, I mean. Did your teacher say the Turkish meaning directly?

L1: First she asked us then if we didn't know she said the meaning.

T : Which technique is more effective...

L1: Both of them I think.

T : What do you normally do to keep new words in your memory?

L1: Learning by heart.

T : Do you repeat all the time?

L1: Yes

T: What helps you in order to keep it in my mind the new word.

L1: Books, dictionaries...

T : Dictionaries? OK. Did this technique help you to keep new words better in your memory?

L1: Yes I think.

T : It helps.

L1: Yes.

T : How?

L1: How? I keep it easily.

T : Keep it easily....

L1: Yes, because I see it in the film.

T : Yes..

L1: So I remember. Pictures help me.

T :Pictures help you.

STUDENT 2

T : Do you like singing a song or listening to music?

L2: Yes, I do.

T : What did you think when you heard that you were going to learn words while watching a film?

L2: I thought that it will be difficult.

T: What do you think now? Do you like it?

L2: Yes I like it.

T: Did you enjoy learning words while watching a video?

L2: Yes, I did.

T : Was learning vocabulary with this technique easy or difficult?

L2: Usually it was... sometimes it was difficult... but not easy...not difficult

T : Which techniques are usually used to teach new words by your teachers?

L2: Writing.

T :By writing? The teacher says the direct meaning in Turkish?

L2: No, firstly asks us, then she explains the meaning.

T :OK. Which technique is more effective?

L2: Tests.

T : Test is helpful. OK. Which technique is more effective, writing words on the board or watching video and listening the song?

L2: Listening to the songs.

T: What do you normally do to keep new words in your memory?

L2: I read again and again.

T : It helps you. What about watching a film and learning new words? Does it help you?

L2: Yes.

T :But does it help you to keep new words in your memory?

L2: Yes, yes.

T : Yes it does. Did this technique... Do you think this technique can be improved?

L2: Yes, it can be improved.

T: Thank you.

STUDENT 3

T: Do you like watching video or listening to music?

L3: Yes.

T: What did you think when you heard that you were going to learn words while watching a video and listening to the song?

L3: I thought I would not like it.

T: What do you think of your experience now?

L3: I like it.

T: Did you enjoy learning words while watching a film?

L3: Yes.

T: Was learning vocabulary with this technique easy or difficult?

L3: Neither easy nor difficult.

T: Which techniques are usually used to teach new words by your teachers?

L3: The teacher writes the new words on the board and asks the meaning or gives some clues. If nobody can answer the teacher says the meaning.

T: Which technique is more effective?

L3: I think writing is more effective.

T: What do you normally do to keep new words in your memory?

L3: I repeat them.

T: Did watching video or listening to the song help you to keep them in your mind?

L3: Yes.

T: Do you think this technique can be improved?

L3: Yes.

T: Thank you.

L3: You are welcome.

STUDENT 4

T: Do you like watching video or singing a song?

L4: I like it very much.

T: What did you think when you heard that you were going to learn words while watching a video and listening to the song?

L4: I thought I would learn easily.

T: What do you think of your experience now? Was it effective?

L4: Yes. It was.

T: Did you enjoy learning words while watching a video or listening to music?

L4: Yes. I also learn English by this way.

T: Was learning vocabulary with this technique easy or difficult?

L4: I think it is very easy.

T: Which techniques are usually used to teach new words by your teachers? How do they teach you the new words?

L4: By writing.

T: Did they give you some homework?

L4: Yes. She asked us to write new words three times on paper and asked to learn them by heart.

T: Which technique is more effective?

L4: I think listening and hearing is more effective.

T: What do you normally do to keep new words in your memory?

L4: I repeat them.

T: Did watching video or listening to the song help you to keep them in your mind?

L4: Yes.

STUDENT 5

T: Do you like watching video or singing a song?

L5: Yes.

T: What did you think when you heard that you were going to learn words while watching a video and listening to the song?

L5: I was confused.

T: What do you think of your experience now? Did you like it?

L5: Yes. It was very nice I think.

T: Did you enjoy learning words while watching a video or listening to music?
 L5: Yes.
 T: Was learning vocabulary with this technique easy or difficult?
 L5: It is easy.
 T: Which techniques are usually used to teach new words by your teachers? How do they teach you the new words?
 L5: By writing.
 T: Which technique is more effective?
 L5: I think listening a song is more effective.
 T: What do you normally do to keep new words in your memory?
 L5: I write them.
 T: Did watching video or listening to the song help you to keep them in your mind?
 L5: Yes.
 T: Thank you.
 L5: Not at all.

STUDENT 6

T: Do you like watching video or singing a song?
 L6: Yes. I like very much.
 T: What did you think when you heard that you were going to learn words while watching a video and listening to the song?
 L6: First time I was confused. I thought would it be easy or difficult.
 T: What do you think of your experience now? Do you think that it helped you?
 L6: Yes. I think so.
 T: Did you enjoy learning words while watching a video or listening to music?
 L6: Yes.
 T: Was learning vocabulary with this technique easy or difficult?
 L6: It is very easy.
 T: Which techniques are usually used to teach new words by your teachers? How do they teach you the new words?
 L6: By writing. She asked us to write them three times and we learnt them.
 T: Which technique is more effective?
 L6: I think learning by watching a video is more effective.
 T: What do you normally do to keep new words in your memory?
 L6: Sometimes I watch a video, sometimes I repeat them.
 T: Did watching video or listening to the song help you to keep them in your mind?
 L6: Yes.
 T: What can we do for improving this technique?
 L6: I think it doesn't need any improvement. It is already effective.
 T: So you like learning by watching video?
 L6: Yes. It is very enjoyable.
 T: Thank you.

STUDENT 7

T: Do you like watching video or singing a song?
 L7: Yes. I like very much.

T: What did you think when you heard that you were going to learn words while watching a video and listening to the song?

L7: First time I thought that it would be difficult because I don't use new words in my daily life.

T: What do you think of your experience now?

L7: It is entertaining.

T: Did you enjoy learning words while watching a video or listening to music?

L7: Yes.

T: Was learning vocabulary with this technique easy or difficult?

L7: Sometimes it was difficult to learn English words.

T: Was it difficult because of listening? Couldn't you hear it?

L7: No, not because of listening, for examples in English words are not written as they spoken, so it is difficult to keep in mind.

T: Which techniques are usually used to teach new words by your teachers? How do they teach you the new words?

L7: By writing. She used to give us homework.

T: Which technique is more effective?

L7: I think writing on copybook is more effective. I can remember them.

T: What do you normally do to keep new words in your memory?

L7: I usually repeat them.

T: Did watching video or listening to the song help you to keep them in your mind?

L7: Yes.

T: Thank you.

L7: Not at all.

STUDENT 8

T: Do you like watching video or singing a song?

L8: I like it.

T: What did you think when you heard that you were going to learn words while watching a video and listening to the song?

L8: What I thought....Actually I have a strong memory but when I study I prefer writing, of course when I watch a video it also helps me to memorize and while watching a video if something is caught my attention I note them in order to keep in mind.

T: What do you think of your experience now? Did it help you? Could you learn new words by watching the videos?

L8: Yes, most of them I learnt by listening to the song.

T: Did you enjoy learning words while watching a video or listening to music?

L8: Yes. I did.

T: Was learning vocabulary with this technique easy or difficult?

L8: Easy. Sometimes we have to pay attention because when somebody doesn't understand English words it can be boring for them.

T: Which techniques are usually used to teach new words by your teachers? How do they teach you the new words?

L8: By writing. Sometime we play some games not to be bored and I understood that I can learn them by writing.

T: Which technique is more effective?

L8: I think writing. For example when I study for the exam I write them and it helps to remember.

T: So you don't remember the words from the video or songs?
L8: No, I remember, but when I write I remember easily.
T: What do you normally do to keep new words in your memory?
L8: Generally I listen to the songs which I learnt words from that songs.
T: Did watching video or listening to the song help you to keep them in your mind?
L8: Yes.
T: Thank you.

STUDENT 9

T: Do you like watching video or singing a song?
L9: I like it.
T: What did you think when you heard that you were going to learn words while watching a video and listening to the song?
L9: Hmm... I felt differently. I thought that I wouldn't learn....
T: What do you think of your experience now?
L9: Now I think I learnt all words. I feel very good
T: Did you enjoy learning words while watching a video or listening to music?
L9: Yes. I enjoyed.
T: Was learning vocabulary with this technique easy or difficult?
L9: For me it is easy.
T: Which techniques are usually used to teach new words by your teachers? How do they teach you the new words?
L9: By writing. Sometime we play some games.
T: Which technique is more effective?
L9: I think both of them
T: What do you normally do to keep new words in your memory?
L9: I learn them, repeat them.
T: Did watching video or listening to the song help you to keep them in your mind?
L9: Yes.
T: Thank you.
L9: Welcome

STUDENT 10

T: Do you like watching video or singing a song?
L10: Yes.
T: What did you think when you heard that you were going to learn words while watching a video and listening to the song?
L10: As I like listening to the music, I like it.
T: What do you think of your experience now?
L10: I think it helped.
T: Did you enjoy learning words while watching a video or listening to music?
L10: Yes.
T: Was learning vocabulary with this technique easy or difficult?
L10: Neither easy nor difficult.
T: Which techniques are usually used to teach new words by your teachers? How do they teach you the new words?
L10: By writing. The teacher asked us to write new words three times.
T: Which technique is more effective?

L10: Same... Both of them...

T: What do you normally do to keep new words in your memory?

L10: I repeat them.

T: Did watching video or listening to the song help you to keep them in your mind?

L10: Yes.

T: Thank you.

STUDENT 11

T: Do you like watching video or singing a song?

L11: Yes, I do.

T: What did you think when you heard that you were going to learn words while watching a video and listening to the song?

L11: What?

T: What did you think when you heard that you were going to learn words while watching a video and listening to the song?

L11: I thought I can learn.

T: What do you think of your experience now?

L11: I think it worked.

T: Did you enjoy learning words while watching a video or listening to music?

L11: Yes.

T: Was learning vocabulary with this technique easy or difficult?

L11: It was easy.

T: Which techniques are usually used to teach new words by your teachers? How do they teach you the new words?

L11: By writing. We played the games.

T: Which technique is more effective?

L11: As I said before it doesn't matter for me.

T: What do you normally do to keep new words in your memory?

L11: I write them. I listen to music. Sometimes I watch English soap opera.

T: Do you listen to the English songs? Can I learn something?

L11: Yes, I do. I learn.

T: Did watching video or listening to the song help you to keep them in your mind?

L11: Yes.

T: Thank you.

STUDENT 12

T: Do you like watching video or singing a song?

L12: Yes, I do.

T: What did you think when you heard that you were going to learn words while watching a video and listening to the song?

L12: I thought it will be reasonable...remain in the mind.

T: What do you think of your experience now?

L12: I think it helped. I can remember them.

T: Did you enjoy learning words while watching a video or listening to music?

L12: Yes. I find it very enjoyable.

T: Was learning vocabulary with this technique easy or difficult?

L12: It wasn't so easy.

T: Which techniques are usually used to teach new words by your teachers? How do they teach you the new words?

L12: By writing. By reading..

T: Which technique is more effective?

L12: In my opinion learning through songs is more logical.

T: What do you normally do to keep new words in your memory?

L12: I write them and repeat and talk...

T: Do you listen to the English songs? Do you watch a video?

L12: Yes, I do.

T: Did watching video or listening to the song help you to keep them in your mind?

L12: Yes. It helped.

T: Thank you.

STUDENT 13

T: Do you like watching video or singing a song?

L13: Yes, I like very much.

T: What did you think when you heard that you were going to learn words while watching a video and listening to the song?

L13: Some words I learnt when you taught us.

T: What do you think of your experience now?

L13: I think it helped.

T: Did you enjoy learning words while watching a video or listening to music?

L13: Yes.

T: Was learning vocabulary with this technique easy or difficult?

L13: Let's say normal... but it is easier by listening to a song.

T: Which techniques are usually used to teach new words by your teachers? How do they teach you the new words?

L13: By writing.

T: Which technique is more effective?

L13: In my opinion learning words through songs is more effective.

T: What do you normally do to keep new words in your memory?

L13: I repeat them and sometime I listen to the music about those words.

T: Do you listen to the English songs? Do you watch a video?

L13: Yes, I do. For example in my cell phone I have only one Turkish song and rest of them are in English.

T: Do you watch the film or video in English?

L13: Yes I do. In order to learn English my father downloads English videos for me. When I go to the English course the teacher also shows us English films.

T: Did watching video or listening to the song help you to keep them in your mind?

L13: Yes.

T: Thank you.

STUDENT 14

T: Do you like watching video or singing a song?

L14: Yes.

T: What did you think when you heard that you were going to learn words while watching a video and listening to the song?

L14: I thought it would be difficult.

T: What do you think of your experience now?

L14: I think it is easy now.

T: Did you enjoy learning words while watching a video or listening to music?

L14: Yes.

T: Was learning vocabulary with this technique easy or difficult?

L14: Easy.

T: OK. Why it is easy?

L14: Because I remember them while watching a video.

T: Which techniques are usually used to teach new words by your teachers? How do they teach you the new words?

L14: By writing.

T: Which technique is more effective?

L14: Listening to the song.

T: What do you normally do to keep new words in your memory?

L14: I write words which I learnt in my room.

T: in your room? You hang them on the wall?

L14: Yes.

T: Did watching video or listening to the song help you to keep them in your mind?

L14: Yes.

T: Thank you.

INTERVIEW WITH THE TEACHERS

TEACHER 1

1. Do you believe that using songs on YouTube may help young learners of English develop their vocabulary knowledge?

1. Yes, YouTube is a very good resource to develop children's vocabulary.

2. What could be the possible benefits of using song on YouTube in YL classrooms?

2. Children can see the lyrics and actions of the song. It helps them develop their listening skills.

3. Do you think that using songs on YouTube in vocabulary teaching for YL can be more effective than other techniques of teaching vocabulary?

3. There are a lot of techniques to teach vocabulary. YouTube is only one of them.

4. What are the advantages or disadvantages of using songs on YouTube for teaching vocabulary?

4. Advantages are developing listening and reading skills, enriching vocabulary repertoire, providing them fun and joy. Disadvantages; children may not concentrate on the song so a tutor can help them.

5. Do you believe that teachers of YL of English should use this technique while teaching vocabulary?

5. Yes, teachers can use this technique.

6. What aspects of this technique should be improved?

6. Songs should be chosen considering children's emotional, psychological and biological development.

7. What can be done to make effective use of YouTube in teaching vocabulary to YL of English?

7. Wireless connection can be used in classes. Teachers can be a model on how to use YouTube to develop listening skills.

8. Do you have any suggestions or further ideas about this technique?

8. It should be used more carefully with younger children.

TEACHER 2

1. Do you believe that using songs on YouTube may help young learners of English develop their vocabulary knowledge?

1. Yes, I believe that YouTube songs are very helpful for developing the young learners English vocabulary knowledge.

2. What could be the possible benefits of using song on YouTube in YL classrooms?

2. The students are both learning and enjoying with songs on YouTube in the classroom.

3. Do you think that using songs on YouTube in vocabulary teaching for YL can be more effective than other techniques of teaching vocabulary?

3. I think using songs on YouTube in vocabulary teaching for YL is more effective than the other techniques because the students are very attentive while watching the videos.

4. What are the advantages or disadvantages of using songs on YouTube for teaching vocabulary?

4. The advantages of using songs on YouTube for teaching vocabulary are the students become more active in the lessons, they are watching the videos carefully so they learn the vocabulary easily.

5. Do you believe that teachers of YL of English should use this technique while teaching vocabulary?

5. Yes, I think the teachers of YL of English should use this technique.

6. What aspects of this technique should be improved?

6. I think the teachers should prepare the texts about the songs and deliver to the students.

7. What can be done to make effective use of YouTube in teaching vocabulary to YL of English?

7. Teachers can offer to learners to use YouTube at home in order to improve their language skills.

8. Do you have any suggestions or further ideas about this technique?

8. According to me every teacher should use this technique while teaching the words to their students.

Pre-test of the experimental and control group

İngilizce	Türkçe
Toys	
1. Model car	
2. Toy guitar	
3. Jigsaw puzzles	
4. Computer game	
5. Train	
6. Crayon	
7. Robot	
8. Rocket ship	
9. Doll	
10. Teddy bear	
Food and drink	
11. Bread	
12. Milk	
13. Cans	
14. Flour	
15. Cake	
15. Noodle	













16.Ice-cream	
17.Peas	
18.Yoghurt	
19.Cheese	
20.Rice	
21.Fish	
22.Meat	
Seasons	
23.Summer	
24.Hot	
25.Winter	
26.Cold	
27.Autumn	
28.Spring	
29.Ski	
30.Skate	
31.Planting seed	
32.Gardening	
33.Wind	
34.Leaf	
35.Weather	
Transportation	
36.Car	

37. Bus	
38. Bike	
39. Track	
40. Train	
41. Scooter	
42. Submarine	
43. Yacht	
44. Plane	
45. Helicopter	
46. Rocket ship	
47. Unicycle	
Vegetables	
48. Carrot	
49. Cabbage	
50. Tomato	
51. Pumpkin	
52. Cucumber	
53. Potato	
54. Eggplant	
55. Beet	
56. Corn	
57. Onion	
58. Pepper	

59. Cat	
60. Dog	
61. Mouse	
62. Goat	
63. Hamster	
64. Turtle	
65. Rat	
66. Horse	
67. Parrot	
68. Rabbit	

Post-test of the experimental and control group

Choose the correct answer:

<p>1. What vehicle is able to take off and land vertically?</p> <p>a. helicopter b. train c. ship</p> 	<p>2. Mehmet prefers to go to gym by:</p> <p>a. bus b. bicycle c. boat</p> 	<p>3. If you love traveling on water, consider taking the:</p> <p>a. helicopter b. yacht c. plane</p> 
<p>4. How does Marie go to school?</p> <p>a. by train b. by bus c. by car</p> 	<p>5. How does Ahmet go to his grandmother each summer?</p> <p>a. by bus b. by train c. by car</p> 	<p>6. What vehicle is easy to operate and park and is pretty cheap?</p> <p>a. car b. a scooter c. a truck</p> 
<p>7. A spacecraft powered and propelled by rockets:</p> <p>a. rocket ship b. plane c. helicopter</p> 	<p>8. If you need to travel long distances, take the:</p> <p>a. car b. plane c. bike</p> 	<p>9. Usually people use it for transporting goods.</p> <p>a. truck b. bus c. bike</p> 
<p>10. Kemal likes riding when he is outside:</p> <p>a. scooter b. unicycle c. bicycle</p> 	<p>11. Soldiers can travel under water:</p> <p>a. ship b. yacht c. submarine</p> 	<p>12. How does Mr. Kemal go to work?</p> <p>a. by bus b. by car c. by bike</p> 

Put the letters in correct order

 RAC _____	 SUB _____	 KRUTC _____
 NELAP _____	 COLENIUY _____	 NAIRT _____
 YCHAT _____	 OKRCT PSIH _____	 TECOSOR _____
 KEIB _____	 RTEOPCEILH _____	 BSUMNIRAE _____

NAME: _____

Complete the missing letters under the picture.



J _ _ _ P _ _ _



D _ _ _



T _ _ _ B _ _



M _ _ _ C _ _



T _ _ G _ _ _



R _ _ _ S _ _



R _ _ _



C _ _ _



T _ _ _



C _ _ _ G _ _

1. Look at the pictures. Write the numbers.

It's warm.

It's cold.

It's raining.

It's sunny.

It's snowing.

It's cloudy.



2. Practice reading the texts. Write the season.

1

Spring Summer

Autumn Winter

<p>I like</p> <p>It is hot and sunny.</p> <p>I go on holiday.</p>	<p>I like</p> <p>It is very cold.</p> <p>My children play in the snow.</p>
<p>I like</p> <p>It is not very cold.</p> <p>I like the flowers.</p>	<p>I like</p> <p>The children go back to school.</p> <p>The leaves fall from the trees.</p>

Appendix B. Lyrics of Songs on YouTube

PETS

Told Mom and Dad I wanted a dog,
Mama said "no, no" Daddy said "oh, oh",
I told Mom and Dad I wanted a cat,
Mama said "No, no", Daddy said "oh, oh",

(Chorus)

A pet, a pet I want for me, a pet would make me happy,
A pet, a pet I want for me even a pet from the sea.

I told mom and dad I wanted a mouse,
Mama said "no, no" daddy said "oh, oh",
I told mom and dad I wanted a goat
Mama said "no, no" daddy said "oh, oh".

(Chorus)

I want a pet to cuddle at night,
Wake up to the morning light.

I wish mom and dad would agree that a pet would be good for me,

I told mom and dad I wanted a horse
Mama said "no, no", daddy said "oh, oh",
I said how about a stuffed bear,
Mom said "ok"! Daddy said "yg, yg"!

A pet, a pet I have with me that stuffed bear makes me happy,
A pet, a pet I have with me, bear and I sit by the blue sea.
A pet, a pet I have with me that stuffed bear makes me happy,
A pet, a pet I have with me bear and I sit by the blue sea.



1

I've got a lot of pets
I've got a dog, and I've got a cat,
I've got a hamster, I've got a rat.
I've got a turtle; I've got a snake,
I've got a lot of pets.
I like animals, I like pets,
I like animals, I like pets.
I've got a rabbit, I've got a mouse,
I've got a parrot in my house.
I've got a monkey; I've got a horse.

I've got a lot of pets.
I like animals, I like pets,
I like animals, I like pets.
I like animals, I like pets,
I like animals, I like pets.





VEGETABLES

To the garden, to the garden we are walking now (2)
In the garden you will see many vegetables for you and me (2)
It is a carrot, it is a carrot growing in the ground (2)
In the garden you will see many carrots for you and me (2)
It is a cabbage growing on the ground (2)
In the garden you will see many cabbages for you and me (2)
It is a tomato, it is a tomato growing on the ground (2)
In the garden you will see many tomatoes for you and me (2)
It is a potato, it is a potato growing in the ground (2)
In the garden you will see many potatoes for you and me (2)
It is a cucumber, it is a cucumber growing on the ground (2)
In the garden you will see many cucumbers for you and me (2)
It is a pumpkin, it is a pumpkin growing on the ground (2)
In the garden you will see many pumpkins for you and me (2)
It is a beet, it is a beet growing on the ground (2)
In the garden you will see many beets for you and me (2)
It is an eggplant, it is an eggplant growing on the ground (2)
In the garden you will see many eggplants for you and me (2)
It is a corn, it is a corn growing on the ground (2)
In the garden you will see many corns for you and me (2)
It is an onion, it is an onion growing in the ground (2)
In the garden you will see many onions for you and me (2)
It is a pepper, it is a pepper growing on the ground (2)
In the garden you will see many peppers for you and me (2)
To the garden, to the garden we are walking now (2)
In the garden you will see many vegetables for you and me (2)

Transportation

Song by Peter Westermark

You can drive a1 _____

You can drive a 2 _____

You can ride on a 3 _____ or in a4 _____

How do you get, from A to B?

Over land, through the air, or on the sea

You can ride a5 _____

You can ride a 6 _____

You can ride a 7 _____ if you like

How do you get, from A to B?

Over land, through the air, or on the sea

You can sail a8 _____ if the wind is right

or inside a9 _____ if its watertight

How do you get, from A to B?

Over land, through the air, or on the sea

You can fly a 10 _____

Way up in the sky or a11 _____

If you want to try

How do you get, from A to B?

Over land, through the air, or on the sea

You can catch a taxiIf you have the fare

Or you can walk, from here to there

How do you get, from A to B?

Over land, through the air, or on the sea

You can fly a12 _____

If you have been taught

But first you have to train to be an astronaut

How do you get, from A to B?

Over land, through the air, or on the sea

How do you get, from A to B?

Over land, through the air, or on the sea



TOYS

They are **model cars** and **toy guitar**.

There is a **teddy bear** and **doll** with a curly hair.

Toys, toys, toys, lots of lovely toys,

In my toy box there are toys for every girl and boy.

They are **jigsaw puzzles** and **computer games**.

Lots of railway tracks, carriages and **trains**.

Toys, toys, toys, lots of lovely toys,

In my toy box there are toys for every girl and boy,

Look inside my toy box see what you can find there.

You can play with anything because I like to share,

There are **crayons**, paints, pens, so I can paint my face.

They are **robot**, **rocket ships**, and bugs from mounted space,

Toys, toys, toys, lots of lovely toys,

In my toy box there are toys for every girl and boy.

Look inside my toy box see what you can find there,

You can play with anything because I like to share.

Toys, toys, toys, lots of lovely toys,

In my toy box there are toys for every girl and boy.



At the supermarket

If you need _____, or if you need _____
 Then there's a place where you should head.
 At the supermarket you can buy everything
 When you do your grocery shopping.
 You can buy _____, you can buy fruit,
 You can buy _____ if fresh doesn't suit.
 At the supermarket you can buy everything
 When you do your grocery shopping.
 You can buy _____ if you like to bake,
 Or you can buy readymade cookies and _____.
 You can buy _____ and frozen _____.
 You can buy _____ and you can buy _____.
 At the supermarket you can buy everything
 When you do your grocery shopping.
 You can buy oil and you can buy _____.
 You can buy _____ that taste very nice,
 At the supermarket you can buy everything
 When you do your grocery shopping.
 You can buy _____ and you can buy _____.
 You can buy chicken that's ready to eat!
 At the supermarket you can buy everything
 When you do your grocery shopping.
 At the supermarket you can buy everything
 When you do your grocery shopping.

 M_ _ _	 C_ _ _
 B_ _ _	 I_ _ _ _
 C_ _ _	 Y_ _ _ _
 P_ _ _	 F_ _ _ _
 C_ _ _ _	 R_ _ _
 N_ _ _ _ _	 M_ _ _
 F_ _ _	 V_ _ _ _ _

Four Seasons

In _____ when it is hot and weather is fine,
You can go outside and play and have a lovely time.

In summer, in autumn, in winter and in spring,

In every season you can do some interesting things.

In _____ you can see the leaves falling to the ground,
And you can chase them as the wind is blowing them around.

In summer, in autumn, in winter and in spring,

In every season you can do some interesting things.

If you know the seasons come along and sing,

Summer, autumn, winter and spring.

In _____ it is cold which is a very nice,
Unless you like to ski and a lot skate around nice.

In summer, in autumn, in winter and in spring,

In every season you can do some interesting things.

Now there is one more season and its name is _____.

It is the time for planting seeds and for gardening.

In summer, in autumn, in winter and in spring,

In every season you can do some interesting things.

If you know the seasons come along and sing,

Summer, autumn, winter and spring.

In summer, in autumn, in winter and in spring,

In every season you can do some interesting things.



What's the Weather?

What's the weather?...It's sunny.

What's the weather?...It's rainy.

All together, that's the weather.

Sun, rain, wind, storm, - Hot, cold, cool, warm.

What's the weather?...It's cloudy.

What's the weather?...It's windy.

All together, that's the weather.

In the Summer it is hot. - In the Winter it is not.

In the Spring there are flowers.

In the Autumn there are showers.

What's the weather?...It's frosty.

What's the weather?...It's foggy.

All together, that's the weather.

Sun, rain, wind, storm - Hot, cold, cool, warm.

What's the weather?...It's snowing.

What's the weather?...It's blowing.

All together, that's the weather.

In the Summer it is hot. - In the Winter it is not.


In the Spring there are flowers.

In the Autumn there are showers.

All together, that's the weather (x3).

Appendix C. Activities used in the classroom

Match the pictures with the words



cat horse mouse rabbit turtle goat dog parrot

1. Paint the pictures and write the names under the picture





NAME: _____

VEGETABLES
 Match words with pictures

Pepper

Beet

Com

Tomato

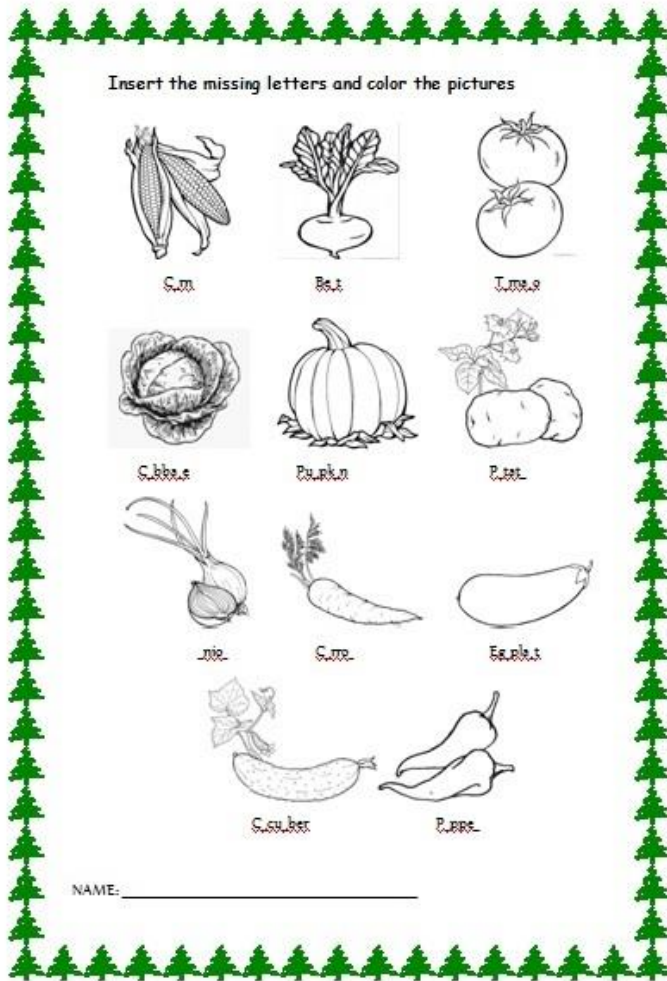
Carrot

Cucumber

Onion

Eggplant

Cabbage





GAZİ GELECEKTİR...