إقـــرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The Effectiveness of Using Computerized Educational Songs on Developing Third Graders' Achievement in English Vocabulary and Structures and Motivation in Rafah Governorate

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DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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The Effectiveness of Using Computerized Educational Songs on Developing Third Graders' Achievement in English Vocabulary and Structures and Motivation in Rafah Governorate

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ **ايمان اسماعيل شحدة الكرد** لنيل درجة الماجستير في **كلية *التربية*/ قسم مناهج وطرق تدريس** وموضوعها:

فاعلية استخدام الأغاني التربوية المحوسبة في تطوير مفردات وتراكيب اللغة الإنجليزية لدى طلاب الصف الثالث الأساسي ودافعيتهم نحوهما في محافظة رفح

The Effectiveness of Using Computerized Songs on Developing the Third Graders' Achievement Level in English vocabulary, structures and motivation in Rafah Governorate

وبعد المناقشة العلنية التي تمت اليوم الأحد 22 جمادى اولى 1435هـ، الموافق 2014/03/23م الساعة الحادية عشرة صباحاً بمبنى اللحيدان، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في **كلية *التربية*/قسم مناهج وطرق تدريس.**

واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق ،،،

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In the name of Allah, the most gracious, the most merciful

Say, "Are those who know equal to those who do not know?" Only they will remember [who are] people of understanding.

Surat Az- Zumar (verse: 9)

Dedication

I would like to dedicate my work to:

The soul of my dear martyr brother Mohammad, who will live in my heart and memory forever.

My beloved husband Fadi for his constant support, patience and encouragement during this journey.

My adorable son Adam, who brought happiness and hope to my life.

My parents, who devoted everything in their life for us.

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Abstract

The Effectiveness of Using Computerized Educational Songs on Developing Third Graders' Achievement in English Vocabulary and Structures and Motivation in Rafah Governorate

The study aimed at investigating the effectiveness of using computerized educational songs on developing Palestinian third graders' achievement in English vocabulary and structures and improving their motivation towards learning English.

To achieve the aim of the study, the researcher adopted the experimental approach. The researcher purposively selected a representative sample of (80) third graders from Rafah elementary "B" boys' school. The participants were distributed into two equivalent experimental and control groups, each of which consisted of (40) students.

The researcher designed (13) computerized songs which were used in teaching the experimental group, while the conventional method was used with the control one during the first term of the school year (2013-2014). The researcher prepared four tools to collect data: a vocabulary achievement test and a structure achievement test, a questionnaire and an observation card to compare students' motivation towards learning English before and after the experiment. The data of the study were analyzed using T-test Independent Sample and T-Test Paired Sample. Effect size technique was used to measure the effect size of computerized educational songs on the experimental group.

The findings of the study revealed that there were statistically significant differences between the mean scores attained by the experimental group and those by the control group in the post application of the vocabulary and structure achievement tests in favor of the experimental group. Moreover, the findings indicated that there were statistically significant differences in the experimental group’s mean scores of the pre and post application of the motivation questionnaire due to the use of the computerized educational songs in favor of the post application. Thus, the results of the study revealed that the computerized songs strategy was effective in improving students' achievement

in English vocabulary and structures and in enhancing their motivation towards learning English.

In the light of those results, the researcher recommends the necessity of using the computerized songs in teaching English vocabulary and structures to young learners. Moreover, the researcher suggested that further research should be conducted to explore the effect of the use of the computerized songs on different English language skills and other school subjects and grades.

ملخص الدراسة

أثر استخدام الأناشيد التربوية المحوسبة على تنمية تحصيل طلاب الصف الثالث الأساسي في مفردات وتراكيب اللغة الانجليزية ودافعيتهم نحو تعلم اللغة الانجليزية

هدفت الدراسة إلى الكشف عن أثر استخدام الأناشيد التربوية المحوسبة على تحصيل طلاب الصف الثالث الأساسي في مفردات وتراكيب اللغة الانجليزية وعلى تنمية دافعيتهم نحو تعلم اللغة الانجليزية. ومن أجل تحقيق هدف الدراسة ، استخدمت الباحثة المنهج شبه التجريبي حيث طبقت الدراسة على عينة قصدية من (80) طالبا من طلاب الصف الثالث الأساسي في مدرسة ذكور رفح الابتدائية "ب" للاجئين حيث توزعت العينة إلى مجموعتين: ضابطة وتجريبية تكونت كل منهما من (40) طالبا. قامت الباحثة بتصميم (13)أنشودة تربوية محوسبة تم استخدامها في تدريس مفردات وتراكيب اللغة الانجليزية لأفراد المجموعة التجريبية بينما استخدمت الطريقة التقليدية في تدريس المجموعة الضابطة وذلك في الفصل الدراسي الأول من العام (2013-2014) .

ولقد قامت الباحثة بإعداد أربع أدوات من أجل الحصول على البيانات اللازمة لجمع بيانات الدراسة:حيث قامت بإعداد اختبارين تحصيليين أحدهما لمفردات اللغة الانجليزية والآخر لتراكيبها ومن ثم تم التحقق من صدقهما وثباتهما واستخدامهما كاختبارين قبليين وبعديين. كذلك استخدمت الباحثة استبانة وبطاقة ملاحظة لمقارنة دافعية طلاب المجموعة التجريبية نحو تعلم اللغة الانجليزية قبل وبعد إجراء التجربة. هذا وقد تم تحليل البيانات ومعالجتها إحصائيا باستخدام اختبار (ت) للعينات المستقلة واختبار (ت) للعينات المرتبطة.

أظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في اختباري المفردات والتراكيب البعديين لصالح المجموعة التجريبية.وأشارت نتائج الدراسة أيضا إلى وجود فروق ذات دلالة إحصائية في دافعية طلاب المجموعة التجريبية قبل وبعد التجربة لصالح مابعد التجربة تعزى لاستخدام الأناشيد التربوية المحوسبة. وهكذا أثبتت نتائج الدراسة أن استخدام الأناشيد التربوية المحوسبة له أثر فعال في تحسين تحصيل طلاب الصف الثالث الأساسي واكتسابهم لمفردات وتراكيب اللغة الانجليزية وكذلك في زيادة دافعيتهم نحو تعلم اللغة الانجليزية.

وفي ضوء هذه النتائج أوصت الباحثة بضرورة استخدام الأناشيد التربوية المحوسبة في تدريس مفردات وتراكيب اللغة الانجليزية للمتعلمين صغار السن واقترحت الباحثة إجراء المزيد من الدراسات للتعرف على أثر استخدام الأناشيد التربوية المحوسبة على تدريس مهارات اللغة الانجليزية المختلفة وفي تدريس مواد ومراحل دراسية أخرى.

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Study Background

Chapter I

Study Background

The first chapter of the current study focused on the background of the study concerning the introduction, the need of the study, statement of the problem, the research questions and hypotheses, purpose of the study, significance of the study, limitations of the study and definition of variables and operational terms.

1.1 Introduction

Language is a very important means of communication in daily human life. Human beings use language both in written and spoken forms to express their ideas. In the twenty-first century and the age of globalization where the world has become a small village, people tend to learn each others' languages. The most learned language of these is the English language.

English has become an international language. People in different countries speak English to communicate. English is a key which opens the door to scientific and technological knowledge (Ratnasari, 2007). That is why it has become one of the main subjects to be taught from the first grade at our schools up to the university.

Karaata (2008) adds that people need English as a foreign language to have a good career, to pursue their academic studies, to be able to communicate with the native speakers of English or with people from other countries, or for various business purposes. Whatever the reason for learning a second/ foreign language is, its

significance in one’s life has led linguists and language teachers to seek ways to teach a language in the best and quickest way.

Being an English teacher for young learners, the researcher noticed the difficulties students face in learning English (especially its vocabulary and structures), as well as the students' low level of interest and motivation towards learning English, which may be attributed to the strategies of teaching and evaluation, physical circumstances or the new curriculum and the students' failure to deal with its content appropriately. So, the researcher concludes that alternative techniques and strategies should be employed in teaching English, especially to young learners.

Moreover, Cakir (2004) indicates that teaching English for young learners is completely different from teaching it to adults, for they have peculiar physical and behavioral characteristics. Young learners need to be provided with an atmosphere that is suitable to their imagination through different activities appropriate to their own world. In this sense, teachers should modify their teaching techniques and strategies in a way that appeals to students' abilities, aptitudes and modalities and create that promising classroom environment where students learn English language through amusement and enjoyment. One of these effective techniques is incorporating technology in the field of language learning through using computerized educational songs.

The researcher of the current study focused on three areas to be developed through using computerized educational songs. These are vocabulary, structures and

motivation as a crucial affective factor to be considered in teaching English, especially to young learners.

Siskova (2008) believes that learning vocabulary is one of the key elements in learning a foreign language and has always caused students difficulties. According to Thornbury (2002: 6), words are organized in the human mind in what is called the mental lexicon, which means that the vocabulary is stored in a "highly organized and interconnected fashion". He believes that knowing a word involves knowing its form, its meaning, its collocations, as well as its connotations including its register and its cultural accretions.

Ilham (2009: 2-3) says that vocabulary is the main and first point to learn English because without knowing a lot of vocabulary in English, the children will get difficulties in mastering English. Moreover, teaching vocabulary in elementary schools, especially for children, is not an easy thing.

In fact, grammar represents the main base of English language acquisition. Without grammar, words hang together without any real meaning or sense. At the same time, learning grammar is still a hard task which sometimes turns to be frustrating. So, the teachers and the learners need to be provided with a better way for teaching and learning it. Teachers often ask about the effective methods for teaching grammar. Traditionally, many teachers teach grammar seriously making the lesson dull and uninteresting. Students are not motivated to learn when teachers resort to traditional methods of teaching.

This is one of the reasons which encouraged the researcher to think how English grammar could be taught effectively. So, the researcher tried to make a combination between using educational songs and computer to develop aspects of grammar for the young learners. Thus, combining educational songs and computer generates what is called 'computerized educational songs' which may become an alternative strategy for the traditional strategies of teaching vocabulary and grammar.

A third factor to be mentioned in this context is students' motivation towards learning English. Young learners are usually described as learners aged between 6 to 10 or 11 years old. According to Philips (1993: 5), "it is not so much the age that counts in the classroom as how mature they are". To teach this age group means to understand them, know what their attitudes, opinions and interests are. There are some characteristics which teachers should bear in mind when preparing activities for teaching young learners such as they are very curious and active, they have a limited attention span, they require interaction in learning, they are very imaginative, they prefer physical activities, they learn by manipulating things, they mostly rely on speaking and they require praise in any form. Knowing these characteristics should help teachers teach young learners more effectively. Rafiee (2010) adds that young learners need to feel secure and to be free of stress so that they can focus on language tasks. A language teacher should use different tools to encourage students and make them involved in the learning process.

Březinova (2009) recommends that teachers should think of the term "motivated learner". This is someone who wants to put some effort in his/her learning in order to gain knowledge of new facts. It mostly depends on teachers; how they introduce the

subject they teach and how they attract their students' attention. Generally speaking, these children are very curious; anxious to find out how things work and what they are for. Teachers are partly responsible for children's motivation so knowledge of children's needs is essential in order to be an effective teacher. Materials, approaches, forms and methods teachers choose influence children's motivation and willingness to learn, to cooperate, and to go to school because they want to not because they must. Lied and Hammes (2009) state that many are the attempts of teachers on proposing different activities in class in order to increase the motivation of all students and help them to learn indeed. However, it seems that teachers are far from reaching their full mission in the current global society. One attempt to minimize such problem is the proposal of developing pleasurable moments in class, which may be achieved through working English songs and digital technology on the challenging task of enriching teaching learning process. Orlova (2003) points out that EFL methodology has been actively considering the possibility of using music and songs in class.

Schoepp (2001) believes that songs have been part of the human experience for as long as we can remember; songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value. Slattery and Willis (2001: 44) indicate that children usually like singing and performing. They enjoy learning songs and rhymes and they can sing or say to their parents at home. Also, through songs children can repeat the words as they do the actions when they are speaking with the teacher. This builds confidence and a feeling of achievement. Children really enjoy learning and singing songs. In addition, Siskova (2008) declares that in songs, words usually appear in context, the sound of new words is easily remembered along with the melody of the song and by listening to the

song, and students are exposed to the new words many times. Music and rhythm are an essential part of language learning for young learners.

Millington (2011: 134) agrees totally with Slattery and Willis (2001) when he states that songs play an important role in the development of young children learning a second language as 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. Yet songs may be used relatively ineffectively and the potential for language learning is not maximized.

Therefore, songs might be looked upon as occupying the middle ground between the disciplines of linguistics and musicology possessing both the communicative aspect of language and the entertainment aspect of music.

To support the researcher's view, Sadeghi and Dousti (2013) argue that in the twenty-first century, integration of technology into education is a force worthy of contemplation. Among all the possible technological tools that can be integrated into EFL classes, computers seem to have achieved a more dominant position. One of the outstanding features of computers is their potential to present educational songs and to add fun to vocabulary and grammar learning. Lied and Hammes (2009) add that

digital technology and songs are part of students' life. As songs are attractive and highly motivating, teachers have to use songs in class through digital technology.

Taking into consideration the students' low achievement level in English vocabulary and structures, along with their low motivation level towards learning English, the researcher views songs as the most available and easiest learning activities to be exploited. She, therefore, chose them as the means to do an experimental research on how to interest students in learning English vocabulary and structures.

To sum up, the present study associates music and digital technology to the environment of the classroom in order to investigate if they can facilitate English vocabulary and structure acquisition and motivate students.

1.2 The need and rationale for the study

Throughout her job as a teacher for young learners for five years, the researcher observed the difficulties these students faced in mastering English vocabulary and structures presented to them through the traditional method. She also noticed that students lacked the interest and motivation needed to learn a foreign language. As a result, the researcher tried to find a useful strategy to facilitate learning vocabulary and structures and to increase students' motivation as well by reviewing some previous studies in this concern. The researcher found that computerized song strategy is a very effective one. Moreover, there is not any research, to the researcher's best knowledge, dealing with such a topic in the Gaza Strip.

1.3 Statement of the Study Problem

The problem of the current study stems from the low achievement level of students in English vocabulary and structures as their English exams results reveal and as other teachers of English affirm. It also springs from students' lack of motivation, interest and participation in class where materials are presented through traditional methods of teaching. The researcher looked deeply for a new strategy to facilitate these difficulties and found that children like singing and they like computer as well. So, she used a combination of both to form a new strategy called "computerized educational songs" which may fulfill students' needs; in an interactive way pupils either individually, in groups or in teams practise all the skills and their motivation for learning a language might increase.

In brief, the main intent of the current study was to examine the effectiveness of using computerized educational songs on developing young learners' achievement in English vocabulary and structures and on increasing their motivation to learning English as well.

1.4 Research Questions

The problem of the current study can be stated in the following major question:

What is the effectiveness of using computerized educational songs on developing the third graders' achievement in English vocabulary and structures and motivation in Rafah governorate?

The following sub-questions emerged from the above major one:

1. What are the vocabulary items and structures that third graders are required to learn through the computerized songs?
2. Are there any statistically significant differences at ($\alpha \leq 0.05$) in vocabulary achievement level between the students who learn English vocabulary through computerized educational songs (experimental group) and those who learn English vocabulary through the traditional method (control group) in the post application?
3. Are there any statistically significant differences at ($\alpha \leq 0.05$) in structure achievement level between the students who learn English structures through computerized educational songs (experimental group) and those who learn English structures through the traditional method (control group) in the post application?
4. Are there any statistically significant differences at ($\alpha \leq 0.05$) in the experimental group's mean scores of the pre and post application of the motivation questionnaire due to the use of computerized educational songs

1.5 Research Hypotheses:

This study was designed to test the following null hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the vocabulary achievement level between the students who learn English vocabulary through computerized educational songs (experimental group) and those who learn English vocabulary through the traditional method (control group) in the post application of the vocabulary achievement test?
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the structure achievement level between the students who learn English structures through computerized educational songs (experimental group) and those who learn English

structures through the traditional method (control group) in the post application of the structure achievement test?

3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the experimental group's mean scores of the pre and post application of the motivation questionnaire due to the use of computerized educational songs

1.6 Purpose of the Study

The study aims at achieving the following objectives:

1. Designing computerized educational songs to develop the third graders' acquisition of English vocabulary and structure and their motivation towards such a strategy.
2. Identifying the influence of using computerized Educational songs on the third graders' level in English language in Rafah governorate.
3. Familiarizing English language teachers with the basic principles and skills of designing, selecting and using computerized songs in teaching English language.

1.7 Significance of the Study

The significance of the current study emerges from the fact that computerized songs have proved to be effective in different EFL contexts as it was clearly noticed through reviewing the previous studies. Hence, the current study may benefit:

1. **The syllabus designers**: as they may modify and enrich English language curricula with lessons based on computerized songs or can be presented through the medium of songs connected with computer.

2. **The supervisors**: as they may conduct training courses for their teachers to adopt teaching English through songs in their classes.
3. **English Language teachers**: as the study may provide them with the guidelines for using computerized songs as a strategy of teaching English.
4. **The students**: for the study may help students to enhance their achievement level in English language in an effective and creative environment. Their motivation may be increased through using computerized songs.

1.8 Limitations of the study

The study was applied within the following limitations:

1. The study took place in Rafah Elementary UNRWA "B" Boys' School.
2. The study was applied in the first semester of the scholastic year 2013- 2014.
3. The study was limited to developing English vocabulary and structures in units (2-3 - 4) from the third grade English textbook (i.e. English for Palestine 3A, the new edition).

1.9 Definition of Operational Terms

This part presents the researcher's operational definitions of the terms used in the study:

1. Effectiveness:

Effectiveness is the degree of the improvement in the students' achievement level in English vocabulary and structures as a result of using computerized educational songs in teaching English.

2. Computerized Educational songs:

Computerized Educational songs are fun and motivating musical rhymes presented on the screen of a computer combining visual (as students see the pictures on a screen), auditory (as students hear the song) and kinetics (students may dance or move their bodies). Learning tasks and activities following each song are presented for students to work out through the medium of computer (i.e. students' learning is evaluated through computer). These songs were composed and designed by the researcher to suit the required educational purposes.

3. Third graders:

They are the third level primary stage students at UNRWA schools in Rafah who are between eight and nine years old.

4. Achievement:

It is the cognitive product of the learning process which is defined as the act of achieving or accomplishing something successfully, especially by means of exertion, skill and practice. It is measured by the marks students get in the vocabulary and structure tests prepared by the researcher.

5. English vocabulary:

English vocabulary is the group of words that a person or group of people knows how to use. In the current study, they are confined to the words existing in units two, three and four of the third grade English textbook (i.e. English for Palestine "3A", the new edition).

6. English structures:

English structures are all the systematic rules and structures and patterns that govern the learners' ability to express him/herself accurately and fluently in the foreign language. In the current study, they are confined to the structures and patterns exist in units two, three and four of the third grade English textbook (i.e. English for Palestine "3A", the new edition).

7. Motivation:

Motivation refers to both internal and external factors that drive students to learn and succeed at school accompanied with feelings of interest and enjoyment. Thus, a motivated student is one who has the energy and drive to learn, work effectively and achieve at school. In the current study, motivation is measured by two tools: students' responses to the motivation questionnaire prepared by the researcher and by an observation card to be completed by an expert teacher.

1.10 Summary:

This chapter has presented the study background. The introduction dealt with the different variables of the study: the computerized songs as the independent variable and vocabulary, structures and motivation as the dependent variables of the study. This chapter also discussed the rationale of the study from the researcher's point of view. It presented the major question and the three sub- questions of the study. The researcher also presented the purpose as well as the significance of the study for the syllabus designers, the supervisors, English language teachers and the students. Finally the researcher presented her own operational definitions of variables and operational terms.

Chapter II

Literature Review

Chapter II

Literature Review

This chapter consists of two sections: theoretical framework and previous studies.

Section A: Theoretical framework

Since the purpose of this study is to explore the effectiveness of using computerized educational songs on developing the third graders' achievement level in English vocabulary, structures and motivation in Rafah Governorate, the theoretical framework guiding this study consists of four main parts, the first of which discusses vocabulary; its definitions, types, growth, importance, how to teach and how to test it. The second part deals with grammar, its definitions, types, methods of teaching grammar. The third part talks about motivation; its definitions, its types, its relation to child development and education, its role in EFL classroom, ways to motivate children and finally the role of using computerized songs in enhancing students' motivation. The fourth and the last part discusses educational songs and because the songs used by the researcher are computerized, Computer Assisted Language Learning (CALL) is important to be mentioned in this respect

2.1 Vocabulary:

Vocabulary should no longer be the "Cinderella" of language teaching; not only has vocabulary been an outcast at the hands of transformationalists, but it has too long been seen in terms of a "static" lexicon. Vygotsky believes that the relationship between thought and words is a dynamic one: it is a process not a thing (Carter & MaCarthy, 1995). Following are some definitions of vocabulary and the researcher's own definition as well.

2.1.1 Definitions of vocabulary:

The term vocabulary has a range of meanings. For example, some teachers use the term to mean" sight-word vocabularies", referring to students' immediate recognition of words in print; other teachers refer to words students understand as their" meaning vocabularies". Still others use the term to mean "listening vocabularies", or students' understanding of words that they hear in the spoken language. Content teachers use the term "academic vocabulary" to refer to content-specific words.

Oxford dictionary (2013) defines vocabulary as "the body of words used in a particular language". In its turn, the American Heritage Dictionary defines vocabulary as "all the words of the language, which is the sum of words used by, understood by, or at the command of a particular person or group." This definition is in tandem with that of Nordquist (2013) who defines vocabulary as "All the words of a language, or the words used by a particular person or group."

However, dictionaries can give a false idea that vocabulary is a list of words, each with one or more meanings attached to them. Instead words are related to each other in many ways, and this is how they are remembered and stored; that is why other definitions are required. Cook (1991: 38) states "Words are not coins you exchange from one language to another according to a fixed exchange rate.", but, as Ruphley et. al (1999: 339)- as cited in Argueles (2008)**,** emphasize that "Vocabulary is the glue that holds stories, ideas and content together making comprehension accessible for children". The researcher defines vocabulary as the group of words that a person or group of people knows how to use. Your vocabulary is all the words you know and

use regularly. Vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

2.1.2 What a student may need to know about a word:

Knowing a word is not as simple as simply being able to recognize or use it. There are several aspects of word knowledge which are used to measure word knowledge by different researchers in different ages. To move away from seeing vocabulary as lists of items to be learnt, Richards (1976) tries to tackle this issue considering some of the knowledge that is assumed by lexical competence. Richards brings the characterization of lexical competence down to the following assumptions: Knowing a word means:

- knowing the degree of probability of encountering it and the sorts of words most likely to be found associated with it (frequency and collectability)
- knowing its limitations of use according to function and situation
- knowing its syntactic behavior
- knowing its underlying forms and derivations
- knowing its place in a network of associations with other words in the language

Nation (1990: 31) - cited in Schmitt (2000) also proposes a more detailed list of the different kinds of knowledge that a person must master in order to know a word:

- the meaning(s) of the word
- the written form of the word
- the spoken form of the word
- the grammatical behavior of the word

- the collocations of the word
- the register of the word
- the associations of the word
- the frequency of the word.

Moreover, Kobrin (2011) presents a list of different aspects of a word students need to know:

- Pronunciation
- Definition(s)
- Lexical category (noun, verb, etc.)
- Collocation (fast car, tall man, soft breeze)
- Derivations (walk, walks, walked)
- Synonyms, Antonyms, and Homonyms
- Idioms and Social Norms

Based on the three opinions mentioned above and which are - to some extent- similar and interrelated, the researcher believes that the concept of a word can be defined in various ways, but there are three significant aspects teachers need to be aware of and focus on. These are form, meaning, and use. According to Nation (2001), the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). An example of word parts can be seen with the word 'uncommunicative', where the prefix 'un-' means negative or opposite, 'communicate' is the root word, and '-ive' is a suffix denoting that someone or something is able to do something. Here, they all go together to refer to someone or something that is not able to communicate.

2.1.3 Types of Vocabulary:

It is important for English language teachers to acquaint themselves with the different kinds of vocabulary in order to be successful in presenting them to their students. Vocabulary, according to Arguelles (2008), can be classified into two main categories as follows:

a) **Receptive vocabulary**: It requires a reader or listener to associate a specific meaning with a given label as in reading or listening.

b) **Expressive vocabulary**: It requires a speaker or writer to produce a specific label for a particular meaning.

Open University (1995: 151-156) states the following types of vocabulary:

a) ESP vocabulary

English for Specific Purpose is related to specific interests whether professional or technical. Its vocabulary helps the learners to enlarge their use of the content words. It is the best learned in connection with the job or profession itself.

b) Active and Passive vocabulary

Productive or (active) vocabulary is utilized in everyday speech. It is learned for performance in any communication act. On the other hand, passive vocabulary is not essential for production in speaking or writing. It is meant for recognition and understanding. This vocabulary is needed for comprehension. The pupils are not asked to utilize it in every day speech but recognize it when occurring in context.

c) Content words

Content words are closely related to one's experience. They are also open-ended in the sense that new nouns, verbs, adjectives and adverbs are often coined to name new things or process.

d) Structure or function words

Structure or function words are considered as part of the grammatical system of the language since their main functions are grammatical.

In the current study, the researcher dealt with content and active words such as vocabulary of food, animals, numbers and colours.

2.1.4 Vocabulary growth:

It is worth mentioning that the nature of vocabulary growth should be known by all teachers of English as a foreign language, especially those who teach children, in order to apply the best methods of teaching vocabulary that suit their students' levels and ages. Hackman (2008) states that children start school with a vocabulary which has been learned mainly from their contact with parents and the literacy environment at home, as well as their experiences with the wider world. A child's vocabulary at this age will largely be oral (i.e. words which they can understand when heard and use themselves), with some elements of a reading or writing vocabulary (i.e. words which they can understand when read, and words which they can write).

Crystal (2005) believes that by the age of two, spoken vocabulary usually exceeds 200 words. Three-year-olds have an active vocabulary of at least 2,000 words, and some have far more. By five, the figure is well over 4,000. The suggestion is that they are learning, on average, three or four new words a day."

Recent research shows that vocabulary growth is largely determined by parental practices, particularly before the age of 7 (Biemiller 2003). Children mainly use words their parents and other adults use with them in conversation and acquire larger vocabularies when their parents use more words (Hant & Risley, 1995). However, considerable differences in vocabulary size amongst children aged seven were reported by Biemiller (2003). In terms of the numbers of words known, when starting school, relatively high performing children (the upper quartile i.e. a pupil at the 75th point in a distribution of 100 pupils) know an average estimated vocabulary of 7100 root words. In contrast, relatively poor performing pupils (the lower quartile i.e. a pupil at the 25th point in a distribution of 100 pupils) know 3000 words, acquiring only one word per day compared to the three words per day.

Arguelles (2008) states that in first and second grades, children need to learn 800 words per year, about 2 per day and 2000 to 3000 new words each year from third grade onward; about 6-8 per day. Most typically developing children need to encounter a word about 12 times before they know it well enough to improve comprehension

This declaration of vocabulary growth simply justifies why the researcher is interested in the area of teaching vocabulary to young learners. These children are required to learn a vast amount of vocabulary during a short period of time, so there is a necessity to look for suitable and enjoyable techniques such as using computerized songs in teaching vocabulary.

2.1.5 The importance of vocabulary:

Vygotsky (1962: 271) once said:" A word is a microcosm of human consciousness." Nathaniel Hawthorne (1866) - cited in Roux (2012: 180) - observing the potential power of words says “Words, so innocent and powerless as they are, standing in a dictionary; how potent for good and evil they become in the hands of one who knows how to choose and combine them.”

Pikulski and Templeton (2004) view that it seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. 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. Our ability to function in today’s complex social and economic worlds is mightily affected by our language skills and word knowledge. In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. The Report of the National Reading Panel (2000), for example, concludes, “The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge (pp. 4–15). The free encyclopedia summarizes the importance of vocabulary in the following points:

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

Kochappilly's research (2011) shows that teaching vocabulary in an explicit manner is very essential for various reasons such as:

- vocabulary is the basis of any language learning.
- language consists of grammaticalized lexis, not lexicalized grammar.
- continuous enriching and expanding vocabulary enhances learners' knowledge of comprehension of texts in L2.
- vocabulary plays an active role in both receptive and productive language skills.
- vocabulary is crucial for achieving academic success and for seeking better employment opportunities.
- vocabulary is essential for communicating and expressing ideas and feelings.

The researcher agrees with the previous reasons that justify the importance of vocabulary and adds that vocabulary is the key to our children's understanding of what they hear and read at school as both written and verbal communication will be poorly understood without vocabulary. The importance of vocabulary can extend to spelling instruction as well. If the reader cannot make out a word, he or she will either skip it or stop reading.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Hence, success in this competitive world often depends on the students' effective use of words in context. According to Wilkins (1972: 111) - as cited in McCarten (2007) - "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Thus, it signifies that a language teacher should be innovative and

proficient in the application of methodologies pertaining to teaching vocabulary items in a classroom situation.

2.1.6 How to teach vocabulary:

"One forgets words as one forgets names. One's vocabulary needs constant fertilizing or it will die." These words by Evelyn Waugh (1962) prove how important and challenging the process of teaching vocabulary is. The old proverb" What is new is not true and what is true is not new" is particularly relevant to the history of vocabulary teaching. Linguists, philosophers, and pedagogues have been interested in the problems raised by words and the understanding of them for centuries. The philosopher John Locke argued that concrete words were best described by pictures "little draughts and prints" rather than by paraphrase or definition, which might be seen as a precursor of modern learners' dictionaries or many present-day teaching materials (Carter & McCarthy, 1995).

Learning vocabulary is one of the first steps in learning a second language, but a learner never finishes vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is an ongoing process. "Grammatical development carries on throughout childhood, and we never stop learning new words" (Harley, 2001: 104).

There are many techniques which help one acquire new vocabulary. The National Reading Panel’s Review (2000) -as stated in Hackman (2008) - identifies five basic approaches to vocabulary instruction which should be used together:

- explicit instruction (particularly of difficult words and words that are not part of pupils’ everyday experience),

- indirect instruction (i.e. exposure to a wide range of reading materials),
- multimedia methods (going beyond the text to include other media such as visual stimulus, the use of the computer or sign language),
- capacity methods (focusing on making reading an automatic activity), and
- association methods (encouraging learners to draw connections between what they do know and unfamiliar words).

Evidence from Apthorp (2006) supports and extends the National Reading Panel's conclusions. She concludes that there was solid evidence base supporting three key elements of vocabulary instruction:

- defining and explaining word meanings;
- arranging frequent encounters with new words (at least six exposures to a new word); and
- encouraging pupils' deep and active processing of words and meanings in a range of contexts. These kinds of activities are effective for vocabulary development and improved reading comprehension.

Fisher and Blachnowicz (2005) additionally recommend:

- ensuring the learning environment is word rich;
- addressing vocabulary learning as a distinct area in the curriculum;
- careful selection of appropriate words for planned teaching and reinforcement (for example, words that have parts found in many other words, such as medicine/medical/medicate).

Duke and Moses (2003) conclude that key factors in deciding which words to teach explicitly include how easily related they are to other words children know, and how

much knowing the word will help them with the texts and experiences likely to encounter in the future. Duke and Moses also point to the effectiveness of raising word consciousness by playing with words through games, songs and humour, and encouraging children to recognize when they have encountered new words and notice special characteristics of words.

All of these studies reiterate the importance of repetition in the learning of vocabulary: children must engage with a word several times in different contexts before it is learnt.

Following are a few methods that can be adapted to teach vocabulary in an EFL classroom as stated in Kochappilly's study (2011). The researcher chose those methods because they are appropriate for young learners.

1. Brainstorming

A key word can be written up in the middle of the board and the new vocabulary relating to it can be written around it.

2. Visual aids

It means the use of pictures, diagrams and paintings in the classroom to teach vocabulary. In this way, words are remembered by their colour or position on a page or their association with other words, pictures or phrases.

3. Dramatization

Through this method, the teacher can win the favour of the students as they like dramatizations and can easily learn the words. The teacher can provide authentic materials that are taken from the realities of life to dramatize or to demonstrate.

4. Drawing Pictures

This is another interesting and interactive method. The teacher can divide the class into two groups and provide each one with a list of vocabulary words. The teacher asks the first group to draw the picture on the board with the help of the given words so that the students in the other group can guess the words or expressions they are trying to represent. This is a fun way to break up the class routine.

5. Playing with Words

Teachers can motivate the learners to play and do crossword puzzles.

6. Word Cards

Teachers can use devices for vocabulary teaching such as simple flash-cards or word-cards. The teacher writes the English language word on one side of the card and a sentence containing the word, its definition, its synonyms and pronunciation on the other. Word cards can be an excellent method of memory aid.

7. Word Association

Another successful method of vocabulary teaching is the word association technique. If words are stored individually, they are more difficult to remember as they have no context. But if the words are stored together in commonly used phrases and sentences, they are more readily absorbed.

8. Matching Columns

Once the new vocabulary has been taught, a useful way to test if students have understood the meanings of this new vocabulary is to ask them to match new words from one column with definitions or pictures from another column. The new words are numbered in column one and the definitions or pictures are mixed up and lettered in column two.

Yale (2012) adds word map which is an excellent method for scaffolding a child's vocabulary learning. This strategy is best used with children in grades 3-12. In addition, Lain (2006) highlights the importance of music and jazz chant activities as they are effective in the classroom because it is easy for music to get stuck in one's head. "Think of the things you learned as a child just through songs." Additionally, it gives the class a fun way to remember or recall sometimes tedious information, creating a more engaging and fun environment for learning topics and concepts that are generally hard.

The music and jazz chant activities can be used during memorization activities as a means of participation to learn new words or short concepts, remembering lists, rules, and the like. This is a fantastic way to memorize the alphabet, periodic table, states, countries, etc.

Nation (1990) confirms that vocabulary learning, both within and outside the domain of reading has been a key part of English education in many Asian contexts where it has been traditionally stressed. There is a need for more student centered approaches that improve both the retention and usage in a progressive fashion that goes beyond rote memorization. He also concludes the following principles to be considered in teaching vocabulary:

1. Keep the teaching simple and clear. Don’t give complicated explanations.
2. Relate the present teaching to past knowledge by showing a pattern or analogies.
3. Use both oral and written presentation - write it on the blackboard as well as explaining.
4. Give most attention to words that are already partly known.

5. Tell the learners if it is a high frequency word that is worth noting for future attention.
6. Don't bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

To sum up, the researcher believes that learning the vocabulary of a second language is not just memorizing equivalent words between languages or learning the definition of the word or putting it in context, but learning the meaning relationship between the word and all other words in English within the full context of cultural life. Thus the problem lies not just in learning foreign language words, but in remembering them and this is completely in agreement with what Richards (1976:73) says:

> When vocabulary words are being taught to pupils, teachers need to consider how to teach these words to pupils based on the levels of ages, educational background and field of interest. The teacher also ought to recognize such sociolinguistic variables in which the words will be used.

2.1.7 How to test vocabulary?

Why test anything. The obvious answer is that, without testing, there is no reliable means of knowing how effective a teaching sequence has been. Testing provides a form of feedback, both for learners and teachers. Moreover, testing has a useful backwash effect: if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivates learners to review vocabulary in preparation for a test. It also provides an excuse for further post-test, review when, for example, the teacher goes over the answers in

class. Ideally, in fact, vocabulary covered in the previous lesson should be tested at the beginning of the next one. If not, the chances of retaining the new vocabulary are greatly reduced.

Vocabulary testing techniques:

There are many types of techniques used to test vocabulary, Pavlu (2009), in her thesis, shows the most used ones:

1. Multiple choice: This technique is easy to mark but quite difficult to design. We can use it for testing single words, words in sentences and texts.
2. Cloze test: This type examines active vocabulary because students are not given any options; they just have a text with gaps. We can provide students with the beginnings of words.
3. Word formation: Students can change the form of the word to fit a particular sentence.
4. Matching: Through matching we can test the meaning of words. Students can match words together or with their pictures.
5. Odd one out: Students have to determine which item does not belong among the others. The amount of items can be various. This kind of exercise is easy to prepare; however, the teacher must know which words her students know so that they could find the odd one. It also tests only the meaning of words, but it can be both useful and interesting for the students.
6. Writing sentences: Students have to make sentences from given words; for example: doctor, banana, elephant etc. This is a very interesting exercise which is worth trying, but teachers must bear in mind that it will not be easy to mark such

exercise. Moreover, the students must be at least pre-intermediate to be able to create such specific sentences.

7. Dictation: Here the teacher dictates words or sentences to students. It mainly tests spelling but if someone knows how to spell a word he or she probably knows what this word means.
8. Sentence completion: Students are given incomplete sentences containing words that we need to test. Their task is to complete these sentences so that they make sense.
9. Definitions: The teacher gives her students a list of definitions of words she needs to test. However, not every word can be easily defined and sometimes there can be more than one possible answer. Moreover, the definitions should be clear so that students understand the definition and can come to the right answer. Example: This animal has no legs: A snake.
10. Translation: Learners can be tested through translation quite well and it can test both meaning and form. However, we may have troubles with finding the right equivalent between the two languages.
11. Oral testing: To know a word also means to be able to pronounce it well. Oral tests include talking about the students themselves, their family or their city.
12. Transformation: Students have to rewrite a sentence but with the same meaning.
13. Students have to rewrite the original sentence in the form which is indicated by the given words.
14. Synonyms and antonyms: Students have to write down words either of the same meaning or of the opposite meaning.

The researcher made use of the previous techniques in preparing the vocabulary test which was applied as pre-post test.

In conclusion, vocabulary should be given a high profile in the syllabus and the classroom so that students can see its importance and understand that learning a language is not just about learning grammar (McCarten, 2007).

It is indeed very necessary to help our learners to acquire sufficient vocabulary for communication in the second language. The use of creative methods in teaching vocabulary enables the students to improve their word knowledge and continue to acquire more words outside formal classroom instruction. An efficient language teacher can use selected vocabulary activities according to the level of understanding and interest of the learners. There is no fixed or sure method to enhance the vocabulary of the FL learners, but it is important to implement appropriate techniques and teaching aids. The teacher is responsible for choosing the best techniques and methods that will give his or her learners the opportunity to gain as much knowledge as possible. Selecting the way of teaching vocabulary is based on the class situation and the learners' condition. Therefore, the chosen technique can attract the learners' attention and help them to achieve the learning aims.

The researcher presented many vocabulary learning strategies, and teaching techniques that can influence learners' motivation. However, because the song is a technique characterized by many positive features, it may prove to be a highly significant technique. When listening to a song many different brain areas are stimulated at the same time, which seems to have a great effect on the vocabulary

learning process and its retrieval. Therefore, the use of the song during foreign language lessons is undoubtedly one of the most effective ways of acquiring vocabulary and it has a tremendous effect on memorizing it.

2.2 Grammar:

The place of grammar in the language classroom is an ancient question, debated over the years by methodologists and teachers of first, second and foreign languages. Of course the researcher is not the first person to feel worried about the way grammar is being taught to young children in conventional classrooms. This has been a big concern for many researchers. The researcher tries to prove that computerized songs are a better alternative for teaching grammar to young children.

Bygate et al. (1994) believe that grammar, like beauty, is in the eye of the beholder, and beholders must beware lest their view of the subject be limited by habit or predilection. Cook (1991) states that knowledge of grammar is thought to be the central area of the language system. However important the other components of language are, they relate to each other through grammar. Cook believes that grammar is easy to study in L2 learners because it is highly systematic and its effects are usually fairly obvious in their speech.

On the other hand, Thornbury (2004) argues that grammar teaching has always been one of the most controversial and least understood aspects of language teaching. Few teachers remain indifferent to grammar and many teachers become obsessed by it.

Before proceeding further, it is important to examine the scope of what we mean by "grammar". If you ask classroom teachers to define grammar, various definitions

emerge, but the word" rules" crops up frequently. Grammar is rules. If the word" grammar" and rules are confusing; we might hope for greater clarity by defining grammar pedagogically. Pedagogical grammar is grammar for pedagogues; it is to teach the language not about the language (Bygate et.al., 1994: 31-32).

2.2.1 What is grammar?

Many dictionaries, authors and researchers define grammar from different points of view. The researcher quotes some of these definitions and then states her own definition.

Oxford dictionary (2012) defines grammar as "the whole system and structure of a language usually taken as consisting of syntax and morphology and sometimes also phonology and semantics." Chomsky (1986: 9) states that the term "grammar ' is used with a systematic ambiguity. It refers, on the one hand, to the explicit theory constructed by the linguist and proposed as a description of the speaker's competence. On the other one, it refers to the competence itself. Brinto (2000: 8) maintains that grammar is a term used to refer to rules or principles by which languages work their system or structure. Harmer (2001: 12) states that grammar is a description of ways in which words change their forms and can be combined into sentences.

Furthermore, Thornbury (2004) defines grammar as the study of what forms (or structures) are possible in a language. Thus grammar is a description of the rules that govern how sentences are formed. It is the study of the syntax and morphology of sentences. Crystal (2004) says "Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor

the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone -- not only teachers of English, but teachers of anything. For all teaching is ultimately a matter of getting to grips with meaning." Beverly (2007: 1) asserts that Grammar is the sound, structure, and meaning system of language.

It is noticeable from the previous definitions that the term grammar can be defined differently according to the different points of views. Some authors like Brinto (2000), Harmer (2001), and Thornbury (2004) define grammar from a theoretical point of view as a set of rules that govern the language. On the other hand, Chomsky (1986), Crystal (2004) and Beverly (2007) stress the practical aspects of grammar as the language the speaker uses to convey his/her message accurately and appropriately. Lewis (1986: 9 -12) cited in Abu Nada (2008) mentions that grammar consists of three main components:

1. **Facts**:

Grammar is the matter of fact, which means grammar has information which is generally accepted by all native speakers. English grammar for instance contains twelve nouns ending in (f) or (-fe) and to make plural from them you have to drop the (f) or (-fe) and to add (-ves).

2. **Patterns:**

Patterns help learners to reduce their load of memory. Here learners may follow some certain patterns to help them in their learning. These patterns can be generalized, but

sometimes teachers face some problems with the “exception” and the best solution for this problem is to make these items belong to lexicon rather than grammar.

3. Primary semantic distinctions:

Language makes some certain distinctions which may occur in words and structures. Distinctions divide the meaning into two parts. It makes difference between personal and impersonal. In English the distinction is clear between the pronouns “he” and “it". The divisions are essentially semantic; they are concerned with meaning. It can be noticed that the distinction is different from language to language. At the same time, it is not easy to define them because they are deeply associated with meaning, so the most general problem that may face foreign learners is the basic structure of the verb. Taking into consideration the previous definitions, the researcher defines the term grammar as all the systematic rules, structures and patterns that govern the learners' ability to express himself or herself accurately and fluently in the foreign language.

2.2.2 Types of grammar:

In fact there is no one fixed classification for the types of grammar. The researcher states some of these classifications; the first distinction to be made is between descriptive and prescriptive grammar:

1. Descriptive Grammar: Yule (1996: 92) - cited in Obaid (2010) - mentions that throughout the 20th century the descriptive grammar appeared when analysts collected samples of the language they were interested in and attempted to describe the regular structures of the language as it was used, not according to some view of how it should be used. Yule adds that the descriptive approach is the basis of most modern attempts to characterize the structure of different languages.

Hamrick (2008) defines descriptive grammar as a linguistic grammar focusing exclusively on description. So, it can be said that descriptive grammar doesn't mean the way that the speakers should speak the language, but it describes the basic linguistic knowledge.

2. Prescriptive grammar: Cook (1991:10) says "It is called prescriptive because it prescribes what people ought to do". One familiar type of this grammar is the rules found in school-books, say the warnings against final prepositions in sentences, "This can't be put up with." In his turn, Hamrick (2008) defines it as a grammar that emphasizes socially-assigned notions of correctness and incorrectness in language usage.

Crystal (1997) mentions the prescriptive and descriptive types of grammar and adds to them:

1. **Pedagogical Grammar**

   A book specifically designed for teaching a foreign language, or for developing an awareness of the mother tongue. It is a grammar for the purpose of instruction.

2. **Reference Grammar**

   A grammatical description that tries to be as comprehensive as possible, so that it can act as a reference book for those interested in establishing grammatical facts (in much the same way as a dictionary is used as a 'reference lexicon').

3. **Theoretical Grammar**

   An approach that goes beyond the study of individual languages to determine

what constructs are needed in order to do any kind of grammatical analysis, and how these can be applied consistently in the investigation of linguistic universals.

4. **Traditional Grammar**

   A term often used to summarize the range of attitudes and methods found in the period of grammatical study before the advent of the linguistic science.

After all, the researcher is concerned with pedagogical grammar in this study; that is grammar concerned with the structures and rules compiled for instructional and assessment purposes.

2.2.3 Why teach grammar:

Finegan (1998: 470) - cited in Abu Nada (2008) - says that "all creatures have their own language to communicate. Some of these creatures make meaningful sounds to make links between sounds and meaning." We as human beings spend a lot of our life speaking, listening, reading and writing. At the same time, we also need a link to make meaningful communication with others. This link is grammar (Palmer, 1971:7-8).

There are numerous arguments for teaching grammar, but no one clearly articulates a single reason why grammar instruction is so necessary that we cannot do without it. However, there are some suggestions as to why we persist in teaching grammar anyway (Hamrich, 2008). Palmer (1971: 7) states that grammar is central and essential to language teaching and learning. He adds that grammar is considered one of the most difficult aspects of any language to be taught accurately. Zhang (2009)

agrees with Palmer's view that knowledge of grammar and vocabulary is the base of English language. Grammatical competence is part of communicative competence. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way. Communicative goals are the goals of learners' studying English language. So, grammar teaching is necessary to achieve the goals. Byrd (2004: 144) affirms that the aim of teaching grammar is to enable students to carry out their communication purposes.

The researcher sees that teaching grammar is important, but teachers should not exaggerate teaching it especially to young learners because most young learners have difficulties expressing what they really mean to say. One of the reasons for this is that they have difficulties to internalize the meaningful grammar piece and use the right grammar that conveys the right meaning in practice. Grammar teachers should change the image of learning grammar from boring, complicated, and confusing into fun, challenging, and exciting. The challenge for English teachers is to determine what strategy is the most effective. Therefore, the next part will talk about how to teach grammar in the light of different methods of teaching

2.2.4 How to teach grammar?

In fact, teaching grammar differs according to the teaching method the teacher adopts in his/her class. There is no one correct or wrong method as each one has its own merits and demerits. So, it is the teacher's job to choose whatever suits his/her students. Following is a brief outline for how each ELT method handles grammar as suggested by Thornbury (2004).

1. **Grammar-Translation Method**, which appeared in the nineteenth to mid-twentieth centuries, as its name suggests, took grammar as the starting point for instruction. The lessons typically began with an explicit statement of the rule, followed by exercises involving translation into and out of the mother tongue. However, the limitations of this method are the absence of communicative practice and reliance on reading and translating texts.
2. **The Direct method**, which emerged in the first part of twentieth century, challenged the way that Grammar-Translation focused exclusively on the written language. It prioritized oral skills and rejected explicit grammar teaching. Kohli (1999: 28) mentions some of the demerits of the direct method that it concentrates greatly on speaking skill and little attention is given to the writing and reading skills. It is difficult in explanation and needs competent teachers who are well-qualified and able to speak and use the target language correctly and accurately.
3. **The Audio-Lingual Method** (1950s-1970s), which derived its theoretical base from behavioural psychology, which considers language as simply a form of behavior, to be learned through the formation of correct habits. In this method there is no explicit teaching for grammar as it is taught inductively.
4. **The Natural Approach** focuses on exposing learners to large doses of comprehensible input. Innate processes convert this input into output, in time. Grammar, according to this scenario, is irrelevant. Savage et.al (2010) criticize this approach in that Grammar is not overtly taught and focus on input (listening) can delay output (speaking) that learners need immediately.
5. **The Suggestopedia Method** is considered one of the most affective-humanistic approaches (Freeman, 2000: 72). It is an approach in which there is respect for students' feelings. This method concerns the application of the study of suggestion

to pedagogy. It helps students to eliminate the feeling that they cannot be successful or the negative association they have toward studying and to help them overcome the barriers to learning. This method emphasizes vocabulary and grammar is dealt with explicitly but minimally.

6. **The communicative approach** (1970s- present), was motivated by developments in the new science of socio-linguistics, and the belief that communicative competence consists of more than simply the knowledge of rules of grammar (Thornbury, 2004).

Savage et.al (2010) state the merits of this approach as follows:

- Communication is the goal of instruction
- Emphasis on meaningful interaction
- Course syllabus includes language functions
- Use of authentic texts and contexts

In contrast, this approach was criticized for its focus on communication which results in ignoring grammar and for its emphasis on fluency at the expense of accuracy. This results in many students never attaining correct grammar.

After the advantages and limitations of various language teaching methods have been reviewed, what can be concluded about how to present grammar instruction in an EFL class? The most sensible approach appears to be **an eclectic** one that combines the most effective aspects of a variety of language- teaching methodologies (Savage et.al, 2010). Such an approach would include a focus on form with contextualized, communicative practice of the target structure. Additionally, such an eclectic approach would have the following characteristics:

- Students learn and practice grammar in a “natural” sequence.

- listening, speaking, reading, and writing are focused on.
- The teacher uses charts, actions, pictures, or objects to present the target grammar.
- Contexts for instruction come from everyday life.
- Classroom activities are interactive.
- Instruction includes attention to form, meaning, and use.
- Lessons include pronunciation practice.

This perspective is also advocated by Rodriguez (2009: 2) - cited in Savage et.al (2010) -, who says attention to form "should take place within a meaningful, communicative context, making it an extension of communicative language teaching, not a departure from it." Research has also shown that "teachers who focus students' attention on linguistic form during communicative interactions are more effective than those who never focus on form or who only do so in decontextualized grammar lessons".

On the other hand, Thornbury (2004) suggests two major approaches to teaching grammar; these are the deductive and the inductive approaches or it may be easier to use the terms "rule-driven learning and discovery learning". The researcher will differentiate between the two approaches in terms of definition, advantages and disadvantages in order to provide English teachers and herself with a clear image of them to know when and how to use them appropriately in the classroom:

1. The deductive approach:

Thornbury (2004:29) declares that a deductive (rule-driven) approach starts with the presentation of a rule and is followed by examples in which the rule is applied. This

approach does save time for the teacher and the class; nevertheless, a major drawback is the tedious and technical presentation of grammar that may bore or frustrate the student if he or she does not understand the rules. Thornbury (2004: 30) states some of the advantages of the deductive approach:

- It gets straight to the point, and can therefore be time-saving. Many rules of form can be more simply and quickly explained than being elicited from examples; and this will allow more time for practice and application.
- It respects the intelligence and maturity of many students, and acknowledges the role of cognitive processes in language acquisition.
- It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.
- It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

Thornbury (2004: 30) states some of the disadvantages of the deductive approach:

- Starting the lesson with a grammar presentation may be off-putting for some students, especially young ones. They may not have sufficient metalanguage. Or they may not be able to understand the concepts involved.
- Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of student involvement and interaction.
- Explanation is seldom as memorable as other forms of presentation, such as demonstration.
- Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

2. The inductive approach:

Thornbury (2004: 29) states that an inductive (discovery) approach starts with some examples from which a rule is inferred; the teacher presents the grammatical patterns and then the student is given ample time to become familiar with them. Whereas the inductive approach works best with regular patterns, the deductive approach works best with irregular patterns.

Thornbury states some of the advantages of the inductive approach:

- The rules that learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.
- The mental effort involved ensures a greater degree of cognitive depth which ensures greater memorability.
- Students are more actively involved in the learning process, rather than being simply passive recipients; they are therefore likely to be more attentive and more motivated.
- It is an approach which favors pattern-recognition and problem-solving abilities, which suggests that it is particularly suitable for learners who like this kind of challenge.
- If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.
- Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.

Thornbury also states some of the disadvantages of the inductive approach:

- The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means.
- The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.
- Students may hypothesize the wrong rule, or their version of the rule may be either too broad or too narrow in its application.
- It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.

Noticing the advantages and the disadvantages of both approaches, we cannot judge either of them to be the better approach in teaching grammar. It is always up to the teacher to decide which methods and approaches he/she is going to introduce. Every teacher has a different way of teaching, presenting new information and dealing with children. Nevertheless, there are some basic and fundamental rules which ought to be followed by all the teachers. Deciding on which approach to use depends on many factors such as the grammar point presented, students' ages, levels and interests.

Being a teacher of young learners (third graders), the researcher is in favour of using the inductive approach in presenting the grammatical points to young learners as these points are regular and simple. The deductive approach can be dull and demotivating for young learners The deductive approach is particularly appropriate for adult learners whose style and expectations predispose them to a more analytical and reflective approach to language learning.

2.2.5 Basic principles for grammar teaching:

Grammar is the cornerstone of any language, and without mastering grammar, students cannot master a language. Studying grammar is often boring and unappealing to students. It is most likely to be unappealing when teachers present grammar as a set of rules which students need to memorize and apply where appropriate. Mastering English grammar is still one of the important components in mastering English. For beginners and low level students, vocabulary and grammar are probably their focus in learning English. Some difficulties are faced by students who learn English as a foreign language. Such difficulties can be caused by the difference of sentence pattern or tenses of English. It becomes a reason why English grammar is the most difficult subject for students after memorizing English vocabulary. As teachers, we should be aware of the basic principles and guidelines for grammar teaching. Thornbury (2004:25-27) provides us with the following basic principles:

1. The E-Factor: Efficiency= economy, ease and efficacy

When considering an activity for the presentation or practice of grammar the first question to ask, is: How efficient is it? Efficiency, in turn, can be broken down into three factors: economy, ease, and efficacy. Economy means "the shorter the better"; the more the teacher piles on instructions, the more confused the student is likely to become. Thus grammar teaching should be economical in terms of planning and resources. The ease factor means that the easier an activity is to set up, the better it is. Finally and most importantly is efficacy; a prerequisite for learning is attention. So, the Efficacy of grammar activity can be partly measured by the degree of attention it arouses. This means trying to exclude from the focus of the learner's attention any distracting details. Attention without understanding is probably a waste of time.

Finally understanding without memory would seem to be equally ineffective, so efficacy of a presentation will also depend on how memorable it is.

None of these conditions, however, will be sufficient if there is a lack of motivation and, in the absence of some external motivational factor (for example, an examination), it is the teacher's job to choose tasks and materials that engage the learners. Efficiency then can be defined as the optimal setting of three related factors: economy, ease, and efficacy.

2. The A-Factor: Appropriacy

No class of learners is the same: not only are their needs, interests, level and goals going to vary, but their beliefs, attitudes and values will be different too. Thus an activity that works for one group of learners is not necessarily going to work for another. It may simply be not appropriate. Hence any classroom activity must be evaluated not only according to criteria of efficiency, but also of appropriacy. Thornbury (2004: 26) suggests some factors to consider when determining appropriacy:

- The age of the learners
- Their level
- The size of the group
- The constitution of the group
- What their needs are, e.g. to pass an exam
- The learners' interests
- The available materials and resources
- The learners' previous learning experience

- Any cultural factors that might affect attitudes
- The educational context, e.g. private or state school.

2.2.6 Testing grammar:

Thornbury (2004) states that having taught an item of grammar, it would make sense to test it before moving on to something new. Tests will motivate learners to go back and review what they have been studying. Moreover, tests can be used in class subsequently for reviewing specific areas of difficulty. This means that testing can be a learning experience as well. There are two main types of grammar tests; competence (discrete-item tests) and performance tests.

In the traditional approach to assessing grammar, grammatical knowledge is defined in terms of accurate production and comprehension, and then assessed through the four skills. Thornbury (2004) states that grammar is typically tested by means of what are called discrete-item tests such as sentence unscrambling, fill-in-the-blanks, error correction, sentence completion, sentence combining, picture description, elicited imitation, judging grammatical correctness, and modified cloze passages. Such formats test grammar knowledge, but they do not assess whether test takers can use grammar correctly in real-life speaking or writing. A significant contribution of the communicative or proficiency-based approach in the 1970s and 1980s was a shift from seeing language proficiency in terms of knowledge of structures, which could best be assessed using discrete-point items, to the ability to integrate and use the knowledge in performance, which could best be assessed through the production and comprehension of written texts and through face-to-face interaction under real-time processing conditions (Freeman, 2009).

Thornbury (2004) suggests that if discrete-item tests are modelled on the standard repertoire of classroom production activities, then performance tests could be modelled on the standard repertoire of classroom production activities. In other words, role plays, simulations, discussions - even informal chat - may provide useful test tasks. One particular advantage of performance testing is that it reminds teachers that language teaching is more than simply teaching the grammar. From this point of view performance testing has a useful backwash effect as much classroom time will be spent on communication as on grammar.

But in the latter approach to grammar assessment (i.e. performance testing), the judgments are subjective, and because the assessment formats are more open-ended, they are subject to possible inconsistencies. Performance testing is not as practical as competence "discrete-item" tests. Nor is it as easy for examiners to agree on how to rate performance, hence it is less reliable. So, while there are very good reasons for incorporating performance tests into a teaching programme, there are also good reasons for sticking to discrete-item competence tests.

Ideally, both kinds of test could be used, either in conjunction, or at different stages of the learning cycle. For example, a discrete-item test could be given immediately after the first introduction of a new grammar item. Later, to test how well the learners have integrated the item and how readily and accurately they can use it, a performance test would be appropriate. Therefore, to have more objective, valid and reliable results on the grammar test used in this study, the researcher used the discrete-item competence test such as gap-filling and sentence unscrambling as they are relatively easy to design, set and mark.

2.3 Motivation:

The third part of this section talks about motivation, and the sub titles included are: definitions of motivation, its types, motivation and child development, the role of motivation in an EFL classroom, ways of motivating students and the role of using computerized educational songs in motivating students.

2.3.1 Introduction:

There is a universal consensus among second language acquisition researchers as well as language teachers and students that affective factors such as personality, socialization, motivation and attitudes are essential in foreign language learning. Numerous empirical studies have shown significant correlations between affective factors and proficiency (Rutherford & Smith, 1988).

Kyriacou (2009: 61) states that motivation towards learning is undoubtedly one of the key aspects of pupil learning, and it is also a source of important differences between pupils. Yet, whereas differences in ability between pupils are almost taken for granted, differences in motivation are subject to extensive debate and discussion. Indeed, many teachers report that teaching poorly motivated pupils is a major source of stress for them in their work as teachers. That is why the researcher is interested in enhancing students' motivation through using an alternative strategy to teaching English vocabulary and structures (i.e. computerized educational songs).

2.3.2 Definitions of motivation:

Broussard and Garrison (2004: 106) define motivation as “the attribute that moves us to do or not to do something”. In his turn, Alexenoamen (2009) defines the word 'motivation' as "the force that accounts for the arousal, selection, direction, and

continuation of behaviour. Actually, it is often used to describe certain sorts of behaviour. A student who studies hard and tries for top grades may be described as being "highly motivated", while his/her friend may say that he/she is "finding it hard to get motivated". Such statements imply that motivation has a major influence on our behaviour.

Motivation can also be defined as a concept used to describe the factors within an individual which arouse, maintain and channel behaviour towards a goal. Another way to say this is that motivation is goal-directed behaviour. Guay et al. (2010: 712) refer to motivation as "the reasons underlying behavior". Business Dictionary (2013) defines motivation as internal and external factors that stimulate desire and energy in people to be continually interested in and committed to a job, role or subject or making an effort to attain a goal. Motivation results from the interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal and expectations of the individual and of his or her peers. An example is a student who spends extra time studying for a test because he or she wants a better grade in the class. Scuderi (2011) views motivation as the force that compels us to action. It drives us to work hard and pushes us to succeed. Motivation influences our behavior and our ability to accomplish goals.

The researcher defines motivation as "both internal and external factors that drive students to learn and succeed at school accompanied with feelings of interest and enjoyment. Thus, a motivated student is one who has the energy and drive to learn, work effectively and achieve at school.

Motivation plays a key role in a student's interest, engagement and enjoyment in school and associated tasks such as homework and study. When students are motivated, they tend to get better marks at school, work more effectively on difficult schoolwork, make the most of their abilities, behave well and enjoy school. On the other hand, if students are not motivated to learn, they may become disruptive, apply minimal effort and as a result are more likely to perform poorly.

2.3.3 Types of Motivation:

Kyriacou (2009: 24-25) believes that it is important to bear in mind a clear distinction between learning that must take place by an individual as a natural part of interacting with the environment, and the specific learning that is intended by the teacher. Within Piaget's approach, learning is the inevitable consequence of the individual's interaction with the environment. In that sense, any educational experience that requires pupils to interact in some way with the learning task in hand will result in some learning. However, when we ask "What motivates pupil learning?", we are really asking a question about the ways in which a pupil will make a positive mental effort towards the learning task. If pupils are asked when they felt most motivated towards school learning, their answers will fall into one of two main categories: "When I was really interested in the work" or "When I had to!". These two categories represent one of the most important distinctions made in considering pupil learning, that between "intrinsic motivation" and "extrinsic motivation".

1. Intrinsic motivation: Simply speaking, intrinsic motivation stems from a biologically based drive of curiosity. Such motivation involves an interest in the learning task itself and also satisfaction being gained from the task. Human beings are born with a strong desire to explore their environment and to seek

out stimulation. Almost any situation that is puzzling will gain a person's attention and interest. Intrinsic motivation also includes satisfaction from undertaking the task because one finds engaging in the task satisfying in some way. Lai (2011) adds that intrinsic motivation is animated by personal enjoyment, interest, or pleasure.

Children can spend hours practicing particular motor skills using hand-held computer games because the development of hand-eye coordination skills is intrinsically satisfying. The essence of intrinsic motivation is that the person finds the task pleasurable and satisfying in itself.

2. Extrinsic motivation: Lai (2011) states that extrinsic motivation is governed by reinforcement contingencies. Kyriacou (2009) adds that extrinsic motivation refers to those learning situations where the impetus for the motivation stems from the fact that the successful completion of the task is a means towards some other end. Here, the person's satisfaction is derived from the fact that completing the task leads to an end that they value and is not derived from the task itself. A simple example of extrinsic motivation would be doing a task for money.

   Clearly, success in school learning can satisfy a whole range of needs that can form the basis for extrinsic motivation. One prime motive for school learning is the desire to earn status, esteem, approval and acceptance in the eyes of others (friends, peers, teachers and parents). These may be earned in the short term by means of obtaining good marks and teacher praise, and in the long

term by entrance to degree courses and professional occupations. Another prime motive for school learning is the avoidance of teacher reprimands and punishments. In both cases, such motivation is extrinsic because it is the end state that drives the motivation and not interest in particular learning tasks or activities.

On the other hand Lai (2011) argues that the use of rewards may either encourage or diminish motivation, depending on the type of rewards and the context in which they are given. Teachers should attempt to give students more autonomy or control over their own learning by allowing them to make choices and use collaborative or cooperative learning approaches. In addition, teachers should create a supportive classroom environment with respect to goal structures, attributions, and external evaluation.

Kyriacou (2009: 25) says, "Although intrinsic and extrinsic motivation are contrasted with each other, it is important to note that most tasks involve a mix of the two". Moreover, pupils may be high in their levels of both intrinsic and extrinsic motivation (i.e. they find the subject matter interesting in its own right and success in the subject is important to the pupil in terms of achieving other ends).

2.3.4 Motivation and Child Development:

The interchangeable nature of intrinsic and extrinsic motivation has been theorized in the literature and their development has a close relationship with children's development. Chen (2012) argues that researchers studying young children have noted that there are developmental aspects to intrinsic and extrinsic motivation orientations. Carlton and Winsler (1998) point out that there is an innate need for every newborn to

interact with the environment, which is the newborn's way of learning. The drive for this kind of learning is based solely within the child and requires no outside rewards for its continuation; this is a human's inherent intrinsic motivation. Inherent intrinsic motivation explains the fact that in early elementary grades, most students are eager and excited to learn new things.

However, this inherent motivation does not necessarily have a stable nature. In a study of third to eighth grade students conducted by Corpus and her colleagues (2009), intrinsic motivation was found to be highest among the third graders and lowest among the eighth graders. This finding confirmed a fairly strong consensus that intrinsic motivation tends to decline with increasing age.

The unfortunate implication of these findings is that the longer learners stay in the school, the less they appear to be continually intrinsically motivated for learning. What happens to the intrinsic motivation? Researchers believe that intrinsic motivation is related to three basic psychological needs of every learner: the need for competence, autonomy and relatedness. *Competence* means that learners need to have a faith in themselves that they can effectively deal with what they are learning (Elliot & Dweck, 2005) so that they can experience the joy of fulfillment. *Autonomy* means that students need to have a say in choosing what and how they are learning so that they feel in control of themselves and enjoy learning for their own purposes (Deci & Moller, 2005). Finally, *relatedness* means that learners need confidence that they are in the environment where they belong, and that they are connected, loved and respected (Ormrod, 2012, Chapter 6).

Compared to younger learners, who are eager and excited to learn new things without an expectation of success, older learners have a stronger awareness of these needs and it is easier for them to be affected by the lack of one or more of these three basic needs.

In most cases, these three needs of competence, autonomy and relatedness are interrelated. When one or more of the psychological needs are affected, intrinsic motivation can fade and possibly be replaced by extrinsic motivation. Take poor grades as an example: when a learner has consistently poor grades in one school subject, the learner can start to question his subject competency and may feel frustrated when comparing his/her poor marks to peers, which threatens the need of relatedness. At this point the learner's intrinsic motivation gives way to a desire for external reinforcement, such as encouragement from teachers or attention from parents. This learner may put more effort into study of the subject, but only for those external reinforcements. Or the learner may draw back and quit learning. This effect was also noted by Corpus et.al (2009): poor achievement on regular classroom assessments may minimally contribute to a shift from intrinsic to extrinsic motivation.

2.3.5 Role of Motivation in the EFL classroom:

Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. Motivation in education can have several effects on how students learn and how they behave towards subject matter. It can:

1. direct behavior toward particular goals.
2. lead to increased effort and energy.
3. increase initiation of, and persistence in, activities.

4. enhance cognitive processing.
5. determine what consequences are reinforcing.
6. lead to improved performance.

Chen (2012) believes motivation is a complex and challenging issue facing L2 teachers. Many teachers and researchers would agree that motivation is one of the key issues in successful L2 learning, and knowing how to apply skills to motivate learners is crucial for success. Dornyei (2001) reports that regardless of their language aptitude, 99% of L2 learners who are highly motivated will be able to master a reasonable working knowledge of the target language. He also notes that without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish the long-term goal of being L2 proficient. Oxford and Shearin (1994) suggest that motivation is one of the main elements determining success in learning a second or foreign language. In general, as the inner driving force of an individual toward the learning of another language, motivation crucial role in L2 acquisition is hard to deny.

Alexenoamen (2009) agrees with Chen's (2012) opinion in that motivation has long been a major problem for most teachers of English as a second language (ESL) or as a foreign language not only in the Arab World but also elsewhere. Alexenoamen says, "Motivation in the ESL/EFL classroom is easily one of the most important factors as I'm sure most teachers would agree with me. The main reason I'm coming to this point of view is that most of our students have low motivation to learn English." So, the first step in tackling the problem of motivation is that the teachers need to understand and appreciate the role and importance of motivation in any learning. In the context of

second language learning, Littlewood (1987: 53) - as cited in Alexenoamen (2009) - observes:

> "In second language learning as in every other field of human learning, motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience and so on."

Student motivation is influenced by both internal and external factors that can start, sustain, intensify or discourage behavior. The teacher has to activate these motivational factors in the students but that is the precise problem. **How can it be done in every class every day?**

2.3.6 How to motivate students in the classroom?

Research has proved that "motivation is one of the main determinants of second/foreign language learning achievement" (Dornyei 1994: 273) cited in Thomson (2011). This fact makes it so important to look for new strategies that suit learners and at the same time increase their motivation towards learning English. Students are not always internally motivated, so they sometimes need situated motivation, which is found in environmental conditions that the teacher creates. As language teachers, we are well aware that learners need to be motivated in order to be successful. Personal involvement is one very effective way of enhancing motivation. Griffiths and Keohane (2000) declare that if learners feel that what they are asked to do is relevant to their own lives, and that their feelings, thoughts, opinions and

knowledge are valued, and then they will be fully engaged in the tasks and more likely to be motivated to learn the target language.

Textbooks, the core material for most classrooms, however, very often fail to achieve this level of involvement by learners. Griffiths and Keohane (2000:p1-2) add there is no doubt that there are some learners who will be motivated regardless of the materials they use, and there is also no doubt that many will not. There are always those who fail to be inspired by materials which ignore their own world view. It is surprisingly easy, particularly when working with traditional materials, to neglect learners' individuality by omitting personally meaningful content. The foreign language teacher is, however, in a position to enable truly interesting material to be used in class. The foreign language classroom has flexibility unavailable in other subjects.

Thus, it is crucial that we incorporate a fun element into our lessons, so that learners at this level enjoy what they are doing. Using interesting texts is an important factor in keeping students' attention and retaining their motivation to learn (Thomson, 2011). We could say that any materials can be used successfully in class as long as they are carefully chosen and used with a clear purpose. Among the most successful materials and activities with young learners we should mention: TPR activities, stories, games, songs, chants, rhymes and poems, puppets, arts and crafts, computers, magic, drama activities, puzzles and problem solving activities, and any other material that at a certain stage can make the learning of English a motivating, memorable experience. It is desirable that the materials used in the EFL class are presented in the form of teaching units in class, not as isolated activities. Within a teaching unit, the activities

and materials mentioned above must be nicely linked and one activity must lead into the next so softly that children will not even notice (Lobo, 2003).

To sum up, learning English at an early age must always be a joyful, memorable, motivating experience for the children in which the teacher becomes a key motivating element that makes education and motivation be very closely linked.

The approach the researcher advocates in this study is to take the learners themselves as the starting point for language practice. One technique implied by this approach is using songs in the process of teaching English in general and teaching its vocabulary and structures in particular. Thus, the researcher agrees with Kyriacou (2009: 62) in that increasing pupils' motivation depends on giving pupils more control over their learning, fostering greater self-confidence and increasing the perceived relevance and interest of the academic work undertaken. It is quite crucial, however, that the teacher is skilled in identifying the source of a particular pupils' low motivation; the teacher thus needs to diagnose the problem carefully before deciding on how best to give remedial attention to deal with this effectively. It is also of prime importance in fostering pupil motivation that the teacher maintains a stance of conveying the view, through their actions and expectations that the academic work is interesting, worthwhile and of value, and that the progress of each pupil does matter.

2.3.7 Using computerized educational songs to increase students' motivation:

Campbell (2013) sees that motivation plays a significant role in any L2 learning activity and not every activity we prepare is going to motivate our students to learn. However, following Keller's (2010) four-step ARCS Model of Motivational Design (Attention, relevance, confidence and satisfaction) for sustaining and promoting motivation, we can see that teaching English via songs is a great resource for achieving motivation. The Internet and music fulfill the ARCS model criteria in the following ways: stimulating curiosity to learn by activating learners' perceptual level of curiosity via music (Attention), meeting personal needs/goals by relating material (i.e., music) to learners' lives (Relevance), helping learners believe they can succeed by providing personal control in their learning (Confidence), and reinforcing accomplishment by showing learners the skills they have acquired via Internet song-searching (Satisfaction). Thus, the Internet and songs are resources that should be utilized in the L2 classroom, particularly now that computer-assisted language learning (CALL) and autonomous learning are moving toward the forefront of L2 teaching methodology.

Songs are one of the most charming and 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. They can also be exercises to teach a variety of language matters such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. Learning English in the course of songs also affords a non-

threatening ambiance for students who usually are tense when speaking English in an official classroom location.

Songs also give new insights into the objective traditions. They are the means in the course of which educational topics are presented successfully. While they supply genuine texts, they are inspiring. Prosodic features of the language such as stress, rhythm, intonation are presented through songs. There are many advantages of using songs in the classroom. Through using modern trendy songs, which youngsters well know, the teacher can meet the challenges of the teenage needs in the classroom.

Because songs are extremely unforgettable and motivating, in many forms they may comprise an influential subculture with their own rituals. Furthermore, through using customary folk songs the support of the learners' knowledge of the target culture can be broadened. Appropriately, chosen traditional folk songs have the twofold encouraging assault of beautiful tunes and appealing stories, in addition for many students - the added component of originality. Most songs, especially folk songs, go after a frequently repetitive verse form, with rhyme, and have a series of other discourse features, which make them easy to follow. In consequence, if prepared appropriately and adopted cautiously, a teacher should benefit from songs in all phases of teaching grammar.

Songs may both be used for the presentation or the perform phase of the grammar class. They may support widespread and concentrated listening, and inspire resourcefulness and use of imagination in an undisturbed classroom ambiance. While

selecting a song the teacher should take the age, interests of the learners and the language being used in the song into deliberation.

To improve learner commitment, it is also advantageous to allow learners to take part in the selection of the songs. The latest concern of the foreign language teachers is to make the children use the language communicatively. Then using songs and games in a well-planned lesson is essential. The teacher must be creative and flexible. Depending on the nature of the class and the students' levels, the dynamics of the class must be appropriate. Some students at the advanced level, a little above what they already know have been observed. They are energetic. But sometimes when they do not understand, teachers have to change mechanism and think of another way as not to lose the energy of the class. Some students who are not energetic at all have also been observed.

The lessons must be simple and interesting, with a lot of changes from a writing exercise, to a speaking session, then to a listening practice, again back to writing, and so on, all in the same class. If the students' span of attention and levels are lower, they usually do not like to take in something a bit challenging. But students who enjoy challenging materials will try harder to understand some things on their own. Rightly instructed students when they face with something they do not understand, will say, "I think I know what the teacher means, I'll give it a try", instead of "I didn't understand, I can't possibly start this on my own."

Another important aspect of improving the intrinsic motivation of students is to be a caring teacher. Although guidelines and rules must be set and understood by the

students, and if they cross the guidelines a punishment will follow, the teacher must be caring, approachable, and understanding.

Teachers must be kind and helpful to the students, and be patient when they do not understand. There are some teachers, who conduct their classes very strictly, almost as a sort of dictator in class. The teacher gets upset when it appears that the students do not understand what is taught in the class. A caring teacher tries to develop a relationship with the students. If the teacher sees potential in all students, and communicates this well to the students, they will in return build a desire to learn and participate. When the students realize that teacher is not going to get angry, s/he is being nice and understanding, and the reason they are trying so hard is because it is important to them that their students learn and do well. A teacher's positive energy could lead to the students becoming more motivated. If the students see that the teacher is happy to be in the classroom and excited to teach them, then the students can learn by example. A smile is contagious. Positive attitude is a must for successful learning atmosphere.

To promote self-confidence, it helps if the teacher is self-confident. Positive approval and appreciation of student efforts is very effective, even if the student is wrong. Let the student know that the teacher is glad, they tried and being wrong or making mistakes is not such a big problem, and the students will not be so reluctant the next time when they are called on to participate. Positive energy affirmation and a belief in the student's ability develop a comfortable atmosphere for the students in the classroom.

Yogita (2011) adds that motivation is one of the things that can be gained by using songs in the English language classroom. The addition of songs to the English language classroom as a teaching method can be a way to focus students' attention, and produce a more committed learner. Many researchers recommend recent pop songs to enhance motivation in the younger generation. Songs deal with the whole realm of human emotions and students are often willing to sing a song in a foreign language even if they do not fully understand the meaning of the words. The use of songs creates an atmosphere of interest in the study of English and can lead from a "teacher-centered" to a "student-centered" class. Using music can lift the atmosphere in class, or develop a non-threatening classroom atmosphere, bring in a boost of energy and capture the children's attention. Besides, English songs can motivate them in their quest to learn English.

Secondly, songs can be catchy and re-usable. Songs are catchy and fun and ESL students will feel happy to hear them many times till they can sing along. If the teacher plays the recording of a dialogue the second time, students may get bored with it.

Songs are valuable resources to expand students' abilities in listening, speaking, reading, and writing. They can also be exercises to teach a variety of language matters such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. Baoan (2008) also concludes that Popular English songs can serve as a stimulus not only to increase students' interest, motivation and self-confidence in language learning, but also to maximize their involvement (involving themselves in classroom activities), interaction (talking to each other), production (using their own language).

Saglam (2010) adds that music could be helpful in creating a positive motivating atmosphere. He draws our attention to the role of music in language learning in terms of non-linguistic factors, specifically, for the improvement of social skills, and as an overall aid for learning. Pedagogically, his study revealed that lessons with songs increase the students' social-interaction skills and their self-esteem. The implication was that such growth may lead to greater success in learning. Touching on the motivation factor as well, Murphey (1998) suggests that songs can be a good medium to teach a foreign language because they are more motivating than any other texts. Thus, language teachers may use music to raise students' motivation and interest in language learning.

Taking the above mentioned opinions and points of view into account, the researcher concluded the importance of using songs as a medium for presenting new language items such as vocabulary and structures. These songs have an additional value which is increasing young learners' motivation towards learning English as these songs are fun, enjoyable and easy to learn.

2.3.8 Challenges in Assessing Motivation

Lai (2011) says: "There are several challenges to assessing motivation, especially in children, who may not be capable of providing unbiased, generalized responses regarding their goals, values, interests, and effort." In addition, cognitive aspects of motivation are not directly observable. Motivation is most commonly assessed using self-report measures or rating scales completed by teachers or parents. Several published instruments exist, but these typically have to be modified for administration

to young children. Other researchers have used behavioral indicators, such as free-choice persistence, use of strategies, persistence at challenging tasks, and acts of volition.

Because of the link between the classroom evaluation environment and the expression of motivation, recommendations for designing assessments of motivation tend to overlap with recommendations for fostering motivation in the classroom. Several task characteristics are likely to elicit evidence of student motivation. In general, researchers recommend using tasks of moderate difficulty that can be differentiated according to student ability and interest. In addition, novel and authentic tasks stimulate engagement and interest, and tasks that are open-ended are more likely to promote motivation.

2.4 Songs:

In our daily life, we are surrounded by songs. A song is like a magic that can hypnotize us; therefore, when we hear the songs, we could be brought into the songs. For example, when someone is listening to a song, he can be brought into the story of the lyrics and the melody will play his emotion or feelings. As songs are having magical effects, we can use songs in the learning process. Harmer (2000: 242) states that music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions, while still allowing us to use our brains to analyze it and its effects if we so wish.

Before talking about songs as an effective strategy in teaching and learning English, the researcher quotes some definitions for the terms song, educational songs and computerized educational songs. Finally, the researcher will state her own operational definition.

2.4.1 Definitions of songs:

The American Heritage Dictionary (2009) defines the term song as a brief composition written or adapted for singing and it is the act or art of singing. The Britannica Concise Encyclopedia (2013) defines the song as a short and usually simple piece of music for voice, with or without instrumental accompaniment. Music is an art that, in one guise or another, permeates every human society. It is used for such varied social purposes as ritual, worship, coordination of movement, communication, and entertainment (Rosova, 2007).

2.4.2 Definition of Educational song:

Wikipedia, the free encyclopedia (2013) defines the term Educational song as a genre of music in which music, lyrics, or other musical elements are used as a method of teaching and/or learning.

2.4.3 Definition of computerized educational song

Turcotte (2013) believes it is music created by, or composed with the assistance of a computer workstation or module. Since the world of music is filled with electronic musical instruments, the computer can be categorized as the instrument itself. Digital music recording has become the standard replacement for magnetic tape recorders. Computer-generated music is the product of these digital music production systems.

The researcher defines the term computerized educational song as fun and motivating musical rhyme presented on the screen of a computer combining visual (as students see the pictures on a screen), auditory (as students hear the song) and acoustics (students may dance or move their bodies). Learning tasks and activities following each song are presented for students to work out through the medium of computer (i.e. students' learning is evaluated through computer).

2.4.4 The terms music Vs songs

Throughout this thesis you will see the terms songs and music. They will be used in the same way as in the book 'Songs in Action', written by Dale T. Griffee (cited in Rosova 2007), who defines them as follows: “The word songs refers to pieces of music that have words, especially popular songs such as those one hears on the radio.

By music it is meant instrumental music, for example, symphonic, chamber, easy listening, or solo instruments such as the organ, flute or guitar".

2.4.5 Music in the Classroom:

It has been noted that Plato was the first person to emphasize the importance of using music in education when he said, "Music is a more potent instrument than any other for education" Saglam (2010). Morrow, et al. (2003: 72) believe that many children who come to school with well-developed phonemic awareness abilities have usually come from homes in which rhyming chants and songs are part of their daily experience. These same chants and songs should be a part of every young child's day in the classroom.

On the other hand, Middleton (2012) argues that while integrating music into the classroom is a somewhat natural process for some teachers, others may find themselves too self-conscious to sing in front of their students believing they "can't sing". Musically confident teachers are utilizing music to not only assist students in and out of transitions, but also to teach curriculum. Less confident teachers might avoid the use of music in the classroom, therefore missing a potentially vital opportunity to help their students learn and remember.

Finding a way to integrate music in the classroom, especially for teachers feeling insecure with their musical abilities, is a useful and worthy endeavor. Since learners respond to different modalities of learning, it is logical to assume that music will eventually make the job of the teacher easier since the material is presented in a memorable manner.

2.4.6 Advantages of using English songs in the classroom:

Nothing can be as effective as music in children's language class. It has been already mentioned that when children do not pay attention to boring instructions in a language class as they are unaware of the significance of learning a language they learn a language very naturally if they enjoy what they are doing in the class. It has been said that children have a natural taste for music and because of that English language teachers around the world use such enjoyable and supportive means for children to improve language learning and acquisition (Cakir, 1999).

Explaining the advantages of educational songs, Millington (2011) mentions that most children enjoy singing songs; songs 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.

In addition to increasing the potential for retention, many educators would agree with the assertion that music in the classroom increases enjoyment. Educational psychology frequently refers to Lev Vygotsky's socio-cultural theory of development in that we learn through "social interactions and language embedded within a cultural context". Additionally, cognitive views on learning claim that learners construct knowledge based on their experiences (Eggen & Kauchak, 2009).

Ara (2009) says that in order to get children involved in the language class and to ensure a natural anxiety-free language learning environment certain techniques could be applied. One of the best ways of getting children drawn in the language class is through fun activities.

Songs, rhymes and games are the most effective and fun activities to be used for children in the language class. Also, they are fantastic materials for the language teachers to use with young learners because of their unlimited benefits. Sevik (2012) agrees with the previous opinion that 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. He adds the following advantages of using songs in the classroom:

- Songs are regarded as the most effective way of teaching listening comprehension to young learners.
- Songs are a common feature of many primary modern foreign language programmes.
- Songs are regarded as one of the mostly-enjoyed activities and one of the most effective language learning strategies by most young learners.
- Songs, when used in appropriate ways, may extend young learners' attention spans.
- Songs are regarded as a good means for age-related language learning.
- Songs are believed to accelerate memorization.
- Songs provide a variety of comprehensible input.

In addition to the above mentioned advantages, Siskova (2008) stresses that seven of Howard Gardner's multiple intelligences are addressed when teaching language through music with the appropriate accompanying exercises:

- kinesthetic (dance, clapping, stomping, body movement, percussion)
- musical (listening, singing, playing, distinguishing)
- linguistic (interpreting lyrics while listening or through exercises)
- logical/mathematical (music is maths)
- social (choral, dance, cooperative learning with the exercises)
- visual (illustrations, dramatizations, video)
- individual (the fallback for all of the written exercises, as well as with individual projects and culminating activities).“

Ibrahim (2009) adds that songs have moral and social benefits as they help students acquire noble and good traits; they also strengthen students' characteristics and provide them with the enthusiasm to attend English classes. Baoan (2008) also says "English songs are regarded as a unique teaching tool. It is acknowledged that more time and attention to music in an English curriculum would increase students' motivation and their involvement in EFL learning; that learning through English songs is more effective than memorization in isolation; and that song lyrics contain rich linguistic and cultural knowledge. English songs are vital in communicative language teaching."

In their language classes, many EFL teachers have adopted richly meaningful English songs which take up the whole class period instead of only being used as warm-up activities, time-fillers or games. Similarly, the researcher believes that songs are very

advantageous in teaching English especially to young learners because children are keener to rhythm and they have not yet constructed personal barriers. Studies reveal that one of the differences between first language acquisition and FL learning is the barrier that is constructed by adult learners against the target language or the learning activities for various reasons. As pointed out by Cakir (1999), music can be a wonderful medium for natural language learning, songs are wonderful materials in this respect and they provide the occasion of real language use in meaningful situations. They are comprehensible, enjoyable, authentic and full of language we need in real life. They are part of our lives and they are around us. So songs are excellent means through which children have fun and at the same time acquire language.

2.4.7 Which learners like songs?

Howard Gardner (as cited in Mol: 2009) once said: "It's not how intelligent you are, but how you are intelligent." No two students learn in exactly the same way. In any classroom there will be a mix of learning styles, and one student may 'use' more than one style, depending on what the task or topic is. To appeal to these differences is a huge teaching challenge. Gardner distinguished eight styles of learning, and students in his 'aural/musical' category will have a lot of benefits from learning through songs. They are strong in singing, picking up sounds, remembering melodies and rhythms; they like to sing, hum, play instruments and listen to music.

This is not to say that learners with other learning styles cannot benefit from songs. Of course they can because in the activities we develop with songs we can dance and act (physical learning style), read, draw and do puzzles (spatial intelligence) tell stories,

and write (verbal learning styles) (Mol, 2009). This fact was confirmed earlier by Siskova (2008).

2.4.8 Reasons for using songs in the English classroom

Eken (1996) believes teachers use songs in the English language classroom for a variety of reasons, the most common being:

1. to present a topic, a language point, lexis, etc,
2. to practice a language point, lexis, etc,
3. to focus on common learner errors in a more indirect way,
4. to encourage extensive and intensive listening,
5. to stimulate discussions of attitudes and feelings,
6. to encourage creativity and use of imagination,
7. to provide a relaxed classroom atmosphere and
8. to bring variety and fun to teaching and learning.

In addition, Lynch (2010) and The Center for Developing English Language Teaching (1991: 35) indicate the following reasons for using songs in teaching EFL for young learners:

1. Songs almost always contain authentic, natural language.
2. A variety of new vocabulary can be introduced to students through songs.
3. Songs are usually very easily obtainable.
4. Songs can be selected to suit the needs and interests of the students.
5. Grammar and cultural aspects can be introduced through songs.
6. Time length is easily controlled.
7. Students can experience a wide range of accents.

8. Song lyrics can be used in relation to situations of the world around us.
9. Students think songs are natural and fun.
10. Pupils enjoy them. So they increase student motivation, in the same way that classroom games do" El-Nahhal (2011).

Kevin Schoepp (2001) states three reasons for using songs in language teaching: affective, cognitive and linguistic reasons. He asserts that songs lower the "Affective Filter", and thus students' motivation increases. Second, he says that "songs also present opportunities for developing automaticity which is the main cognitive reason for using songs in the classroom." And last but not the least, he states that "Some songs are excellent examples of colloquial English, that is, the language of informal conversation.

Forster (2006) justifies using songs in teaching English to young learners as follows:

- Children will noticeably increase their vocabulary bank of lexical items and multi-word structures. These multi-word structures can include a range of sociolinguistic situations appropriate to the age and needs of the pupils such as greetings, leave-takings, requests and any language items necessary for basic classroom functions and routines.
- There will be an improvement in English speech rhythms, intonation and pronunciation.
- Memorization of longer word strings will be facilitated.
- Music and rhythm work can be dovetailed into grammar and language activities and allow for fun and creative uses of classroom time outside of the specific time allotted for "English".

Yogita (2011) states that songs are part of daily life of most people. The benefits of songs in ELT have been well-documented by many researchers: Cakir (1990), Schoepp (2001), Baoan (2008) and Ara (2009). English language teachers can use songs to open and close their lessons, to illustrate themes and topics, to add variety, present new vocabulary or recycle known language. Practically, all grammar points can be found in music text, and the texts also offer a wide variety of vocabulary, all of which can be utilized to practice the four communication skills. With some imagination, songs can be used to teach all aspects of English language.

Based on the above mentioned, the researcher used computerized educational songs to present new vocabulary, grammar points and to increase young learners' (third graders') motivation towards learning English.

2.4.9 Criteria for selecting or composing educational songs

Carefully selected songs are "one of the most enchanting and culturally rich resources that can easily be used in language classrooms" and they "can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives and adverbs" (Sariçoban & Metin, 2000). Therefore, Tassoni et al. (2002) state that songs and rhymes for young children should be fun and easy to learn. Children, like adults, learn things better if they are fun. They should have a relevance to children. It is good too to give children some choice in what they sing and to involve them in the songs as this adds to the enjoyment and good behavior from children waiting to be chosen. Probably the most important thing about choosing a song to do with a class is to make sure that the lyrics are clear as it can be very frustrating for learners not to understand a word.

Moreover, English songs can provide rich and varied resources in EFL classrooms; however, the song-based lessons do not easily go well. Thus, to select suitable materials seems very important for teachers. Baoan (2008) declares that English songs considered suitable must meet the following criteria:

- The melodies should be simple and beautiful so as to be excellent pedagogical devices for motivating students.
- The style of music should be to students' taste, taking account of the social and cultural norms.
- The lyrics of the song should be easily understood and the song can serve specific teaching purposes.

Orlova (2003) suggests the following points for the selection of suitable songs:

- The song must be an example of a particular musical trend.
- There should not be any form of violence in it.
- The song should contain a certain artistic image.

El- Nahhal (2011) in his study mentions the following principles from Al Shenawi (2001: 149):

1. Songs should be not too short or too long.
2. Songs should have clear and easy glossary and vocabulary. Vocabulary should be familiar with content of songs.
3. Songs should have rhythm and melody.
4. Songs should be appropriate to the content and the students' level and culture.

The researcher adds that educational songs should be presented with colourful presentations, illustrations and video clips on computers rather than presenting them

through old tape-recorders as young learners enjoy watching and listening to the song at the same time. It is also preferable if the song is followed by a learning task or activity to be completed on computers instead of paper and pencil tasks which may cause boredom for young learners.

2.4.10 Techniques for presenting English songs:

Music is a great tool to use in the classroom for young learners who are developing language skills, but what is the best way to introduce a new song to children? Abdellah (2002: 54) suggests the following steps for presenting a song:

Step 1: Prepare the students.

- Tell them what the song is about, preferably in English, making heavy use of visuals and gestures.
- Play a recording or sing the entire song so that students know what they are working toward.

Step 2: Go through the words.

- Make sure the students understand the words, or at least that they understand the key words necessary for singing the song meaningfully and with enjoyment.
- Place new vocabulary in context and illustrate the meaning with gestures and visuals.
- There should be very little new vocabulary in any new song, and the new words should be presented several days before you introduce the song.

Step 3: Speak the song line by line.

- Say the song one line at a time and have the students repeat the words.

Step 4: Sing a line at a time.

- Sing the song to the students one line at a time and have the students sing it back.
- Practice each line several times until the children can sing it independently. Then practice it two lines at a time, and finally put the entire song together.
- If a song is longer than four lines, it is preferable not to teach it whole in a single period but divide it into sections and concentrate on the refrain at first.

Step 5: Add Rhythmic Accompaniments:

- Begin to add rhythmic accompaniment such as clapping, finger snapping, foot stamping or hand shuffling.
- Consult the music teacher for additional suggestions.
- Some songs can be used effectively for a game or dramatic play.

Al-Attawi, et.al. (2008) suggests two different methods:

- Part-whole method: It depends on dividing the song into coherent parts- not necessarily equal in length- then students repeat the required part till they master it then they move to the second part.
- Whole-part method: In which students repeat the whole song at a time till they recognize the relationship between the parts then they begin repeating the different parts gradually, this method saves time and effort and it is a good remedy for the less-talented students, but it is up to the teacher to use the method that best suits his/her students.

Cameron (2001) reports that tasks for young learners should have three stages: preparation, core activity and follow up.

1. **Preparation stage:** The goal of the task is singing the song in the core activity stage; it is useful to activate the vocabulary and to form basic sentence structures in the preparation stage. This could be done using a number of methods, depending on the resources available to the teacher or the size of class. One way of activating vocabulary might be to use a picture to elicit vocabulary and form basic sentence patterns.
2. **Core stage:** To involve the students and maximize interest, it would be advantageous to sing the song several times in the core, each time varying the pace or volume and having the students perform actions and sing along chorally.
3. **Follow-up stage**: The follow-up stage should attempt to build on the successful completion of the core stage. In other words, the students have sung the song and now should be encouraged to use the vocabulary or sentence structures from the song. Again, this depends on the circumstances of the teacher. The follow-up stage could be used to develop written production, either through writing sentences or gap-fill activities, or oral production where the vocabulary learned is used in a situational role-play.

Forster (2006) in her study also suggests the following procedures:

- Start off orally; leave the written element for later.
- A little each lesson is better than longer, more concentrated spans of time.
- Review what you did the previous lesson and add a bit more.
- Revising learned songs and chants offers opportunity for review and confidence building.

A second stage of the teaching of songs and chants could be the following:

- Expand on the chant for further grammar or vocabulary.
- Use chants to teach speech rhythm and stress.
- Invent your own chant to suit specific needs.

To conclude, communicative language teaching (CLT) emphasizes finding meaningful tasks which can engage students in real communication and requires the use of such processes as information sharing, negotiation of meaning, and interaction. When English songs are used in the classes, teachers can conduct them as a cohesive whole, consisting of several related tasks - listening, reading, storytelling, free talk and writing. This type of lesson is always following a tightly structured framework. However, teaching techniques of different teachers may be slightly varied depending on their own teaching purposes. Some teachers try to improve students' listening and spoken abilities by using the lyrics of English songs, while others organize their song-based classroom activities by storytelling (narrative songs are suitable for this activity) and letter writing (songs revealing social problems are the best choice for it) to improve students' oral and written English. There are also some teachers preferring teaching culture through messages the songs carry.

However, the researcher of the current study used the steps suggested by Kailani (2007: 127) in presenting the songs for the students making some modifications as the educational songs in the experiment were presented on the screen of computer not on cassette recorder, so the students could hear the song, see the pictures and the words

and interact with the computer in order to complete the assigned activities. Kailani's (2007) suggestions are as follows:

1. Tell the students briefly, in the mother tongue, what the song is about.
2. Sing the song or say its words while children are listening.
3. Play or hum the tune (without the words).
4. Get the class to sing line by line, following the tape. Pictures or illustrations (if available) can form prompts for each line.

   But here the researcher got the class to sing line by line, listening and looking at the same time to the screen of the computer on which they could see animated pictures, illustrations, and the words of the song.

5. Show the class the script and let them study the words, explain where necessary, but not in great detail. The children do not need more than a general idea of the meaning.
6. Practice the song three or four lines at a time, building up to the complete song.
7. Let the children sing the complete song, following the tape. Use gestures where necessary.
8. Encourage the children to learn the song by heart.

The researcher added one more step which was asking students to work out the learning task following each song on the computer; this means there was an interaction between the students and the computer as students worked on the computer after presenting and practicing in each song. The computer gave immediate feedback whether the answers were true or false. Thus, students worked in a

competitive and enjoyable learning environment as they liked working on the computer more than doing paper and pencil activities.

2.4.11 Types of songs:

Kailani (2007: 134-136) lists three kinds of songs:

- Communication songs: These are songs with a language that closely approximates normal speech styles.
- Language songs where one structure or a lot of lexis is repeated over and over again.
- Action songs which require actions or some sort of mime to be performed while singing them.

Abdellah (2002: 55) explains that many songs can be made into action songs in which you and the class act out some gestures as you sing. Action songs are particularly appropriate as they help children to remember the words and their meanings. When using action songs, you might divide your class into groups of singers and actors or they might be the singers and actors all together at the same time.

Mol (2009) also suggests many types of songs which can be used in the classroom, ranging from nursery rhymes to contemporary pop music. There is also a lot of music written specifically for English language teaching. A criticism of the latter is that they often lack originality and musical appeal. However, to overcome this problem the researcher of the current study composed the songs herself and added the music that suited the words and the students as well; she did not use ready-made songs.

2.4.12 Using songs as Pedagogical Tools:

Millington (2011: 134) talks about songs as pedagogical tools; 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). Following are some of these pedagogical aspects suggested by Millington (2011: 134):

1. **Listening**: Purcell (1992: 3) states that students can become bored by repeatedly listening to a narration or dialogue as they attempt to understand the meaning of new words or phrases in context. In contrast, listening to a song over and over again can seem less monotonous because of the rhythm and melody. Songs can also help to improve listening skills because they provide students with practice listening to different forms of intonation and rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling. Murphey (1992) believes that music has the power to engrave itself into our brains, stating that "songs work on our short- and long-term memory" and are therefore adequate tools for being used in the language classroom.
2. **Speaking**: Children are often keen to learn how to make new sounds and this can take a great deal of practice. Some teachers use minimal-pair drills, yet these types of activities are rarely interesting for young learners. Songs, on the other hand, can allow young learners to practice a new sound without producing the same level of boredom. Songs also have a natural rhythm with a recurring beat that is similar to

the stress patterns of spoken English. These patterns make some songs useful for practicing rhythm and stress.

3. **Vocabulary**: Songs can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning. In the current study, the "zoo animals" song, for example, could be used to present animals vocabulary, or the song "Let's sing a song about colours" is good for presenting colour names. Most children's songs are characterized by monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition.

   Some of the vocabulary and language used in traditional and popular English songs, however, can cause difficulties for language learners due to their use of low frequency and archaic words. The song and the lyrics need to be selected carefully to complement the target vocabulary. A difficulty for teachers is finding and selecting songs that are suitable both in terms of vocabulary and topic or theme.

4. **Sentence structures and sentence patterns:** Many children's songs have a simple sentence structure or sentence pattern that can become set in the mind of the learner. Songs could be used to reinforce questions taught in the classroom. The length of a phrase in a typical children's song is short and often uses simple conversational language. Murphey (1992) states that the pauses after each phrase are typically longer in comparison to the phrase itself, which can allow learners to process the language and shadow in real time. Again though, the teacher needs to take care when selecting a song because some songs have irregular sentence structures that are not typically used in English conversations. An example of teaching sentence structures through songs in this experiment was teaching students "How many brothers do you have? I have one/two brother/s."

5. **Culture:** According to Jolly (1975), using songs can also give learners the opportunity to acquire a better understanding of the culture of the target language. Songs reflect culture. Shen (2009: 88) states "language and music are interwoven in songs to communicate cultural reality in a very unique way". Although this is probably more applicable to songs for older learners, young learners can be given the opportunity to learn about seasonal or historical events in the target language through songs.
6. **Enjoyment**: Probably the most obvious advantage to using songs in the young learner classroom is that they are enjoyable. Most children enjoy singing and usually respond well to using songs in the classroom, but there are more significant benefits to using songs other than just being fun. First, songs can bring variety to the everyday classroom routine. This variety stimulates interest and attention, which can help maintain classroom motivation, thereby helping learners to reach higher levels of achievement. Secondly, songs, in particular choral singing, can help to create a relaxed and informal atmosphere that makes the classroom a nonthreatening environment. By reducing anxiety, songs can help increase students' interest and motivate them to learn the target language.

Students often think of songs as entertainment rather than study and therefore find learning English through songs fun and enjoyable. Perhaps the greatest benefit of 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. Moreover, Murphey (1992:10) suggests the following activities that teachers can do with students when teaching English through songs:

- study grammar
- practice selective listening comprehension
- read songs [...] for linguistic purposes
- compose songs, articles about songs, letters to singers, questionnaires
- discuss a song [...]
- translate songs
- write dialogues using the words of a song
- use video clips in many ways
- do role-plays (as people in the song, or the artist/interviewer)
- dictate a song
- use a song for gap-fill, cloze, or for correction
- use music for background to other activities
- integrate songs into project work
- energize or relax classes mentally
- practice pronunciation, intonation, and stress
- break the routine
- do choral repetition
- teach vocabulary
- teach culture
- learn about your students and from your students, letting them choose and explain their music
- have fun

To sum up, it is obvious how important songs are as pedagogical tools; they can be used for a variety of reasons whether educational or affective. However, reviewing the reasons and the pedagogical aspects mentioned above, the researcher of this study

focused on three aspects: teaching vocabulary, teaching sentence structures and increasing students' motivation and interest in the English classroom.

2.4.13 Limitations of using songs:

Although there are many reasons why songs can be considered a valuable teaching tool, there are some issues to consider. As mentioned above, the teacher needs to take care in selecting a suitable song for his or her class. The language, vocabulary, and sentence structure of some songs can be quite different from that used in spoken English.

In addition, there are other difficulties facing the teacher. To maintain variety in the classroom, the teacher needs a good repertoire of songs. Although young learners are happy to sing the same song on several occasions, interest in the same song can soon fade if the song is used too often. Some non-native English-speaking teachers may also worry about teaching the stress and timing of songs correctly, and are therefore probably more likely to only use certain songs that they feel comfortable with. Finally, Murphey (1992) points out that no matter how enjoyable or memorable, singing songs in itself will not teach anyone to use the language, and will not give students the ability to communicate in another language. The words in songs unfortunately do not transfer into use. Therefore, many teachers are concerned about using songs in their lessons fearing a number of factors:

- Administrators/teachers/students do not take music and song seriously.
- They disturb neighbouring classes
- Some students get too excited
- They take away from the normal syllabus. Time is lost.

- Students disagree about songs, and have different musical tastes.
- It is hard to find lyrics – source of old recorded material are no longer available.
- Students just want to listen, not to work.
- There is a lack of technical equipment due to cost.
- Teachers do not like to sing or are not musical.
- Many songs are not intelligible.
- EFL songs are boring.
- Songs go out of date very quickly.

The researcher encountered some of these obstacles, but she tried to deal with them by preparing her own computerized songs (i.e. not depending on other songs that might be irrelevant), presenting the songs in the computer laboratory away from the neighbouring classes, presenting songs on computers not ordinary tape recorder so that students could enjoy themselves and create the interaction between the students and the computers while evaluating their learning.

2.4.14 Computerized educational songs

Digital technology and songs are part of students' lives. As songs are attractive and highly motivating, teachers should use songs in class through digital technology. In this thesis, music and digital technology were associated with the classroom environment in order to investigate if both of them can facilitate the learning of English vocabulary and structure and motivate students.

Many are the attempts of teachers on proposing different activities in class in order to achieve the participation of all students and help them to learn indeed. However, it

seems that teachers are far from achieving their full mission in the current global society. One attempt to minimize such problem is the proposal of developing pleasurable moments in class, which may be achieved through using English songs and digital technology on the challenging task of enriching teaching learning process (Lied & Hammes, 2009).

This study focuses on the contribution of computerized songs to the acquisition of English vocabulary and structure as well as their effect on students' motivation to show how learning may be a stimulating process and school an attractive environment for students. Therefore, the study combined between songs and technology mechanisms in class and proposed to investigate how songs and digital technology could facilitate English vocabulary and structure acquisition through educational software. Such a theme resulted from the researcher’s classroom experience and her attempts to understand the difficulties most students have in memorizing vocabulary and structures of English since their contact with English is practically restricted to classes.

2.4.15 Why Computerized songs to teach English?

Students have a short time working schedule with computers at school. Lied and Hammes (2009) in their research say: "During English classes, students had never worked with computers, and, even so, they said they should always use computers in the class and that would contribute for English vocabulary acquisition." Those students are the twentieth-first century students; those who are in contact with so many technological tools which are part of their lives. And what is more, they love them.

Internet is in both classroom and student's daily life and it has made the access to English music and lyrics easier. Students use to look for, listen to, or sing songs while they are playing a game. So, why not join technology aid and music in language classes? They pleasurably learn through it. Murphy (1992) stresses that using music and songs in the classroom may stimulate very positive associations to the study of a language, which otherwise may only be seen as a laborious task, entailing exams, frustration, and corrections. Developing pleasurable activities through songs and digital technologies is indispensable for the learning process to be developed. There is a variety of English activities through songs which can be developed by teachers using different software. It depends on the teacher's creativity and willingness.

Regarding digital technology, the changes promote and seek new ways of interaction among students and teachers. Educational software is part of this century generation along with the new way of thinking, speaking, writing, and English vocabulary acquisition, even considering heterogeneous groups. Such a theme reflects a desire to step ahead and move forward concerning English learning and teaching through music and digital technology; a construction process which promotes students' creativity and innovation (Lied & Hammes, 2009). Music and computer resources are here for the benefit of new learning environment that nurtures man and society; as English teachers, we have to be really aware of that.

2.4.16 Advantages of computerized educational songs:

Middleton (2012) believes that many educators find music an effective instructional tool. Despite the lack of comprehensive studies, significant research indicates music

has a positive effect on mood, memory, literacy and language acquisition for English Language Learners. Many educators are aware of Howard Gardner's theory of multiple intelligences that suggests intelligence is a range of abilities or intelligences in specific domains. As many educators know, one of the intelligences Gardner identifies is musical. Fleming's model identifies three types of learning styles: visual, auditory and kinesthetic, often referred to as VAK or VARK where the R refers to read/write. The practice of considering all domains of intelligence, as well as adapting lessons according to different learning styles is widely used in education. Computerized songs have the capacity to represent all learning styles as outlined by the Fleming's VAK/VARK model: visual (seeing notation and animated pictures), auditory (hearing songs), read/write (reading and composing notation), kinesthetic (moving to music).

Middleton (2012: 1) in her thesis states that the authors of 'Linking Music Learning to Reading Instruction' make an argument for music: " Discontinuing music programs could deprive students of kinesthetic, aural, oral, visual, and emotional experience that will ultimately bring written texts to life." Computerized songs have also been seen as contributing to holistic learning.

Mithen (2006) notes how it is possible to comprehend the meaning of an utterance holistically when learning a language. In other words, the child does not divide the sentences into individual words or speech sounds to understand what is said. Similarly, music uses the same formulaic aspects which exist in language. For this reason, all individuals, provided they do not have cognitive deficits, are able to learn a language and appreciate music from birth.

Music also has an effect on peoples' emotions, and this too can be beneficial for learning a language. One of the most salient aims of music is to move the feelings of the listeners, which is why music has been described as the "language of emotions" as it has a unique power to help people express their emotions (Saglam, 2010).

It is also possible to talk about a salient hypothesis when taking affective considerations into account. It has been proposed that learning a language through the use of songs might directly relate to affective factors described in Krashen's affective filter hypothesis (Bonner, 2007). Krashen (1987) argues that affective factors are very important in second language acquisition, and the affective filter has been described as follows: The filter is that part of the internal processing system that subconsciously screens incoming language based on what psychologists call 'affect': the learner's motives, needs, attitudes, and emotional states.

Krashen (1987) groups affective variables in three categories: (1) Motivation, (2) Self- confidence, and (3) Anxiety. According to him, acquiring a language depends on how low or high a level of affective filter the acquirer has. If it is low, the acquisition is high because it means that more input will be processed in the part of the brain which is responsible for language acquisition – the Language Acquisition Device (LAD). If the affective filter is high, the acquirer's LAD becomes blocked and acquisition is impaired. This blockage is the result of affective variables such as the learner's lack of motivation, anxiety, and lack of confidence. If music can help create an anxiety-free atmosphere, it might also help students gain confidence and even increase their motivation (Saglam, 2010).

On the other hand, Lai and Kritsonis (2006) argue that computerized songs involve using computers, they believe that although there are many advantages of computer, the application of current computer technology still has its limitations and disadvantages. Gips et. al. (2004) indicated that the first disadvantage of computer and its attached language learning programs is that they will increase educational costs and harm the equity of education. When computers become a basic requirement for student to purchase, low budget schools and low-income students usually cannot afford a computer. It will cause unfair educational conditions for those poor schools and students. Expensive hardware and software also become the big obligations for schools and parents.

Second, it is necessary that both teachers and learners should have basic technology knowledge before they apply computer technology to assist second language teaching and learning. No student can utilize computer if he or she lacks training in the uses of computer technology. Unfortunately, most teachers today do not have sufficient technological training to guide their students exploring computer and its assisted language learning programs (Roblyer, 2003).

Third, the software of computer assisted language learning programs is still imperfect. Warschauer (2004) points out that a program should ideally be able to understand a user's "spoken" input and evaluate it not just for correctness but also for "appropriateness".

Fourth, computers cannot handle unexpected situations. Second and foreign language learners' learning situations are various and ever changing. Due to the limitations of computer's artificial intelligence, computer technology is unable to deal with learners' unexpected learning problems and response to learners' question immediately as teachers do (Dent, 2001).

Lee (2000) classifies the barriers inhibiting the practice of Computer-Assisted Language Learning in the following common categories: financial barriers, availability of computer hardware and software, technical and theoretical knowledge and acceptance of the technology.

2.4.17 Computerized Songs in Relation to Grammar:

There are various ways that grammar teaching might be enhanced by music. In order to make grammar teaching more effective, songs might provide useful sources. For example, the richness that songs offer in terms of teaching grammar and also the suprasegmental nature of the songs can help teachers produce checklists useful for teaching grammar. Using the rhythmic features of songs such as stress, pitch, and intonation, teachers can easily attract students' attention to the structural points of the language in a context. Students can construct grammatical deductions such as the position of adverb (Saglam, 2010).

Since songs have suprasegmental characteristics, this may help learners to raise their awareness of grammatical patterns to reconstruct the language if the teacher uses these rhythmic aspects of language through songs (Saricoban & Metin, 2000). Stansell (2005) adds that songs might help students to remember things easily. This method of auditory and visual recall can ease language learning especially for young learners.

Songs can be used at different levels to teach structural patterns making grammar study more interesting and relevant to tenses, genders, relative pronouns and other structures. Using songs may include the following grammar exercises: fill in the blank dictations with the correct form of a verb tense, some structural patterns and how they are used in sentences with the examples found in the song.

Supporting the above mentioned, Salcedo (2002: 76) says: " Unlike spoken conversation, music contains pitches, melodies, rhymes, beats, and measured phrases that may help students remember vocabulary or grammatical structures and aid in comprehending the general meaning." Practically all grammar points and a wide variety of vocabulary can be found in musical texts. Falioni (1993: 101) also says, "The new structures that may seem isolated or out of context in pattern drills, are seen in a different perspective when they are part of a song". Fluency in the use of the language was one of the most valuable contributions of songs, according to Bartle (1962:11), who believes that "some songs lend themselves to the incidental revision of grammatical points or of verb tenses. Songs are a definite advantage in memorization of phrase constructions. They are more easily learned and tend to 'stick' longer than straight-out grammatical examples".

Salcedo (2002) suggests another way to use music for grammatical reinforcement of tenses by using multimedia computer software with incorporated music video clips. As the video clip is viewed, users could choose to show the written lyrics on the screen, which has some general discussion of vocabulary and phrases as well as specific words and phrases in hypertext form. Students could click on these linked words in the song lyrics and get an explanation of the grammatical structure as it is used in that particular song.

2.4.18 Computerized songs in Relation to Reading and Vocabulary Skills

In order to raise students' motivation and interest, and strengthen their knowledge in language learning, music might be an effective tool. According to Gardner, young children have a natural tendency to sing a tune or to hum. He also states that musical intelligence is the first intelligence to occur. Based on this, it is possible to say that it might be more beneficial to take peoples' musical interests into account so as to improve their literacy skills concurrently. In order to foster language learning in a classroom, music can easily be included in the curriculum to facilitate vocabulary development and improve the comprehension skills of learners (Paquette & Rieg, 2008).

Besides being a facilitator in improving learners' literacy and comprehension skills, songs can also be used as authentic materials in a language class in the way some reading texts such as short stories, novels or poems are. In this way, learners can find a way into the real use of language. Using songs as authentic material is another way of enhancing the vocabulary knowledge of the students as this provides them with a meaningful context (Griffee, 1995).

Songs can offer variety in terms of both subjects and the tone of language used. Songs can be used as reading texts for they can easily transfer messages about peoples' feelings, general topics such as love, hate, anger, daily events, or other phenomena. They provide good sources for examining figurative language like metaphors and idioms which are abundant in songs. Knowing that idioms and metaphors are necessary to understand a language, the use of songs may provide excellent source or

examples for language teachers in teaching these specifically used expressions in the language.

Also, songs especially story songs, might be a valuable teaching aid in students' vocabulary development. In story songs, words are often frequently repeated and students are exposed to them several times so that they can remember these words more easily. Story songs might be very effective in teaching vocabulary as meaning can be emphasized by the teacher's speech if she/he uses a different intonation when telling a story. As story-songs contain suprasegmentals and other kinds of extralinguistic support such as actions, gestures, visuals, they might help students retain more vocabulary (Paquette & Rieg, 2008).

2.4.19 Computerized songs in Relation to Motivation and Culture

Motivation has long been considered an important factor for successful language learning (Jolly, 1975). However, defining and measuring it is really difficult. As mentioned in the third part of this section, there are two kinds of motivation for learning a language. One of them is the need to reach one's goal. In order to attain that goal, language is used as a secondary tool. This is called instrumental motivation. The other is integrative motivation, which is alerted when one's desire to learn a language stands for social and cultural reasons. There are some other variables such as aptitude, attitude, and anxiety which can affect the learners' motivation. Hedge (2008) argues that using different materials in a language classroom plays a crucial role in increasing the motivation of learners.

Davies and Pearse (2000) explain motivation in a similar way to Hedge; they state that some learners need English urgently for work or study, or want to learn it just

because they love Western culture. Others might be more eager since they are aware of the need they will feel for their work life in the future. Some have no wish to learn English since they know they will never use it, and with this type of learner, the teacher may have difficulty in drawing the learners' attention to the course. She/he needs to make the course enjoyable and satisfying. So, using activities through computer songs might be a possible way of motivating these kinds of learners.

Therefore, motivation is one of the things that can be gained by using songs in the English language classroom. The addition of songs to the English language classroom as a teaching method can be a way to focus students' attention and produce a more committed learner. Many researchers recommend using songs to enhance motivation in the younger generation. Songs deal with the whole realm of human emotions and students are often willing to sing a song in a foreign language even if they do not fully understand the meaning of the words. The use of songs creates an atmosphere of interest in the study of English and can lead from a "teacher-centered" to a "student-centered" class. Using music can lift the atmosphere in class, or develop a non-threatening classroom atmosphere, bring in a boost of energy and capture the children's attention. Besides, English songs can motivate them in their quest to learn English.

Songs are catchy and fun and EFL students will feel happy to hear them many times till they can sing alone. If the teacher plays the recording of a dialogue the second time, students may get bored with it. However, songs can be reused without making students become fed up with.

Quinn (2005, p. 11) in line with other researchers believes:

> "Learning can, and should, be hard fun. The evidence is that learning is most effective if it attracts the attention and interest of the learner, is obviously relevant, requires action on the part of the learner, and is contextualized so that the learner understands how and when to apply it."

From what preceded, the researcher concluded that students learn better when they become involved through their own interests and purposes and such involvement is possible when the teaching material is introduced to them through well- chosen educational media appealing to the different senses such as using computerized educational songs in teaching young learners. They match with the psychology of students, since they enable students to be involved in doing tasks with enjoyment and interest.

2.5 Summary

In this section of Chapter II, the researcher presented the theoretical framework of the study. It discussed four main parts: teaching vocabulary to young learners, teaching English structures or grammar, motivation and its importance in learning English and the last part talked about computerized educational songs.

The researcher started by talking about vocabulary; its definitions, types, growth, importance, how to teach and how to test it. In the second part, the researcher discussed the definitions of grammar, its types, reasons and importance of teaching grammar, teaching grammar in the light of different teaching methods and testing grammar. Then, the researcher dealt with motivation, its definitions and types, its

relation to child development, its role in EFL classroom, ways for motivating students and it was crucial to link using computerized songs with students' motivation in this part. The fourth and the last part was divided into two categories; the first talked about educational songs as an alternative strategy in teaching English in general and in teaching vocabulary and structures and motivating students in particular.

Section B: Previous Studies

This section of chapter II investigates previous studies relevant to the problem of the current study. These are 19 studies classified into two domains:

- The first domain includes (13) studies concerning the effects of using educational songs on developing English vocabulary, structures and motivation.
- The second domain includes (8) studies concerning the effects of computerized and multi-media songs on teaching English.

The researcher presented related studies in the light of methodology criteria which are (purpose, place, sample, instruments, statistical analysis, results and recommendations). There are some studies which do not include all the previous criteria, but the researcher cited them because they are very relevant to the problem of the current study.

2.6 Studies concerning the effects of using educational songs on developing English vocabulary, structures and motivation.

Numerous recent studies have examined the effects of using educational songs on developing English vocabulary, structures and motivation and found mixed effects. This domain presents an overview of these studies.

Atta-Alla's (2012) study aimed to investigate the effectiveness of a suggested program based on using children's rhymes and songs in enhancing adult English language learners' vocabulary comprehension and production skills. Forty-five male and female adult English language learners were instructed and trained in some

vocabulary skills through a suggested vocabulary program based on children's rhymes and songs developed by the researcher. A vocabulary test was developed and used as a pre-post test. The effectiveness of the training program was measured by comparing the participants' scores on the pre-post test and applying the modified gain percentage. The results of the pre- and post-tests indicated statistically significant differences in favor of the post-test. The suggested program proved to be effective in developing the participants' comprehension and production vocabulary skills as shown by the vocabulary gain scores, which were consistently higher on the post test.

The findings of this study suggested that additional research is recommended in the following areas:

1. Studies that replicate the present study, but with young language learners.
2. Studies focusing on using rhymes and songs to develop other language skills.

Belahouane and Boukerrou's (2011) study aimed to explore the efficiency of using songs to learn vocabulary. The main objective was to show that the integration of songs in English oral expression classrooms can be beneficial for EFL learners in terms of learning the vocabulary. To gather data for this research, two tools were used: two questionnaires and two tests. Both questionnaires were administered to a sample of 20 students -whose ages ranged between 18 to 22 years old- and 10 oral expression teachers in English Department, University of Constantine. The second tool was a test that consisted of a pre test and a post test. The first one aimed at evaluating learners' vocabulary. The second aimed at finding out whether the learners benefited from songs. The findings revealed, to a great extent, what was hypothesized that the use of songs for first year students of English was beneficial in learning a new vocabulary.

El-Nahhal's (2011) study aimed to examine the effectiveness of using children songs on developing the fourth graders' English vocabulary in Rafah governmental schools.

To answer the study questions, the researcher adopted the experimental approach. The sample of the study consisted of (60) male students from Oqba Ben Nafee Primary Boys' school and (60) female students from Raba El-Adweh Primary School for Girls in Rafah. The researcher divided the sample of the study into four groups, two experimental groups and two control. The children's songs were used with the experimental group only, while the ordinary method was used with the control one in the second term of the academic school year (2010 – 2011). A vocabulary test of seven questions with (35) items was designed to be used as a pre–post test.

The results of the study were analyzed, using (T-test). Etta square technique was used to measure the effect size of using children's songs on the experimental group. The study indicated that there are statistically significant differences in the mean scores of the vocabulary test in favor of the experimental group in the post application. It also showed that there were statistically significant differences in the mean scores of the vocabulary test due to the gender in favor of the female experimental group in the post application.

In the light of these results, the study recommended the necessity of using children's songs on learning vocabulary. It also suggested that further research should be conducted on the effect of songs on the four skills of English language.

The purpose of **Saglam's (2010)** study was to explore whether using music in English language teaching settings could be beneficial for language learners in improving their speaking fluency, and whether lessons conducted with songs would raise the learners' motivation/interest in second language learning. The researcher

used the quasi-experimental approach and the data used in this study were obtained from (46) pre-intermediate level students studying at the School of Basic English (SOBE) at Karadeniz Technical University (KTU) in Turkey. The major instruments in the research were the tests that were used to measure the students' speaking fluency, and the questionnaire given to assess the students' motivation/interest levels for learning English. An interview with the teacher who taught both groups was another instrument. The data collected from the questionnaire and the oral assessments were analyzed using t-tests.

The findings in the study revealed that the treatment group showed some improvement in their speaking fluency level although this was not a strong positive finding. Moreover, both groups' motivation/interest scores decreased but the decrease in motivation/interest levels of the treatment group was observed to be significantly less than that of the contrast group.

The researcher recommended further investigations to be carried out to generalize this study to students at different ages - especially children - and on different language skills (e.g. reading, pronunciation, grammar or writing).

Nguyen Thi Thanh's (2010) study of "Using Songs As A supplementary Material In Teaching Listening For The First-Year Non-Major Students of English At Phuong Dong University" was designed to investigate the effectiveness of using English songs in teaching bottom-up listening skills to non-major students and in enhancing students' motivation in listening to English.

This research was conducted as a qualitative study, using a questionnaire and an interview, along with the test to collect data. The research was carried out at Phuong Dong university with the participation of sixty first-year non-major students. They all

were in the second term and from two different classes of Bio-technology department. The researcher taught listening to the experimental group using English songs, whereas the control group had lessons from the students' book only.

Data collected by the above-mentioned instruments revealed that the experimental group scored better than the control group and students were highly motivated through the songs. Thus, it was asserted through the study that songs can help much in motivating students in listening skill. The researcher recommended further studies to be conducted to go deeply into how and in what way songs can improve each of the listening sub-skills.

The objective of **Chen and Chen's (2009)** study was to explore the effectiveness of using English popular songs on enhancing elementary school students' motivation for learning English. It was also an attempt to investigate the relationships between learning motivation and learning performance. Participants included 166 six–grade students from five classes in an elementary school in the north district of Taiwan city. The researchers designed a questionnaire to be the main tool of the study. The results of this study showed that the majority of students were interested in learning English popular songs and their learning motivation also increased after engaging in this creative teaching activity. As for teaching performance, students felt that their English abilities, especially listening ability, have improved after learning the songs.

Abd Rahman (2008) study aimed to investigate the effectiveness of using songs in enhancing the understanding of subject-verb and to find out how students feel towards learning grammar through songs. The study adopted a quasi-experimental design. Thirty-seven 5th grade pupils from Sekolah Kebangsaan Sri Pulai were involved. They

were divided into two groups, the experimental group (15 pupils) and the control group (22 pupils). The experimental group went through the song-based tasks in three different sessions while the control group resumed the normal lesson. The instruments used in collecting data were pre-test, post-test, observation of the treatments from a recorded tape, and students' reflection sheet. Data were analyzed qualitatively and quantitatively. The findings showed that song-based activities are useful tools to reinforce the learning of SVA and provide an enjoyable classroom atmosphere. Hence, it is highly recommended that language teachers incorporate songs in grammar lessons.

Siskova's (2008) thesis title was **"Teaching Vocabulary through Music".** The objective of this study was to measure the effectiveness of using popular songs as a method of teaching vocabulary. The song method was applied on (52) students of an elementary school in Kroměříž; their ages were between 12-15 years old and they were divided into three groups. Their levels ranged from beginner to pre-intermediate. However, two of the three groups consisted of rather weak students with disciplinary problems and little interest in English. On the other hand, one group consisted of hard-working students who liked to study and were active during the lessons. This work was based on the hypothesis that only motivated and interested students learn effectively. It is the using of popular songs that should guarantee students' motivation and interest.

The songs were chosen based on a questionnaire completed by the students with whom this method was tested. The effectiveness of this method was determined through tests. Students were tested on vocabulary learned through songs and vocabulary learned though the course book. The test results were compared and

analyzed from several points of view and the overall results showed that students had better results on vocabulary learned through textbook. Thus teaching vocabulary through songs seemed to be ineffective.

The practical part of **Rosova's (2007)** thesis dealt with research she carried out in the time span of seven months with (53) subjects in four different groups. The main aim of the study was to find out an answer to the question if music can help when learning vocabulary and to what extent by comparing song-based lessons with poem-based lessons. The tools of the study were two questionnaires; the first questionnaire aim was to find out what attitude to music the students had and the second one focused on students' evaluation of the lesson and their ability to recall words, phrases and sentences with and without the song after two months.

Comparing the results of the song and poem-lesson experiment, the researcher inferred that music did help with vocabulary acquisition. According to the research results, the students perceived the lessons with songs as interesting, instructive, positive, relaxing and enjoyable. In the light of these findings, the researcher recommended that songs could become a tool which we could use to animate and facilitate language learning and acquisition.

In her action research, **Ratnasari (2007)** tried to describe how songs influenced the students achievement in pronouncing English words and on their motivation. The population of the study was (130) students and the subjects of this study were (30) students of 7^{th} year of MTs ANNUR Jepara (Indonesia) in the academic year 2006/2007. The selection of the sample was done randomly. In doing this study, the writer used an oral test method and a questionnaire to get additional information

about the students' reflection toward the learning activities by using songs. All of the teaching-learning activities were presented by the help of songs. The data analysis of this study was descriptive qualitative and a bit of quantitative measurement to find the mean. Based on the data analysis from each activity, it could be seen that there was a significant difference of the students' achievement in the pretest and posttest. The students' achievement in the posttest was higher than that of the pretest.

Based on this study, it was found that the use of songs in teaching English was effective to improve the students' pronunciation and very beneficial for the students in order to facilitate their learning English by increasing their motivation.

Based on this finding, the researcher recommended that research of similar kind should be done with different subjects and that English teachers should use songs in teaching English vocabulary, grammar, pronunciation, or kind of text.

Paini's (2006) research study documented the observed and reported experiences of a seventh grade English teacher and her class of twenty-three students when using music to enhance learning in the English classroom. All participants in the study received English instruction from the author in the regular classroom setting. The study explored introducing grammar, writing and poetry with musical enhancement. It focused on student motivation, behavior, interest and participation in a subject area that is often the least enjoyed by middle school students. The author used song lyrics to introduce grammar concepts in lieu of a textbook. The study tools were a pre-post-test, a questionnaire, a reflection sheet and an interview with students

The researcher found that when using music, there was an increase in student interest, enthusiasm, and participation and also an improvement in classroom behavior and focus; however, there was not a significant increase in test scores.

One of the most commonly cited studies about the impact of music on teaching grammar is **Cruz-Cruz's (2005)** study. The researcher conducted a study whose purpose was to examine the effects of music and songs on teaching grammar and vocabulary to ELLs. Twenty-eight participants were divided into two groups. The contrast group was given grammar and vocabulary lessons using traditional methods of instruction, while the treatment group was exposed to music and songs as well as the traditional method. Post-test grammar and vocabulary scores revealed that lessons with musical instruction optimized the students' vocabulary and grammar learning, and thus indicated that music and songs could be good supplements in teaching English grammar and vocabulary.

Chiang's (2003) study investigated the effect of chanting activities on the English listening comprehension of vocabulary for ESL students in Taipei. The chanting activities were developed using existing themes from the ESL classroom. Songs were selected based on specific criteria. Two experiments were conducted with different age populations. Experiment one included a population of first grade children. A quasi-experimental design was used. Nineteen songs were selected as the treatment. Data was obtained from (56) subjects in the treatment group and (57) in the non-treatment group. The assessment tool for experiment one was developed by the author. Ten questions were included. Findings indicated that chanting activities increased vocabulary comprehension.

Experiment two was conducted using a population of college freshmen. Data was collected from (31) subjects in the treatment group and (31) in the non-treatment group. Treatment for the experiment was ten songs. The assessment tool consisted of (30) questions from a TOEFL listening comprehension practice examination. Data from this study led to the result that although chanting activities could affect both children and adults positively, the effect on the younger subjects was greater than on the older students.

The purpose of **Chen's et. al (2003)** study was to explore whether songs and chants proved to be effective tools in language learning. The subjects were (890) Taiwanese young students from (26) classes from the first to fourth grades in an elementary school. Each lesson was taught for a period of (35) minutes for (14) weeks. The results were based upon observations of students and teachers during their instruction and the analysis of a questionnaire completed by the students. The analyzed results evidenced that songs and chants did have positive effects on the students' learning of English and indicated that songs and chants could effectively be used to develop the English language proficiency of young learners. Further research in this area was recommended by the researcher.

The main purpose of **Mei Wah (2000)** exploratory experimental study was to investigate the effects of using songs to teach subject-verb agreement to L2 learners in the ESL classroom. This qualitative study involved two treatment groups using songs to teach the subject-verb agreement. However, one group was given the treatment with activities, while the other was given the same treatment without the activities.

This study aimed to find out if there is any significant difference between the two treatment groups. The subjects of this study were thirty low proficiency students from a suburban secondary school in Kapar. The tools of the study were pre-post tests, a questionnaire and an observation card.

The findings of this study revealed that there is no statistically significant difference between the two groups. However, there are descriptive differences and individual improvements made. The reactions obtained from the subjects were positively encouraging although the scores obtained, on the overall, did not reflect these positive responses. The findings from this study do not meet anticipated expectations. The researcher recommended further research be done to verify the effectiveness of using songs in the Malaysian ESL classroom.

2.7 Studies concerning the effects of using computerized and multi-media songs on developing English language skills and students' motivation

It is of great importance to review studies which examined the effects of computerized songs or educational songs on developing English language skills, sub- skills and motivation.

Lied and Hammes's (2009) study tried to associate music and digital technology to the environment of the classroom in order to investigate if they can facilitate English vocabulary acquisition and motivate students. In order to enhance conclusions for this study, two English class activities- one activity developed in the classroom by using the stereo system and the other activity developed in the computer lab- using songs were developed by ten students of the 5th grade of a town Elementary School. Such

selection resulted from the necessity to have a school which provided computer room - the prerequisites to develop the planned activities-. These students were twelve years old - four boys and six girls. Before starting the activities, the researcher watched some of their English and Music classes. After that, he planned the activities according to their background and learning level. Songs were suggested by the music teacher since he had been working songs in his classes. After each activity students had to complete a questionnaire in order to express their impression regarding the usage of digital technology to study vocabulary through a song.

Class activities were carried out and results showed that working songs through digital technology was very motivational and contributed for English vocabulary learning. The researcher recommended that in such reality, it was essential to re-evaluate teaching and learning methodologies. Since digital games and music were part of students' daily lives, they were also valuable tools because they were excellent motivational devices that must belong to the learning methodological plan devices.

Kahraman's (2008) study examined the use and selection of songs- presented through computer- in listening comprehension classes. This study was carried out in Turkey in a private English class with three students who were all at elementary level. Students listened to (9) songs in different genres and were asked to fill in the blanks in the lyrics provided in three listening cycles. The song lyrics were typed on computer and some words were removed. The removed words were mostly function words as well as some of the content words they knew well but were not used to recognize within the flow of speech. All songs were played in the classroom twice or three times depending on the availability of time out of a laptop computer with extra speakers

attached. The songs were displayed three times: First, without pauses, the second time with pauses and the third time without pauses again.

After the students had listened to all the songs, the papers were checked to see how many blanks have been left unfilled. After the listening process, the students were interviewed orally about the activity and matters on comprehension. The results showed that all the three students liked to listen to songs in the class. They all thought that the songs were catchy and two of them stated that they listened to the songs outside the class as well. The researcher concluded that the presentation of songs through computer affected students' listening comprehension and motivation positively so he recommended that further studies be carried out with more students.

The main purpose of **Shi's (2008)** study was to investigate whether using multimedia learning songs in teaching reading in early literacy program was an effective instructional method as compared to existing Head Start Pre-K curriculum. The specific design for this study consisted of a nonequivalent control group design. This research took place at three inner city preschool locations in a medium-sized Midwestern city. The subjects were (60) students of preschoolers aged four to five divided into four groups, the researcher used multimedia songs (listening to the music, singing, reading illustrated song book, physical body movement, and learning activities) for teaching preschoolers early literacy skills. Cheerful traditional children's music with and without singing was provided through CD players or computers to motivate participation. Pr-post test was given to the four groups, The researcher collected data by administering the test to one participant at a time, in a quiet room within the classroom sites. The data was analyzed using an analysis of variance (ANOVA).

The results proved that using computer learning songs to teach reading in early literacy program was more effective than the existing Head Start Pre-K curriculum.

The purpose of **Lun Liu's (2008)** study was to explore the effects of songs on elementary school students' English learning motivation through integrating English songs and computerized nursery rhymes in music classes. (197) students of 4^{th} and 5^{th} grades (97 male, 100 female) in Chia-Yi city participated in this quasi-experimental study. Two kinds of questionnaires were used to investigate students' English learning motivation and perceptions of the experiment. Data was analyzed with descriptive statistics, two-way ANOVA, and *t* tests. The results indicated that students' English motivation was maintained through the experiment while significant decline was found in the motivation of the control group students. The experimental group students also reported positive perceptions and influence on their cognitive and affective learning through the learning of English songs and nursery rhymes in music classes. The results of this study indicated that the effect of applying this kind of musical approach can be positive in elementary school students' English learning. Discussions and pedagogical implications were also provided.

Beasley and Chuang's (2008) investigation centered around the following question: Does listening repetition, song likeability, and/or song understandability influence learning environment perceptions, learning perceptions, and/or learning outcomes in Taiwanese EFL learners engaged in web-based music study? The subjects in this study consisted of (196) Taiwanese students. The tools were computerized pre-treatment vocabulary level and lifestyle literacy tests.

Correlation and regression analyses were performed to determine if any statistically significant relationships existed between the study variables of interest. The results of this study suggested a chain of positive associations between song likeability, enjoyment of the learning environment, motivation for learning, and achievement. Thus, EFL educators should select songs that students will like and understand.

Beasley and Chuang (2006) investigated the effects of American music, lyrics, vocabulary definitions, and song explanations during online music study on listening comprehension, vocabulary acquisition, and lifestyle literacy in (108) college Taiwanese ESL learners. The results indicated that simply listening to online music did not increase vocabulary level in ESL learners. Instead, the addition of written lyrics and hypertext links to definitions of key terms was required to improve vocabulary level significantly. This study confirmed using multimedia songs (music, lyrics as reading text, illustrations, and learning activities through computer) to teach early literacy skills.

Lee's (2004) study tried to investigate the effect of English songs in multimedia based system on learning motivation and achievement of fifth grade elementary students. A quasi- experimental design was used. Two classes of fifth grade students from an elementary school in Ping Tung country were randomly assigned to the experimental group and control group. After students took pre-test on English motivation and achievement, the multimedia based English songs instruction was implemented in the English class of the experimental group, while the control group received instruction in the traditional way. After seven weeks, both groups took a post test on English

motivation and achievement. Additionally, the experimental group took questionnaire instruction of English songs in multimedia based system.

The findings of the study showed the following:-1- the experimental group scored higher on English motivation scale than the control group. 2- The experimental group held positive attitude toward multimedia based English songs instruction; they considered instruction of English songs in multimedia based system as a good way to learn English, and hoped this way of instruction could continue.

Register (2003), in her dissertation, examined the effects of a music therapy program designed to teach reading skills versus a television program on the early literacy behaviors of kindergarten children from a low socio-economic background. This study was a multi-sample, pre-post-test design.

Subjects (n=86) were children, aged 5-7 years, enrolled in one of four different kindergarten classes at a public elementary school in Northwest Florida. Each class was assigned one of four treatment conditions: Music/Video (sequential presentation of each condition), Music-Only, Video-Only and no contact control group.

This study confirmed that music increases the on-task behavior of students. Additionally, the combination of music and video enrichment showed more gains in four of the eight tests used to measure students' progress. This pattern supports the need for further investigation regarding benefits of enrichment programs specifically designed to enhance curricula for students from low socio-economic backgrounds, particularly programs that incorporate music.

2.8 General commentary on the previous studies:

Having reviewed the previous studies, the researcher widened and enriched her background about the problem of the current study which deals with the effects of using computerized educational songs on developing students' English vocabulary, structures and motivation. The researcher found the previous studies very beneficial as they were conducted by different researchers all over the word (e.g. U.S.A- Taiwan- China- Malaysia…etc.) and on different levels from kindergarten to school levels. This proves the importance of the topic of the current study as it has been investigated in different contexts worldwide.

The researcher noticed some points of similarities and differences between the previous studies and her own current study. Regarding the first domain concerning the effects of using educational songs on developing English vocabulary, structures and motivation, the majority of the studies affirmed the positive effects of using educational songs on developing students' English vocabulary, structures and motivation. In this concern, Atta-Alla (2012), Belahouane and Boukerrou (2011), El-Nahhal (2011), Rosova (2007), Chiang's (2003) proved the effectiveness of educational songs in developing the participants' vocabulary skills. Others like Abd Rahman (2008) and Cruz-Cruz (2005) affirmed that using educational songs in teaching grammar is very effective. Chen and Chen (2009) proved the effectiveness of using English popular songs on enhancing elementary school students' motivation for learning English. Rosova (2007), Abd Rahman (2008), Siskova (2008), Paini (2006), Cruz-Cruz (2005) and Mei Wah (2000) agreed with Chen and Chen (2009) as these studies observed students' motivation as well. On the other hand, there are two studies in this domain which contradict the results of the other studies; these are Siskova (2008) and Paini (2006), who found that teaching vocabulary and grammar through

songs seemed to be ineffective. Siskova (2008) justified this result in that some students kept on losing the worksheets and had nothing to learn from for the tests and not all the songs that were used were enjoyable to all the students. Paini (2006) said "While there was no significant change in grammar scores, there was in writing and poetry". However, both researchers proved that using educational songs increased students' motivation towards English.

However, Saglam's (2010) study results disagreed with the positive results included in this domain; he claimed that songs were ineffective in developing speaking skills and motivation, but he mentioned some reasons to justify his results. Saglam's study was conducted with participants who were young adults but this kind of study might be more effective with students who are children since lessons with songs might be more interesting to children. There was limited time for carrying out this research as the implementation period lasted only for four weeks. Another limitation was the inequality of the groups' sizes; the treatment group consisted of twenty-two students, but the contrast group involved thirty-two students.

As regards the third domain concerning the effects of using computerized songs or using songs in connection with computer on developing students' English language skills and motivation, the results of all the studies included revealed that computerized educational songs strategy had a remarkably positive effect on developing language skills. These studies are: Kahraman (2008), Shi (2008), Beasley and Chuang (2008), Beasley and Chuang (2006) and Register (2003).

Lied and Hammes (2009) showed that working songs through digital technology is very motivational and contributed for English vocabulary learning. Moreover, Kahraman (2008), Lun Liu (2008) and Lee (2004) devoted themselves to prove that computerized educational songs did increase students' motivation towards learning English.

Therefore, the contradiction found in the results of the first two domains confused the researcher and increased her enthusiasm, as well, to pursue her current study in order to find out the effectiveness of using computerized educational songs on developing third graders' vocabulary, structures and motivation. However, the results of the third domain served the researcher's expectation that using computerized songs may have positive effects on developing the third graders' vocabulary, structures and motivation.

It is worth mentioning that almost all the previous studies are relatively new since one study occurred in 2012, three in 2011, three in 2010,three in 2009, six in 2008, five in 2007, two in 2006 and seven studies from 2000-2005, which means that the problem of the current study is an updated one.

The researcher revised the methodology elements followed in the previous studies and got benefit from them. Concerning the research design, some researchers adopted the experimental and the quasi-experimental approach to examine the effectiveness of educational songs strategy on developing students' vocabulary, structures and motivation such as those of Atta-Alla's (2012), Belahouane and Boukerrou's (2011), El-Nahhal (2011), Saglam (2010), Abd Rahman (2008), Lied & Hammes (2009), Shi

(2008), Cruz-Cruz (2005), Lee(2004), Chiang (2003), Salcedo (2002), Beasley (2008) and Mei Wah (2000).

Other studies like those of Chen and Chen (2009), Lun-Liu (2008) and Chen (2003) used a descriptive approach to point out teachers' views about the value and barriers of using songs and students' attitudes towards using educational songs strategy in learning English.

Hence, the researcher adopted the quasi-experimental approach with comparison group pre-test/post-test design, which is the most common quasi-experimental design. This design is the same as the classic controlled experimental design except that the subjects cannot be randomly assigned to either the experimental or the control group, or the researcher cannot control which group will get the treatment. In other words, participants do not all have the same chance of being in the control or the experimental groups, or of receiving or not receiving the treatment (Saleh et.al. 2001: 15).

With regard to the instruments, the previous studies utilized different research tools such as: pre-post tests, questionnaires, interviews, reflection sheets, observation cards and tapes. The researcher noticed that some studies used more than one tool. For example, Saglam (2010) used pre-post tests, a questionnaire and an interview. Taking this point into consideration, the researcher used four tools which are vocabulary test, structure test, an observation card and a questionnaire. The researcher benefited from the previous studies in constructing and applying her research tools.

The participants of the previous studies were from different ages and from different levels. Shi (2008) and Register (2003) conducted their studies in kindergartens (i.e. preschool levels). Some studies like those of Belahouane and Boukerrou (2011), Nguyen Thi Thanh (201**0)**, Chiang (2008) and Beasly (2006) were conducted on secondary and university levels. However, the majority of the studies were conducted on young learners (i.e. in elementary school). These studies were Sevik (2011), El-Nahhal (2011), Abd Rahman (2008), Lied and Hammes (2009), Chen and Chen (2009), Kahraman (2008), Siskova (2008), Lun-Liu (2008), Register et.al (2007), Paini (2006), Lee (2004), Chen (2003) and Chiang (2003).

The current study resembles those studies in that it was applied on the third graders, which is a very suitable age to be taught using educational songs.

To analyze their results, some researchers used descriptive qualitative statistics while others used quantitative statistics styles. The researcher used a mix of both styles to analyze the results of her study.

To sum up, the current study benefited from the previous studies in selecting the sample of the study which consisted of (80) third graders divided into control and experimental groups, in preparing and administering the four tools of the study, in selecting the proper research design which is the quasi- experimental approach and in analyzing the results. In addition, the researcher had a clear idea about how to implement songs in her classroom.

Nevertheless, the current study may differ from other studies in that it was the first study, to the researchers' best knowledge, which dealt with computerized educational songs composed, designed and prepared by the researcher herself as all the previous studies used already-prepared songs or selected songs from the internet or other sources. Thus, the researcher can say that this was the first study to examine the effectiveness of computerized educational songs in teaching vocabulary and structures and in increasing young learners' motivation towards learning English in the Gaza Strip.

The current study may also differ in that it examined three dependent variables; vocabulary, structures and motivation while other researchers examined only one or two variables.

Last but not least, the researcher prepared four tools to collect data for her research, but other researchers used one, two or three tools.

2.9 Summary:

This chapter consisted of two sections: theoretical framework and previous studies. The first section discussed four main parts; vocabulary, structures, motivation as the three dependent variables of the study and computerized educational songs as the independent variable of the study. The second section cited some previous studies that were divided into two domains as mentioned earlier in this section. Finally, the researcher commented on these previous studies.

The literature review paved the way for the researcher, facilitated her job and benefited her greatly. However, computerized songs strategy is still in need for further research. By conducting this study, the researcher aimed to add to the cumulative knowledge, to enrich the empirical studies in the field of teaching and learning English and to support English language teachers with a sufficient background about incorporating computerized songs in their classrooms. The next chapter deals with methodology of the study.

Chapter III

Methodology

Chapter III

Study Methodology

This chapter presents a complete description of the methodology the researcher followed throughout the study: the research design, the population, the sample, the instrumentation, the pilot study, a description of the computerized songs used in the study and the statistical treatment of the collected data.

3.1 Research Design

The study used the quasi-experimental approach with a comparison group pre-test/post-test design. The experimental group was taught vocabulary and structures by using computerized educational songs, whereas the control group was taught through the conventional methods.

3.2 Population of the Study

The population of the study consisted of all male third graders at the UNRWA schools in Rafah governorate in the first semester of the school year (2013-2014). The population of the study was (2356) male students.

3.3 Sample of the Study

The sample of the study consisted of (80) students distributed equally into the experimental group and the control one. The two groups were randomly chosen from a purposive sample from Rafah Elementary "B" Boys' School, where the researcher administered the experiment and where she works as a teacher for the third grade. Table (3.1) shows the distribution of the sample.

Table (3.1)

The distribution of the sample between the groups

Group	Experimental	Control
Number	40	40

Since the sample was chosen from an UNRWA school, the two groups were equivalent in their economic, social and cultural level. They were equivalent in their English language achievement in accordance with the statistical treatment of their results in the second term of the school year (2012-2013).

3.4 Variables of the Study

The study included the following variables:

3.4.1 The Independent Variable:

The independent variable of the study was represented in the teaching method which is the computerized educational songs as a new method for teaching English vocabulary and structures.

3.4.2 The Dependent Variables:

The dependent variables of the study are:

1. The students' achievement in English language vocabulary.
2. The students' achievement in English Language structures.
3. The students' motivation towards learning English.

3.5 Controlling the Extraneous Variables:

The researcher tried to control the following variables before conducting the experiment in order to avoid any marginal interference and to ensure the accuracy of the results:

3.5.1 General Achievement Variable:

T-test was used to measure the statistical differences between the groups due to their general achievement. The subjects' results in the second term test of the school year (2012-2013) were recorded and analyzed.

Table (3.2)

T-test results of controlling general achievement variable

Domain	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
General achievement	experimental	40	85.413	8.679	1.305	0.196	not sig.
	Control	40	87.820	7.792			

"t" table value at (78) d f. at (0.05) sig. level equal 1.99

"t" table value at (78) d f. at (0.01) sig. level equal 2.64

Table (3.2) displays that the computed (t) value (1.305) is less than the tabled (t) value at (0.01) and (0.05) levels. This indicates that there were no statistically significant differences at (0.01) and (0.05) levels between the experimental and the control group in the general achievement variable**.**

3.5.2 General Achievement in English Language Variable:

T-test was used to measure the statistical differences between the groups due to their general achievement in English language. The subjects' results in English language subject in the second term test of the school year (2012-2013) were recorded and analyzed.

Table (3.3)

T-test results of controlling English general achievement variable

Domain	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
English achievement	Experimental	40	66.725	13.048	0.200	0.842	not sig.
	Control	40	67.275	11.458			

"t" table value at (78) d f. at (0.05) sig. level equal 1.99

"t" table value at (78) d f. at (0.01) sig. level equal 2.64

Table (3.3) displays that the computed (t) value, (0.200), is less than the tabled (t) value at (0.01) and (0.05) levels. This indicates that there were no statistically significant differences at (0.01) and (0.05) levels between the experimental and the control groups in the general achievement in English language variable**.**

3.5.3 Group Equivalence in Terms of the Pre-Tests Marks (previous learning):

The researcher designed two achievement tests: a vocabulary test and a structure test to be applied as pre-post tests. Then, the researcher compared the control and experimental groups after applying the pre vocabulary and structure achievement tests to ensure the equivalence of the two groups before applying the experiment. The

results were recorded and statistically analyzed using T-test. Tables (3.4 & 3.5) display the findings.

Table (3.4)

Group Equivalence in Terms of the Pre Vocabulary-Test Marks

	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Vocabulary test (30) items	Experimental	40	5.650	2.760	1.647	0.104	not sig.
	Control	40	6.900	3.928			

"t" table value at (78) d f. at (0.05) sig. level equals 1.99

"t" table value at (78) d f. at (0.01) sig. level equals 2.64

Table (3.4) shows that the computed (t) value, (1.647), is less than the tabled (t) value at (0.01) and (0.05) levels in the total score of the test. This indicates that there were no statistically significant differences at (0.01) and (0.05) levels between the experimental and the control groups in their previous vocabulary achievement.

Table (3.5)

Group Equivalence in Term of the Pre Structure-Test Marks

	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Structure test (25) items	experimental	40	4.050	2.650	0.659	0.512	not sig.
	Control	40	3.675	2.433			

"t" table value at (78) d f. at (0.05) sig. level equals 1.99

"t" table value at (78) d f. at (0.01) sig. level equals 2.64

Table (3.5) indicates that there were no statistically significant differences at (0.05) level among the experimental and the control groups in their previous learning of English structures.

3.5.4 Teacher Variable:

The researcher herself taught both the experimental and the control groups. This was to avoid any other factors related to teacher difference from affecting the results of the study.

3.6 Instrumentation

To achieve the aims of the study, the researcher used four tools: two tests prepared by the researcher herself: a vocabulary test and a structure test covering all the vocabulary and structures included in units (2-3 & 4) from the third grade textbook. In addition, the researcher designed a questionnaire and an observation card to measure students' motivation towards English as a result of using the computerized songs in the English classroom.

3.6.1 Vocabulary test

A pre-post vocabulary achievement test was prepared by the researcher according to the criteria of the test specifications as shown in (table 3.6) to measure the subjects' achievement in English vocabulary. It was applied as a pre-test to prove that both groups were equal in terms of their achievement in English vocabulary and structures. Then it was used as a post test to identify any possible progress and difference in achievement of both groups (See Appendix 1, A).

3.6.1.1 Table of specifications:

The researcher designed the vocabulary test according to the table of specifications which was built according to bloom's Taxonomy for knowledge. To calculate the relative weight for each level and the number of the questions, the following steps were followed:

The relative weight for the knowledge level = (Number of the items in the level ÷ the total number of the test items) (16 ÷ 30 =53.3%). The relative weight for the comprehension level is (4 ÷ 30 =13.3%). The relative weight for the application level is (10 ÷ 30= 33.3%).

Table (3.6)

Table of specifications for the vocabulary test

Question No.	Knowledge	Comprehension	Application	High levels	Marks	Percentage
1	4 items				4 Ms	13.3%
2		4 items			4 Ms	13.3%
3	4 items				4 Ms	13.3%
4	4 items				4 Ms	13.3%
5	4 items				4 Ms	13.3%
6			10 items		10 Ms	33.3%
Total	16 items 53.3%	4 items 13.3%	10 items 33.3%	-	30 marks	100%

3.6.1.2 The general aim of the vocabulary test:

A pre-post vocabulary achievement test was prepared by the researcher to measure the students' achievement in vocabulary in both the control and experimental groups.

Being used as a pre test, it aimed at proving that both groups were equal in terms of English vocabulary learning. Then being used as a post test, it aimed at identifying any possible progress and difference in achievement of both groups.

3.6.1.3 Specific objectives of the vocabulary test:

The vocabulary test aimed at measuring students' ability to identify the vocabulary items included in units (2-3 & 4) from the third grade textbook (3A) as follows:

1. Identifying job vocabulary
2. Identifying family members' vocabulary
3. Identifying numbers from (1 – 10)
4. Identifying food vocabulary
5. Identifying animals' vocabulary
6. Identifying colour vocabulary

3.6.1.4 Description of the vocabulary test items:

The total number of the vocabulary test questions was (6) with (30) items and every item has one mark as follows:

Question (1) consisted of four 'choose' and 'write' items; the items examined students' knowledge of food, animals, jobs and family vocabulary.

Question (2) included four items. Students were asked to circle the odd word in each group of words based on their knowledge of the vocabulary items included.

Question (3) consisted of four items in which students were asked to write the numbers in digits or the letters. This question tested students' knowledge of number vocabulary.

Question (4) included four items; students were asked to fill in the missing letter in each word.

Question (5) included four 'choose' the correct word items, in items (2 & 3) students were asked to look at the attached pictures to choose the correct word.

Question (6) consisted of ten items. Students were asked to read the words and classify them into groups.

3.6.1.5 The pilot study:

In order to examine the validity and reliability of the vocabulary test as well as its appropriateness in terms of time, discrimination and difficulty coefficients, the test was conducted as a pilot test on a randomly selected group of (30) third grade students from Rafah Elementary "B" Boys' school other than the experimental and the control groups. The results were recorded and statistically analyzed. The test items were modified in the light of the statistical results.

3.6.1.6 Test Time estimation:

The time of the test was calculated according to the following equation.

$$\text{The test time} = \frac{\text{The time needed for the 1st student to leave the room + the time needed for the last student to leave the room}}{2}$$

Applying the equation, the researcher found that the time needed for the vocabulary test to be applied was (45) minutes.

Time estimation = (35+55) / 2 = 45 minutes.

3.6.1.7 Difficulty Coefficient:

O`dah (2002:125) says that difficulty coefficient represents the percentage of the failing students to the total number of students who took the test. The difficulty factor of a test was computed according to the following equation:

$$\text{Difficulty Coefficient} = \frac{\text{No. of students who gave wrong answers}}{\text{The total No. of students who answered the test}}$$

Table (3.7) shows the difficulty coefficient of each item of the test.

Table (3.7)

Difficulty coefficient for each item of the test

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.64	**16**	0.64
2	0.68	**17**	0.73
3	0.64	**18**	0.86
4	0.68	**19**	0.77
5	0.64	**20**	0.73
6	0.68	**21**	0.68
7	0.73	**22**	0.64
8	0.68	**23**	0.68
9	0.68	**24**	0.73
10	0.73	**25**	0.68
11	0.68	**26**	0.68
12	0.68	**27**	0.64
13	0.68	**28**	0.68
14	0.64	**29**	0.68
15	0.68	**30**	0.64
Total difficulty coefficient			**0.69**

Table (3.7) shows that the difficulty coefficient wobbled between (0.64-0.86) with total average (0.69). This means each item is acceptable or in the normal limit of difficulty according to the point of view of assessment and evaluation specialists.

3.6.1.8 Discrimination Coefficient:

Discrimination coefficient means that the test has the ability to differentiate between the high achievers and the low ones. The discrimination factor of a test item is computed according to the following equation (Abu Nahia, 1994: 311).

Discrimination Coefficient =

$$\frac{\text{The number of correct answers in higher group - the number of correct answers in low group}}{\text{The total number of students in one group}}$$

Table (3.8) shows the discrimination coefficient for each item of the test.

Table (3.8)

Discrimination coefficient for each item of the test

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.73	**16**	0.73
2	0.64	**17**	0.55
3	0.73	**18**	0.27
4	0.64	**19**	0.45
5	0.73	**20**	0.55
6	0.64	**21**	0.64
7	0.55	**22**	0.73
8	0.64	**23**	0.64
9	0.64	**24**	0.55
10	0.55	**25**	0.64
11	0.64	**26**	0.64

No.	Discrimination coefficient	No.	Discrimination coefficient
12	0.64	**27**	0.73
13	0.64	**28**	0.64
14	0.73	**29**	0.64
15	0.64	**30**	0.73
Total Discrimination coefficient		**0.63**	

Table (3.8) shows that the discrimination coefficient wobbled between (0.27 –0.73) with total average (0.63). The results indicate that each item is acceptable or in the normal limit of discrimination according to the point of view of assessment and evaluation specialists.

3.6.1.9 Validity of the vocabulary test:

Al Agha (1996: 118) states that a valid test is the test that measures what it is designed to measure. The study used the referee validity and the internal consistency validity.

A. Referee Validity:

The test was refereed by a jury of experts in English language and methodology in Gaza Universities and experienced supervisors and teachers in UNRWA schools. The items of the test were modified according to their recommendations.

B. Internal Consistency Validity:

Al Agha and Al Ostaz (2004:p.110) assert that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test. This validity was calculated by using Pearson Correlation Coefficient.

Table (3.9) shows the correlation coefficient of each question with the total scores of the test. According to table (3.9), the coefficient correlation of each item is significant at (0.01) or (0.05) because the calculated (r) values for all the items of the test are higher than the table (r) value, so it can be concluded that the test was highly consistent and valid as a tool for the study.

Table (3.9)

Correlation coefficients of each item score with the total score of the vocabulary test

No.	Pearson Correlation	Sig. level	No.	Pearson Correlation	Sig. level
1	0.673	sig. at 0.01	**16**	0.667	sig. at 0.01
2	0.677	sig. at 0.01	**17**	0.646	sig. at 0.05
3	0.536	sig. at 0.01	**18**	0.357	sig. at 0.05
4	0.559	sig. at 0.05	**19**	0.451	sig. at 0.01
5	0.730	sig. at 0.01	**20**	0.539	sig. at 0.05
6	0.735	sig. at 0.05	**21**	0.587	sig. at 0.01
7	0.652	sig. at 0.05	**22**	0.642	sig. at 0.05
8	0.581	sig. at 0.01	**23**	0.664	sig. at 0.01
9	0.683	sig. at 0.01	**24**	0.782	sig. at 0.01
10	0.733	sig. at 0.01	**25**	0.703	sig. at 0.01
11	0.699	sig. at 0.01	**26**	0.805	sig. at 0.01
12	0.715	sig. at 0.01	**27**	0.654	sig. at 0.01
13	0.355	sig. at 0.01	**28**	0.709	sig. at 0.01
14	0.787	sig. at 0.01	**29**	0.780	sig. at 0.01
15	0.726	sig. at 0.01	**30**	0.799	sig. at 0.01

r table value at df (38) and sig. level (0.05) = 0.304

r table value at df (38) and sig. level (0.01) = 0.393

3.6.1.10 Reliability of the vocabulary test:

Al-Agha (1996: 118) states that a test is reliable when it gives the same results if it is applied in the same conditions. The reliability of the test was measured by KR21 and the Spilt-half methods. According to tables (3.10 & 3.11) the test was proved to be reliable. KR21 coefficient was (0.954) and the Spilt-half coefficient was (0.902).

A. Split Half Method:

Abu Hattab and Sadeq (1980, p.14) state that split half method depends on splitting the test into two parts and calculating the correlation between the parts and then making a correction for the correlation coefficient by Spearman Brown Prophecy Formula. Table (3.10) describes the Split half coefficient of the test items.

Table (3.10)

Correlation between two parts (even X odd) and modified by Spearman-Brown

SPILT –HALF TECHNIQUE			
TEST	**TOTAL**	**BEFORE MODIFICATION**	**AFTER MODIFICATION**
TOTAL	30	0.821	0.902

From Table (3.10), it is noted that the test is proved to be reliable. The Spilt-half coefficient is (0.902) (after modification) which is higher than (0.821), which indicates that the test is reliable to be used in the study.

B. Kooder Richardson (K-R21):

To ensure the previous result, the researcher tested the reliability by another technique which was K-R21. K-R21 relies on calculating the percentages of the correct answer to the items on the variance of every item. Table (3.11) describes (K-R21) for the test.

Table (3.11)

(K-R21) Coefficients for the Questions of the vocabulary Test

TOTAL	(K_R21) coefficient
30	0.954

The results show that K-R21 coefficient of the vocabulary test is acceptable because it is (0.954). This means the test is reliable and valid to be applied.

3.6.2 Structure test:

The second tool of the study is a pre-post structure test. It was prepared by the researcher according to the criteria of the test specifications as shown in (table 3.12) to measure students' progress in learning English structures.

Table (3.12)

Table of specifications for the structure test

Question No.	Knowledge	Comprehension	Application	High levels	Marks	Percentage
1		5 items			5 Ms	13.3%
2		7 items			7 Ms	13.3%
3				4 items	4 Ms	13.3%
4	5 items				5 Ms	13.3%
5			4 items		4 Ms	13.3%
Total	5 items	12 items	4items	4 items	25marks	100%

3.6.2.1 The General aim of the structure test:

A pre-post structure achievement test was prepared by the researcher to measure the students' achievement in English structures in both the control and experimental groups. Being used as a pre test, it aimed at proving that both groups were equal in

terms of English structure learning. Then being used as a post test, it aimed at identifying any possible progress and difference in achievement of both groups.

3.6.2.2 Specific objectives of the structure test:

The structure test aimed at measuring students' ability to identify the structures included in units (2 – 3 & 4) from the third grade textbook (3A). It aimed at testing students' ability to:

1. talk about people's jobs
2. say how many family members they have
3. ask for food at the market
4. express food likes and dislikes
5. talk about the costs of things
6. describe animals (number of legs –colour –size -speed)
7. talk about the number of animals (singular - plural)

3.6.2.3 Description of the structure test items:

Focusing on the structure test, the total number of the test questions was (5) with (25) items and every item has one mark. Therefore, the total scores given to the test were (25) marks. The questions can be described as follows:

Question (1) consisted of five items with five marks. Students were asked to complete the missing parts of the dialogue using the given words.

Question (2) consisted of seven ‘correct the mistake’ items.

Question (3) consisted of four jumbled sentences which students were asked to re-arrange.

Question (4) consisted of five items. Students were asked to answer the questions by looking at the pictures.

Question (5) consisted of four items. To answer this question, students were asked to look at the picture, choose the suitable answer and write it down (See Appendix 1, B).

3.6.2.4 The pilot study:

To maintain the validity and reliability of the structure test, a pilot study was conducted. The structure test was administered on a random sample of (30) third grade male students from Rafah Elementary "B" Boys' School other than those of the experimental and the control groups. The results were recorded and statistically analyzed. The necessary modifications were made in the light of the statistical results.

3.6.2.5 Validity of the structure test:

To make sure that the test was valid, the researcher used the referee validity and the internal consistency validity.

A. Referee Validity:

The structure test was introduced to a panel of specialists in English language and methodology in Gaza universities and experienced supervisors and teachers in UNRWA schools. The items of the test were modified according to their recommendations.

B. Internal Consistency Validity:

This validity was calculated by using Pearson Equation. Table (3.13) shows the correlation coefficient of each item with the whole test.

Table (3.13)

Correlation coefficient of each item score with the total score of the structure test

Sig. level	Pearson Correlation	No.	Sig. level	Pearson Correlation	No.
sig. at 0.01	0.730	**14**	sig. at 0.01	0.666	**1**
sig. at 0.01	0.698	**15**	sig. at 0.01	0.712	**2**
sig. at 0.01	0.661	**16**	sig. at 0.01	0.744	**3**
sig. at 0.01	0.780	**17**	sig. at 0.05	0.885	**4**
sig. at 0.01	0.897	**18**	sig. at 0.01	0.852	**5**
sig. at 0.01	0.818	**19**	sig. at 0.05	0.852	**6**
sig. at 0.05	0.851	**20**	sig. at 0.05	0.650	**7**
sig. at 0.01	0.875	**21**	sig. at 0.01	0.869	**8**
sig. at 0.01	0.779	**22**	sig. at 0.01	0.847	**9**
sig. at 0.01	0.618	**23**	sig. at 0.01	0.807	**10**
sig. at 0.01	0.627	**24**	sig. at 0.01	0.797	**11**
sig. at 0.01	0.521	**25**	sig. at 0.01	0.807	**12**
			sig. at 0.01	0.610	**13**

r table value at df (38) and sig. level (0.05) = 0.304

r table value at df (38) and sig. level (0.01) = 0.393

According to Table (3.13), the coefficient correlation of each item is significant at (0.01) and (0, 05). It can be concluded that the test is a highly consistent and valid tool.

3.6.2.6 Reliability of the structure test:

The reliability of the test was measured by KR21 and the Juttman methods. According to tables (3.14 & 3.15) the test proved to be reliable. KR21 coefficient was (0.968) and the Juttman coefficient was (0.955).

Table (3.14)

Correlation between two parts (even X odd) and modified by Spearman-Brown:

SPILT –HALF TECHNIQUE			
AFTER MODIFICATION	**BEFORE MODIFICATION**	**TOTAL**	**TEST**
0.955	0.951	25	**TOTAL**

From Table (3.14), it is noticed that the test is reliable. The Juttman coefficient is (0.955) (after modification) which is above (0.951), which indicates that the test is reliable to be used in the study.

B. Kooder Richardson (K-R21):

To ensure the previous result, the researcher tested the reliability by another technique which was K-R21. K-R21 relies on calculating the percentages of the correct answer to the items on the variance of every item. Table (3.15) describes (K-R21) for the test.

Table (3.15)

(K-R21) Coefficient for the Questions of the Structure Test

TOTAL	(K-R21) coefficient
25	0.968

The results show that the reliability coefficient of the structure test is acceptable because it is (0.968). This means the test is reliable and valid to be applied.

3.6.2.7 Difficulty coefficient:

Difficulty coefficient is measured by finding out the percentage of the failing students to the total number of students who answered the test (Abu Nahia,1994, p. 308).

The difficulty coefficient of each item was calculated according to the following formula:

Difficulty coefficient =

$$\frac{\textbf{No. of students who gave wrong answers}}{\textbf{The total No. of students who took the test}}$$

Table (3.16) shows the difficulty coefficient for each item of the test:

Table (3.16)

Difficulty coefficient for each items of the structure test

Difficulty coefficient	No.	Difficulty coefficient	No.
0.68	**14**	0.64	**1**
0.59	**15**	0.59	**2**
0.55	**16**	0.64	**3**
0.59	**17**	0.45	**4**
0.64	**18**	0.64	**5**
0.36	**19**	0.50	**6**
0.59	**20**	0.59	**7**
0.50	**21**	0.55	**8**
0.45	**22**	0.64	**9**
0.59	**23**	0.59	**10**
0.50	**24**	0.50	**11**
0.59	**25**	0.55	**12**
		0.73	**13**
0.57	**Total difficulty coefficient**		

Table (3.16) shows that the difficulty coefficient wobbles between (0.36 . 0.68) with a total average (0.57), which means each item is acceptable or in the normal limit of difficulty according to the point of view of assessment and evaluation specialists.

3.6.2.8 Discrimination coefficient:

The discrimination coefficient was calculated according to the following formula: Discrimination Co. =

$$\frac{\text{The number of correct answers in higher group} - \text{the number of correct answers in low group}}{\text{The total number of students in one group}}$$

Table (3.17) shows the discrimination coefficient for each item of the test:

Table (3.17)

Discrimination coefficient for each item of the structure test

Discrimination coefficient	No.	Discrimination coefficient	No.
0.64	**14**	0.73	**1**
0.64	**15**	0.45	**2**
0.73	**16**	0.36	**3**
0.64	**17**	0.73	**4**
0.55	**18**	0.55	**5**
0.73	**19**	0.64	**6**
0.64	**20**	0.45	**7**
0.64	**21**	0.55	**8**
0.73	**22**	0.73	**9**
0.64	**23**	0.45	**10**
0.64	**24**	0.64	**11**
0.45	**25**	0.73	**12**
		0.55	**13**
0.61		**Total Discrimination coefficient**	

Table (3.17) shows that the discrimination coefficient wobbles between (0.36 and 0.73) with a total average (0.61), which means that each item is acceptable or in the normal limit of discrimination according to the point of view of assessment and evaluation specialists.

3.6.3 Motivation questionnaire:

A three-point Likert scale questionnaire was prepared by the researcher of the current study in order to get data about students' motivation towards learning English.

Dornyei (2003: 36) states that the Likert scale is the most commonly used scaling technique due to the fact that the method is simple, versatile and reliable.

3.6.3.1 The aim of the questionnaire:

The main aim of the questionnaire was to measure the effectiveness of using computerized songs on students' motivation towards learning English by comparing the motivation of the experimental group before and after the experiment.

3.6.3.2 Steps of constructing the questionnaire:

The researcher constructed this questionnaire depending on:

1. Reviewing related literature and previous studies
2. At first, the questionnaire consisted of (26) items. Then, the items were presented to the referee committee in order to judge the suitability of the number of the items for the third graders, the language used and the extent to which the items of questionnaire represents its aim.
3. The questionnaire items number was reduced to be (20) and the language of some items was simplified to suit the third graders.
4. The researcher carried out a pilot study for this questionnaire on a group of (30) students to test its validity and reliability.
5. All the questionnaire items were positive .

3.6.3.3 Description of the questionnaire:

This questionnaire consisted of (20) items and it was used before and after the experiment for the experimental group only (See Appendix 1, C). A cover letter was attached to the questionnaire in order to explain its purpose and encourage honest participation.

Students were asked to express the extent to which they agree with each item on a three-point scale. Dornyei (2003: 38) states that Likert scales have been used successfully with younger children; in such cases the number of the response options is often reduced to three and the options themselves are presented in a pictorial format instead of words. The researcher took these points into account when preparing the questionnaire; the scale was of three choices: (agree, undecided, disagree). Each choice has a pictorial code like the following: agree = ☺, undecided = 😐, disagree = ☹. Students were asked to check the box under the face that best expresses how they felt toward a target.

When a student chooses "agree ☺", the item is calculated as three points. When he chooses "undecided 😐", the item is calculated as two points and when he chooses "disagree ☹", the item is calculated as one point.

Thus, the highest sum an item can get is when all students choose "agree ☺". For example, the first item in the questionnaire (The teaching material was enjoyable) and the total number of the questionnaire respondents in each group was (40). As a result, the highest sum this item can get is the outcome of forty times three that is (120). The lowest sum the same item can get is when all students choose "disagree ☹". Then the sum is the outcome of forty times one that is (40).

3.6.3.4 Application of the questionnaire:

The researcher explained the purpose and the instructions of the questionnaire for students in the experimental group. The questionnaire items were translated into students' mother tongue (i.e. Arabic) in order to help students understand them easily

and therefore they can give valid answers. Results of the questionnaire were recorded and statistically analyzed.

3.6.3.5 The pilot study:

The scale was applied on a random pilot sample of (30) third graders from Rafah Elem."B" Boys' School other than those of the experimental and the control groups. The research explained some lessons using the computerized songs and then she asked those students to fill in the questionnaire in order to assess its validity and reliability. The results were recorded and statistically analyzed to measure the questionnaire validity and reliability.

3.6.3.6 Validity of the questionnaire:

The researcher used the referee validity and the internal consistency validity to prove the validity of the questionnaire as follows:

A. Referee Validity:

The questionnaire was introduced to a jury of specialists in English language and methodology and Psychology university professors in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA schools. The items of the questionnaire were modified according to their recommendations.

B. Internal consistency validity:

The internal consistency validity clarifies the correlation of the degree of each item with the total average of the scale. This validity was calculated by using Pearson Formula. Table (3.18) shows the correlation coefficient of each item with the whole questionnaire.

Table (3.18)

Correlation coefficient of each item score with the total score of the questionnaire

Sig. level	Pearson Correlation	No.	Sig. level	Pearson Correlation	No.
sig. at 0.01	0.569	11	sig. at 0.01	0.454	1
sig. at 0.01	0.746	12	sig. at 0.01	0.887	2
sig. at 0.01	0.904	13	sig. at 0.01	0.737	3
sig. at 0.01	0.867	14	sig. at 0.05	0.796	4
sig. at 0.01	0.839	15	sig. at 0.01	0.428	5
sig. at 0.01	0.667	16	sig. at 0.05	0.898	6
sig. at 0.05	0.734	17	sig. at 0.05	0.884	7
sig. at 0.01	0.611	18	sig. at 0.01	0.564	8
sig. at 0.01	0.595	19	sig. at 0.01	0.847	9
sig. at 0.01	0.769	20	sig. at 0.01	0.773	10

r table value at df (38) and sig. level (0.05) = 0.304

r table value at df (38) and sig. level (0.01) = 0.393

According to Table (3.18), the coefficient correlation of each item is significant at (0.01) or (0, 05) because all the calculated (r) values are higher than the tabled ones. It can be concluded that the questionnaire is a highly consistent and a valid tool.

3.6.3.7 Reliability of the questionnaire:

The scale is reliable when it gives the same results if it is reapplied in the same conditions. The researcher used the pilot study to assess the reliability of the scale which was measured by Alpha Cronbach and split-half methods.

Table (3.19) shows that the reliability coefficient by using split-half after modification is more than (0.962). The results show that the correlation coefficient using Alpha

Cronbach is (0.925) and this indicates that the questionnaire is reliable to be applied on the sample of the study.

Table (3.19)

Correlation coefficient between the two halves of the questionnaire before modification and the reliability after modification

Alpha Cronbach	split-half methods	No. of items	Scope
0.925	0.962	20	Total

3.6.4 Observation Card:

This observation card was prepared by the researcher to assess overall class motivation generated by the educational material in use (i.e. computerized songs) as reflected through their levels of interest, enthusiasm, interaction, concentration and enjoyment during the class.

3.6.4.1 Steps of Constructing the observation card:

The researcher constructed this questionnaire depending on:

1. Reviewing related literature about using the observation card as a tool of assessing students' motivation
2. Consulting specialized professors, English supervisors and experienced English teachers.
3. At first, the observation card consisted of (20) sentences. Then, the observation card sentences were presented to the referee committee in order to decide the suitability of the observation card for the aim of the study.
4. At last, the observation card was refereed and revised well. It consisted of (15) statements.

5. The researcher carried out a pilot study for this observation card on a group of (30) students to assess its validity and reliability. The researcher and an experienced English teacher noticed the same previous pilot sample independently for five periods. Points of agreement and disagreement were recorded and statistically analyzed.

3.6.4.2 Description of the observation card:

This study used an observation card of 15 items to be filled by the researcher and an expert English teacher from the same school and while the activity is drawing to an end. Each item is scored on a scale of one (strongly disagree) to five (strongly agree) (See Appendix 1, D).

3.6.4.3 Validity of the observation card:

The researcher used the referee validity to check the validity of the observation card.

- The referee validity

The observation card was introduced to a group of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA schools. The items of the observation card were modified according to their recommendations.

3.6.4.4 Reliability of the observation card:

To prove the reliability of the observation card statistically, the researcher used the general agreement of the observers who were the researcher and her colleague calculating the reliability. Each of the observers worked independently but used the same list of the observation card items. At the end of the total periods assigned for the

observation, they were almost consistent in their observation results. The ratio of the agreement was calculated statistically by using Coper equation:

$$\text{Coefficient of agreement} = \frac{\text{Number of agreement points}}{\text{Number of agreement points} + \text{Number of disagreement points}} \times 100$$

Thus, the researcher and her colleague in teaching English observed the students in the pilot sample for five periods and after the application of the mentioned equation, the ratio of the agreement between the observers is offered in the following table:

Table (3.20)

Percentage of agreement between the observers to calculate the reliability of the observation card

percentage	Her colleague	The researcher	performances	Period
90.28	72	65	75	**one**
92.65	68	63	75	**two**
89.71	61	68	75	**three**
91.43	64	70	75	**four**
84.06	69	58	75	**five**
89.62	**Total percentage of the reliability of the card**			

According to the results of Table (3.20), the researcher can conclude that the highest percentage of the agreement between the two observers was (92.65) and the lowest

percentage was (84.06). Consequently, the total percentage of the reliability of the card was (89.62) which indicated the high level of reliability of the observation card.

3.7 The computerized educational songs:

3.7.1 The general aim of the computerized educational songs:

The general aim of the computerized songs is to improve students' achievement in English vocabulary and structures and to develop their motivation towards learning English.

3.7.2 Designing the computerized educational songs:

Throughout the study, the researcher used (13) computerized songs to teach the vocabulary and structures included in units (2 – 3 & 4) of "English for Palestine-3rd grade". The instructional design for developing the computerized songs was based on the steps of the ADDIE instructional model. According to this standard, the design steps:

a. Analysis stage.

b. Design stage.

c. Development stage.

d. Implementation stage.

e. Evaluation stage

The researcher (teacher) incorporated the ADDIE model with the weblog design process. Then, she followed the ADDIE phases in developing the weblog module as well as divided each stage to many secondary stages as following:

1. Analysis stage:

- The researcher gathered information from various sources as surfing the net,

reviewing literature, reading many books and references related to the computerized songs in education.

- The researcher analyzed the content of the units (2, 3 and 4) of English for Palestine, 3rd grade (3 A) to identify the vocabulary items and structures included in them.The results of the content analysis are presented in the following table:

Unit (2)/ He's a doctor.

Unit	Lesson	Objective/Ss. are expected to:	Key vocabulary	Key structures
2	1	identify job vocabulary	doctor-nurse-teacher-farmer-driver-dentist-policeman	_____
2	2	talk about people's jobs	_____	What's his/her job? He's/She's a doctor.
2	3	identify family members	grandma-grandpa-mum-dad-sister-brother-uncle-aunt-cousin	
2	4	say what jobs family members do	_____	Who's he/she? He's/She's my dad/mum.He's/She's a teacher.
2	5	identify numbers (1 – 5) in words	one-two-three-four-five	_____
2	6	say how many family members they have	_____	How many brothers do you have? I have one brother/two brothers.

Unit (3)/At the market

Unit	Lesson	Objective/Ss. are expected to:	Key vocabulary	Key structures
3	1&2	identify food vocabulary	Apples-bananas-grapes-figs-oranges-onions-potatoes-tomatoes-carrots	_____
3	3	ask for food at the market	_____	I'd like figs, please./Here you are./Thank you.
3	4	express food likes and dislikes	What food do you like?I like apples☺-I don't like onions☹	_____
3	5&6	talk about how much things cost	_____	I'd like carrots, please. That's 10 dinars.

Unit (4)/ At the zoo

Unit	Lesson	Objective/Ss. are expected to:	Key vocabulary	Key structures
4	1	identify names of animals at the zoo	tiger-fox-snake-giraffe-monkey-elephant-bird	_____
4	2	describe animals(number of legs and size)	_____	This is a monkey. It's small. It has two legs.
4	3	identify colours describe colours of animals	red-green-white-black-orange-brown-yellow-blue- grey.	The monkey is black.
4	4	identify numbers(6-10) in words Talk about animals numbers in plural	Six-seven-eight-nine-ten	How many tigers are there? There are ten tigers.
4	5	describe animals (speed)	_____	The tiger is fast. The giraffe is slow.

- The number of the experimental group was (40) male third grade students.

- The researcher used the computer lab at the school in which she implemented the experiment of her study after obtaining the approval from the concerned authorities.

- The researcher employed the (LCD) and smart board which are available in the

computer lab.

2. Design stage:

After analyzing the content of the three units above, the researcher composed the words of (12) songs and adopted one song from the textbook. The songs were written in a very simple language that suited third graders' age and at the same time contained all the vocabulary items and structures students were required to learn in units two, three and four and then the researcher asked a professional composer to add the tunes that suited every song in a very simple way that could be sung by young children.

After that, the songs were recorded in a good studio using children voices to suit the young age of the target group. Finally, the researcher gave a complete vision about the idea of each song to a professional computer engineer and asked him to design the animated pictures that suited every song. Thus, every song was presented through its own video clip.

The content of the computerized songs:

The computerized songs included all the vocabulary items and structures in units two, three and four of "English for Palestine" for the third grade. Every song was meant to present either vocabulary items or structures in every lesson. Unit two included six songs, unit three included three songs and unit four included four songs. Inside every song, students could see the words of the song, the video of the song and the computerized activity for the same song. Table (3.21) below describes the content of the computerized songs.

Table (3.21)

The content of the computerized songs.

Unit	Lesson	Song No.	Objectives: Ss. are expected to:	Key vocab\structures
2	1	1	identify job vocabulary	doctor-nurse-farmer-driver-dentist-teacher-policeman
2	2	2	talk about people's jobs	What's his/her job? He's/She's a doctor.
2	3	3	identify family members	Uncle-aunt-sister-brother-mum-dad-cousin-grandmother-grandfather
2	4	4	say what jobs family members do	Who's he/she? He's/She's my dad/mum. He's/She's a teacher.
2	5	5	identify numbers(1-5)in words	One-two-three-four-five
2	6	6	say how many family members they have	How many brothers do you have? I have one/two brother/s
3	1	7	identify food vocabulary	Apples-bananas-grapes-figs-oranges-carrots-potatoes-tomatoes-onions.
3	2	8	ask for food at the market	I'd like carrots, please/Here you are-That's10 dinars/Thank you
3	3&4	9	express food likes and dislikes	What food do you like? I like/don't like apples.
4	1	10	identify names of zoo animals	Tiger-fox-giraffe-snake-monkey-elephant-bird
4	2	11	identify colours	Grey-red-green-blue-brown-orange-white-black
4	3	13	describe animals(colour-size-legs no. and speed)	This is a monkey. It's black. It's small. It has 2 legs. It's very fast.
4	4	5	Identify numbers (6-10)in words	Six-seven-eight-nine-ten
4	5	12	Say number of animals in plural form	How many tigers are there? There are two tigers.

3. Development stage:

To accomplish the objectives of the computerized songs, to create an effective teaching-learning process and to develop the songs , the following resources/teaching and learning aids such as computer laboratory, computerized songs, LCD, smart board, and several computer programs: power point presentation and Microsoft Word were employed. The content of these songs can be seen once students click on them. Moreover, the researcher added related activities to each lesson and asked students to answer them via the computer.

4. Implementation stage:

The researcher applied the computerized songs on a random sample of third male graders at Rafah elementary "B" boys school in the first semester of the scholastic year (2013-2014) to teach the vocabulary and structures included in units 2, 3 and 4. At first, the researcher explained the idea of the experiment to students of the experimental group in a simple way. They were very excited especially when the teacher told them about having their English periods in the computer laboratory. They told the teacher that they liked computers and that this was the first time for them to enter the computer laboratory at school. The teacher loaded the computerized songs to all the computers in the lab so that all students could watch and listen to the songs independently and answer the accompanied activities on their computers. Before starting the experiment, the teacher gave the students a training period in using the computer and dealing with the computerized songs.

The teacher organized the students in a way that every student sat at his own computer, but some students had to share the same computer because the number of computers was less than the number of students.

The teacher presented the songs on the main computer so that all students could see and listen to the songs at the same time. Students were very happy as soon as they heard the music and started moving their hands and bodies and then students were allowed to listen to the songs through the headphones. Afterwards, they were asked to answer the accompanied computerized activity which gave them immediate feedback about their performance, so students worked at their own pace and learned from their own mistakes, which encouraged self –learning.

Finally, the teacher gave her students a soft copy of the song they learned every class to practise at home and to involve the parents in the teaching-learning process of their children and to give them an idea about the experiment.

At the end of the implementation stage, the researcher implemented the post vocabulary and structure achievement tests to explore the progress in students' achievement in English vocabulary and structures. In addition, she carried out the post- motivation questionnaire to compare experimental group students' motivation towards learning English before and after the experiment.

5. Evaluation Stage:

Evaluation is defined as a systematic and organized process to collect and analyze information to determine the extent of achieving objectives specified for a certain semester, lesson, and training project. In addition, it indicates a judgment process or a qualitative or quantitative description of the degree or level of performance.

Thus, evaluation is significant as it enables teacher to take a decision about student's performance. (AlNabhan: 2004, pp.38-39) .In this study, it was an activity planned to judge the advantages of the computerized songs. It was used to assess the effect of the weblog project in terms of the benefits to the students. It was the process of gathering results to decide if the computerized songs were effective. The researcher used two types of evaluation as follows:

Formative Evaluation:

AlNabhan (2004, p.43) states that formative evaluation is a diagnostic and an ongoing process aimed at ensuring the occurrence of the requested learning with the provision of feedback as well as improving the outcomes of the both the learning and teaching processes. It indicates the quality and the level of the achievement to certain goals within a certain period of time.

In this study, formative evaluation aided the researcher to realize if the objectives were achieved in the formative stages of the experiment. It also helped the researcher to gather information to evaluate how to make the weblog project improved. Therefore, the researcher carried out some computerized activities after every lesson in order to evaluate students' improvement in English vocabulary and structures.

Summative Evaluation:

AlNabhan (2004, p.44) mentions that summative evaluation aims at issuing a final judgment on the whole program, learning materials and the procedures followed in a program after being finished. It also aims at giving the final judgment on the program in terms of its validity for the future uses or for the purpose of replacing it or giving guidelines about how it can be applied in the future uses. In this study, summative evaluation was employed at the end of the program. It aimed at examining the effect

of using the computerized songs on the development of the students' achievement in English vocabulary, structures and motivation. The post- vocabulary and structure achievement tests, post-motivation questionnaire and pot-observation card were used for this purpose.

3.7.3 The validity of the computerized educational songs:

To test the computerized songs validity, the researcher presented the computerized songs to a group of English Language supervisors and teachers. The researcher did the required modifications according to their precious recommendations and comments. Moreover, the researcher applied some songs on a pilot study consisting of (30) students in order to investigate if there was any technological problem, unclear instructions and to measure the validity of the questionnaire and the observation card.

3.7.3 Challenges facing the researcher during the experiment:

Applying the experiment was a very interesting and enjoyable experience for both the teacher and the students as it was the first time to teach students through computerized songs and to give them English periods in the computer laboratory, which broke the daily boring routines of the conventional methods. However, the following challenges faced the researcher while conducting the experiment:

- The researcher had to take the experimental group students every period from their class on the third floor to the computer laboratory in another building in the school, which wasted some time so the researcher had to take extra periods to compensate for that waste of time.
- Some students of the experimental group did not have the basic computer skills, so the researcher had to give them extra training periods to be able to deal with the computer appropriately.

- Another problem was the inadequate number of computers as the computer lab at school contained only (30) computers, while the number of students was (40), so some students had to share the same computer

3.8 Research Procedures:

The researcher conducted this study according to the following procedures:

- Reviewing literature and previous studies related to the use of songs and their effect on English vocabulary and structures learning. In addition, the researcher reviewed previous studies related to the use of regular and digital songs and their effect on students' motivation towards learning English. This is to get benefit from their samples, tools, methodology, results and recommendations.
- Analyzing the content of units two, three and four from the third grade text book (3A) in terms of the vocabulary items and structures included in them.
- Determining the instruments of the study.
- Designing "13" computerized songs in order to be applied on the experimental group. These songs were composed by the researcher herself to cover the vocabulary and structures needed and then the suitable lyrics were added. Then they were visualized on the screen of the computer with images and movement. Self assessment questions were attached to each song to give students immediate feedback about their performance (Only song 1 audio was adopted from the textbook).
- Designing the vocabulary achievement test (pre and post) according to the table of specifications and refereeing its validity and reliability.
- Designing the structure achievement test (pre and post) according to the table of specifications and refereeing its validity and reliability.

- Designing the motivation questionnaire to be given to the experimental group before and after the experiment and refereeing its validity and reliability.
- Designing the observation card to be completed by the researcher and an expert English teacher and refereeing its validity and reliability.
- Obtaining permission from the Islamic University of Gaza and UNRWA to carry out the study. (Appendix)
- Choosing the sample of the study that included the experimental group and the control one.
- Consulting experts and specialists in English language and methodology for referring the validity and the reliability of the study tools.
- Implementing the pre vocabulary and structure achievement tests to make sure that the two groups were equivalent.
- Conducting the motivation questionnaire for the experimental group.
- Applying the experiment. The experiment was the use of the computerized songs prepared by the researcher as a new method in teaching English vocabulary and structures with the experimental group and using the conventional methods with the control group.
- Completing the observation card by an expert English teacher at the end of each period for the experimental group.
- Carrying out the post vocabulary achievement test and the post structure achievement test for both groups
- Carrying out the motivation questionnaire for the experimental group.
- Analyzing and interpreting the results.
- Providing suggestions and recommendations in light of the results of the study.

3.9 Statistical Analysis Procedures

The questionnaire responses, the pre and post treatment tests and the observation card results were collected, computed and analyzed by using Statistical Package for Social Science (SPSS). The significance level used was 0.05. The following statistical styles were used:

1. Pearson correlation: to determine the internal consistency validity of the questionnaire items and the test and then Spearman Brown formula to modify their length.
2. Alpha Cronbach technique: to measure the reliability of the questionnaire items.
3. Split-half technique: to test the reliability of the questionnaire items.
4. T. Test independent samples: to control the extraneous variables and to measure the statistical differences in means between the two groups due to the study variables.
5. Effect size level by using T value, Eta square, and Cohen's d: to check the effect size (extent) of the evident significant differences between the two groups and within the experimental group.

3.10 Summary:

In this chapter, the researcher talked, in detail, about the methodology of the study concerning the research design which was the quasi-experimental design. The sample of the study was (80) male third graders. Before applying the experiment, the researcher controlled the extraneous variables such as: general achievement variable, general achievement in English language variable, previous learning variable and teacher variable.

This chapter presented a complete description of the four tools of the study; how the researcher prepared them and checked their validity and reliability. It also discussed the computerized songs prepared by the researcher. The research procedures and the statistical analysis procedures were stated in this chapter.

Chapter IV

Study Findings

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Study Findings

The current study aimed at investigating the effectiveness of using computerized educational songs on developing the third graders' achievement level in English vocabulary and structures and their motivation towards learning English. The researcher used four tools in order to collect data: a vocabulary achievement test, a structure achievement test, a motivation questionnaire and an observation card. In addition, (13) computerized songs were designed by the researcher to be used with the experimental group. This chapter presents the findings of the study regarding the research hypotheses. The researcher used different statistical techniques using the Statistical Package for Social Sciences program (SPSS) to analyze the collected data. Moreover, the effect size through (η2) was used to measure the effect size of the use of the computerized songs on the students' vocabulary and structure achievement and motivation towards learning English. Tables followed by interpretations were also used to tabulate the data analysis.

4.1 Data Analysis:

Data analysis will be presented in relation to the study different questions.

4.1.1 Data analysis of the first question

The first question is stated as follows:

What are the vocabulary items and structures that third graders are required to learn through the computerized songs?

To answer this question, the researcher had a deep look at the contents of units two, three and four of English for Palestine for the third grade (1st semester), the analysis and distribution of the syllabus plan as well as consulting experienced English

language teachers and supervisors. Table (4.1) shows the vocabulary and structures mentioned in Units 2, 3 and 4 of English for Palestine 3rd grade:

Table (4.1)

The vocabulary and structures mentioned in Units 2, 3 and 4 of English for Palestine 3rd grade

Unit (2)/ He's a doctor.

Unit	Lesson	Objective/Ss. are expected to:	Key vocabulary	Key structures
2	1	identify job vocabulary	doctor-nurse-teacher-farmer-driver-dentist-policeman	_____
2	2	talk about people's jobs	_____	What's his/her job? He's/She's a doctor.
2	3	identify family members	grandma-grandpa-mum-dad-sister-brother-uncle-aunt-cousin	
2	4	say what jobs family members do	_____	Who's he/she? He's/She's my dad/mum.He's/She's a teacher.
2	5	identify numbers (1 – 5) in words	one-two-three-four-five	_____
2	6	say how many family members they have	_____	How many brothers do you have? I have one brother/two brothers.

Unit (3)/At the market

Unit	Lesson	Objective/Ss. are expected to:	Key vocabulary	Key structures
3	1&2	identify food vocabulary	Apples-bananas-grapes-figs-oranges-onions-potatoes-tomatoes-carrots	_____
3	3	ask for food at the market	_____	I'd like figs, please./Here you are./Thank you.
3	4	express food likes and dislikes	What food do you like?I like apples☺-I don't like onions☹	_____
3	5&6	talk about how much things cost	_____	I'd like carrots, please. That's 10 dinars.

Unit (4)/ At the zoo

Unit	Lesson	Objective/Ss. are expected to:	Key vocabulary	Key structures
4	1	identify names of animals at the zoo	tiger-fox-snake-giraffe-monkey-elephant-bird	_____
4	2	describe animals(number of legs and size)	_____	This is a monkey. It's small. It has two legs.
4	3	identify colours describe colours of animals	red-green-white-black-orange-brown-yellow-blue- grey.	The monkey is black.
4	4	identify numbers(6-10) in words Talk about animals numbers in plural	Six-seven-eight-nine-ten	How many tigers are there? There are ten tigers.
4	5	describe animals (speed)	_____	The tiger is fast. The giraffe is slow.

4.1.2 Data analysis of the second question findings

The second question of the current study is stated as follows: Are there any statistically significant differences at ($\alpha \leq 0.05$) in the vocabulary achievement level between the students who learn English vocabulary through computerized educational songs (experimental group) and those who learn English vocabulary through the traditional method (control group) in the post application.

To answer this question, the means and standard deviations of the experimental and the control groups' results on the post- achievement vocabulary test were computed. The researcher used Independent Samples T-test to measure the significant differences between the experimental and control groups in the post vocabulary test. Table (4.2) shows the results of differences between the results of the experimental and the control groups in the post-vocabulary achievement test.

Table (4.2)

T-test independent sample results of differences between the experimental and the control groups in the post vocabulary test

Skill	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Total degree of the vocabulary test	experimental	40	26.250	5.817	5.673	0.000	sig. at 0.01
	Control	40	16.900	8.649			

"t" table value at (78) d f. at (0.05) sig. level equal 1.99

"t" table value at (78) d f. at (0.01) sig. level equal 2.64

The results in table (4.2) indicate that the computed (t) value (5.673) was greater in the total degree of the post vocabulary test than the tabled (t) value at (0.05) and (0.01) levels. This means that there were statistically significant differences at (α = 0.01) and (α = 0.05) levels between the experimental group and the control one in

favor of the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (16.900) in relation to the total score of the vocabulary test, the mean of the experimental group was (26.250). Based on such findings, it can be concluded that using computerized songs is effective in enhancing students' vocabulary achievement.

To measure the effect size of the computerized songs on the experimental group in the post vocabulary achievement test, the researcher applied the "Effect Size" technique according to the critical values for the effect size levels as shown in table (4.3).

Table (4.3)

The Critical Values for the Effect Size Levels

Test	Effect size		
	Small	**Medium**	**Large**
η^2	**0.01**	**0.06**	**0.14**
D	**0.2**	**0.5**	**0.8**

To calculate the effect size, the researcher used Eta square "$\eta^{2"}$ by using the following equation (Affana, 2000, 42):

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Also the researcher calculated "d" value by using the following equation:

$$D = \frac{2t}{\sqrt{df}}$$

Table (4.4) shows the effect size of applying the computerized songs on the subjects' achievement in the post vocabulary achievement test.

Table (4.4)

"t" value, eta square " η^2 " , and "d" for the total degree

Skill	T value	η 2	D	Effect size
Total degree of the vocabulary test	5.673	0.292	1.285	Large

The results of (η2) and (d) values shown in table (4.4) indicate the large effect size of the computerized educational songs in the total degree of the vocabulary test. This can be attributed to the enjoyable, motivating and interactive learning circumstances created in the classroom as a result of using the computerized songs in teaching vocabulary instead of using the conventional methods. Thus, the first null hypothesis is completely rejected and the alternative hypothesis is accepted.

4.1.3 Data analysis of the third question findings

The third question of the current study is stated as follows: Are there any statistically significant differences at ($\alpha \leq 0.05$) in the structure achievement level between the students who learn English structures through computerized educational songs (experimental group) and those who learn English structures through the traditional method (control group) in the post application.

To answer this question, the means and standard deviations of the experimental and the control groups' results on the post- achievement structure test were computed. The researcher used Independent Samples T-test to measure the significant differences between the experimental and control groups in the post structure test. Table (4.5)

shows the results of differences between the experimental and the control groups in the post-structure achievement test.

Table (4.5)

T-test independent sample results of differences between the experimental and the control groups in the post structure test

Skill	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Total degree of the structure test	experimental	40	21.425	4.803	6.259	0.000	sig. at 0.01
	Control	40	12.275	7.900			

"t" table value at (78) d f. at (0.05) sig. level equal 1.99

"t" table value at (78) d f. at (0.01) sig. level equal 2.64

The results in table (4.5) indicate that the computed (t) value (6.259) is greater in the total degree of the post structure test than the tabled (t) value at (0.05) and (0.01) levels. This means that there were statistically significant differences at ($\alpha = 0.01$) and ($\alpha = 0.05$) levels between the experimental group and the control one in favor of the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group. The mean of the control group was (12.275) in relation to the total score of the structure test, while the mean of the experimental group was (21.425). Based on such findings, it can be concluded that using computerized songs in teaching English structures is effective in enhancing student's structures achievement.

To measure the effect size of the computerized songs on the experimental group in the post structure achievement test, the researcher applied the "Effect Size" technique.

Table (4.6) shows effect size of applying the computerized songs on the subjects' achievement in the post structure achievement test.

Table (4.6)

"t" value, " η^2 " , and "d" for the total degree

Skill	T value	η 2	d	Effect size
Total degree of the structure test	6.259	0.334	1.417	Large

The results of (η 2) and (d) values shown in table (4.6) indicate the large effect size of the computerized educational songs in the total degree of the structure test. Thus, the second null hypothesis is completely rejected and the alternative hypothesis is accepted.

4.1.4 Data analysis of the fourth question findings

The fourth question of the current study is stated as follows: Are there any statistically significant differences at ($\alpha \leq 0.05$) in the experimental group's mean scores of the pre and post application of the motivation questionnaire due to the use of computerized educational songs

To answer this question, the means and standard deviations of the pre and post application of the motivation questionnaire of the experimental group results were computed. T-test paired sample was used to measure the significance of differences. Table (4.7) outlines the results.

Table (4.7)

Differences between Pre and Post Application of the motivation questionnaire within the Experimental Group for the Total Score of the questionnaire

Criteria	Applied	N	Mean	Std. Deviation	t	Sig. value	Sig. level
TOTAL	**pre**	40	40.500	4.108	28.181	0.000	sig. at 0.01
	post	40	59.875	0.791			

"t" table value at (39) d f. at (0.05) sig. level equal 2.02

"t" table value at (39) d f. at (0.01) sig. level equal 2.70

Table (4.7) shows that the computed (t) value, (28.181), is larger than the tabled (t) value, (2.70). This means that there were statistically significant differences at (α = 0.01) between students' pre and post responses on the motivation questionnaire in favor of the post responses, which means that using computerized educational songs in the English classrooms enhances students' motivation towards learning English.

To calculate the effect size and count the strength and degree of the difference between the pre-application responses and post-application responses on the motivation questionnaire, the researcher used Eta square "η2 " Afana (2000, p.38-42). Table (4.8) shows the effect size.

Table (4.8)

"T" Value, Eta Square "η^2" and "d" for the Total Score

Domain	t value	η^2	d	*Black*	Effect volume
TOTAL	28.181	0.953	9.025	1.32	large

The results of (η 2) and (d) values shown in table (4.7) indicate the large effect size of the computerized educational songs in the total degree of the questionnaire. This means that teaching English through computerized educational songs has a large positive effect on students' motivation towards learning English.

To support the result that computerized educational songs enhance students' motivation towards learning English and to obtain as precise and valid information as possible, the researcher used another tool to collect data regarding students' motivation which is the "observation card". The mean and standard deviation of the pre and post results of the observation card for the experimental group were computed. T-test paired sample was used to measure the significance of differences. Table (4.9) describes the results.

Table (4.9)

T-test paired sample results of Differences between Pre and Post observation card within the Experimental Group for the Total Score of the card

criteria	**applied**	**N**	**Mean**	**Std. Deviation**	**t**	**Sig. value**	**Sig. level**
TOTAL	**pre**	15	30.400	3.542	39.305	0.000	sig. at 0.01
	post	15	69.867	1.457			

"t" table value at (14) d f. at (0.05) sig. level equal 2.14

"t" table value at (14) d f. at (0.01) sig. level equal 2.98

Table (4.9) indicates that the computed (t) value, (39.305), was larger than the tabled (t) value. This means that there were significant differences at ($\alpha = 0.01$) and ($\alpha = 0.05$) between teacher's pre and post responses on the observation card in favor of the post responses. There were also significant differences between the means of the experimental group on the pre and post application of the observation card in favor of the post application. Whereas the mean of the pre observation card of the experimental group was (30.400), the mean of the post observation card of the same experimental group was (69.867), which means that using computerized educational

songs in the English classrooms enhances students' motivation towards learning English.

To calculate the effect size of the computerized educational songs in the total score of the observation card, the researcher used Eta square "η2". Table (4.10) shows this effect size.

Table (4.10)

"T" Value, Eta Square "η^2" and "d" for the Total Score

Domain	t value	η^2	d	*Black*	Effect volume
TOTAL	39.305	0.991	21.009	1.41	large

The results of (η 2) and (d) values shown in table (4.10) indicate the large effect size of the computerized educational songs in the total score of the observation card.

Analyzing the results obtained from the motivation questionnaire, which was completed by the students themselves and the observation card which was filled by an expert teacher as she observed the experimental group subjects before and during the experiment, the researcher concludes that teaching English vocabulary and structures to young learners through the use of computerized educational songs improves their motivation towards learning English. This may be attributed to the fun and interesting learning environment brought to the English classroom via the use of computerized songs, which involve students in a technological environment. Students liked having their English class in the computer laboratory as they felt more self-confident. They also liked singing and moving their bodies with the songs. They memorized the vocabulary and structures presented to them through the songs faster than those

presented through the conventional methods and finally they were asked to answer certain activities using the computer which gives them an immediate feedback instead of being embarrassed in front of the whole class. Thus, the third null hypothesis is completely rejected and the alternative hypothesis is accepted.

4.2 Summary

This chapter has discussed the statistical analysis of the data collected throughout the study. The current study aimed at investigating the effectiveness of using computerized educational songs on developing third graders' English vocabulary, structures and motivation in Rafah Elementary "B" Boys' School in UNRWA. The results presented above were all intended to test the three hypotheses of the study.

After analyzing the data of the vocabulary achievement test, the results of the first hypothesis showed statistically significant differences between the experimental and the control groups' vocabulary achievement in favor of the experimental group due to the teaching method. Then, after analyzing the results obtained through the structure test, the second hypothesis was completely rejected as there were statistically significant differences between the experimental and the control groups in favor of the experimental group due to the teaching method.

Finally, after analyzing the data of the motivation questionnaire as well as the observation card, the results of the third hypothesis pointed out differences of statistical significance between the motivation of the experimental group before and after the experiment towards learning English in favor of the post application of the motivation questionnaire. In other words, the use of the computerized educational songs in English classes can improve students' motivation towards learning English.

To sum up, the use of the computerized educational songs in teaching English can be a good solution to students' low achievement in English vocabulary and structures and to their lack of interaction and motivation in English classes.

In the next chapter, the researcher will discuss and interpret the results before coming up with suggestions and recommendations.

Chapter V

Discussion of Findings, Conclusions, Pedagogical Implications and Recommendations

Chapter V

Discussion of Findings, Conclusions, Pedagogical Implications and Recommendations

This chapter presents the discussion of the study findings and summarizes the conclusions drawn in the light of those findings. It also puts forward some pedagogical implications which were reached throughout the study. Moreover, the chapter suggests some recommendations which can be valuable for syllabus designers, supervisors, teachers and researchers.

5.1 Discussion of the findings of the first question:

The researcher investigated the first question that inquired about the vocabulary item and structures third graders are required to learn through the experiment. Regarding this, the researcher depended on the review of the educational literature and looked deeply at the contents of the English for Palestine book for the third grade, the analysis and distribution of the syllabus plan, as well as consulting experienced English teachers and supervisors. The results of the content analysis are shown in table (4.1) in chapter (4) as well as in appendix (3).

Thus, the focus of the study was on presenting these specific vocabulary items and structures via the computerized educational songs designed by the researcher for this purpose.

5.2 Discussion of the findings of the second question:

The researcher investigated the second question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the students who learn English vocabulary through computerized educational songs (experimental group) and those who learn English vocabulary through the traditional method (control group) in the post application of the test.

The results concerning the second question indicated that the computed (t) value (5.673) was greater than the tabled (t) value (1.99) and (2.64) in the total score of the post application of the vocabulary achievement test. This means that there were significant differences at (α= 0.01) and (α= 0.05) levels between the experimental group and the control one in favor of the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (16.900) in relation to the total score of the vocabulary test, the mean of the experimental group was (26.250). According to eta square "η2", and "d" values, it was observed that the use of the computerized educational songs had a large positive effect on improving vocabulary achievement for the experimental group.

Thus, the findings of this question proved that there were statistically significant differences at ($\alpha \leq 0.05$) between the experimental and the control groups in the mean scores in the post application of the vocabulary test due to the use of computerized songs. This means that computerized songs were more effective than using the conventional methods in teaching vocabulary for young learners.

It can be concluded that the students in the experimental group improved their vocabulary achievement at the end of the study compared with the students in the control group. It was found out that the use of the computerized songs as a teaching and learning tool as well as the activities presented via the computer to assess students' learning of vocabulary influenced the vocabulary achievement of the experimental group students.

The researcher attributes this result to the nature of the computerized songs as they present the required vocabulary in an attractive and colourful way. Students of the experimental group liked these songs and were able to learn the vocabulary easier and faster by memorizing the song itself as the researcher composed the lyrics of the songs to include all the vocabulary items students were required to learn in every lesson.

The rhythmic nature of the songs made them easy to be memorized and recalled as the researcher asked a professional composer to add the melody and tunes that suited every song and at the same time suited students ages. The songs were simple and students moved their bodies and hands as soon as they heard any song. Not only could the students hear the songs and move their bodies with the tunes but also they could see videos for every song. The researcher with the help of a computer engineer added the suitable animated pictures for every song because young learners like animation and they learn better through the visual input. Thus, the researcher took into account the three learning styles: auditory, visual and kinesthetic. Through the use of the computerized songs, students could hear the words of the songs, could see animated pictures videos presented on the screens of computers, and could also make gestures and move their bodies with the tunes of the songs.

The researcher noticed that students of the experimental group liked learning English vocabulary via the computerized songs, they were waiting for the English class passionately, they quickly carried their bags, and they asked the teacher to give them the English class in the computer laboratory. The control group students were very envious; they asked the teacher to take them to the computer lab and teach them

through the computerized songs and this proves the researchers' point of view that children like computers and as a result they learn better if computers are integrated as a teaching-learning tool in all classes, especially English classes.

Moreover, the experimental group students were asked to interact with the computers through working out some computer activities which provided them with immediate feedback about their answers instead of the traditional paper and pencil activities which students do not like as they may cause boredom and embarrassment for them.

Likewise, the technological environment brought to the classroom as a result of using the computerized songs in teaching vocabulary heightened students' motivation and their willingness to learn those vocabulary items; it also lowered their affective filter and anxiety. Thus students learned English vocabulary in a relaxed learning atmosphere, which directly and positively affected their achievement in vocabulary as the results of the first hypothesis reveal.

In addition, third graders who are young learners are required to identify and memorize a large number of English vocabulary items at the end of every lesson and unit. For instance, by the end of unit two students are required to identify around (21) vocabulary items. Presenting all these words through the conventional methods causes boredom and does not help students memorize them, but using the computerized songs to teach these words makes it easier for children to memorize these words and recall them whenever they want by memorizing the words of the songs and connecting these words with the animated pictures used to present these songs on the computer screen. To sum up, the researcher believes that computerized songs could be

a promising alternative to the conventional methods of teaching English language in general and English vocabulary in particular.

The results of the this question are in agreement with those reported in some other related studies such as those of Atta-Alla (2012), Belahouane and Boukerrou (2011), El-Nahhal (2011), Rosova (2007), Cruz-Cruz (2005), Chiang (2003), Register et al. (2007), Lied and Hammes (2009) and Beasley and Chuang (2006). All of these studies demonstrated that computerized songs could improve students' achievement in vocabulary.

In contrast, these results disagree with the results of Siskova's (2008) study which claimed that using songs did not affect students' vocabulary achievement. However, Siskova justified this result by saying that some students kept on losing the worksheets and had nothing to learn from for the tests and not all the songs that were used were enjoyable to all the students. Unlike Siskova's songs, the ones used in the current study were very interesting and enjoyable for the students as reflected through their responses to the questionnaire different items.

5.3 Discussion of the Findings of the third question:

The researcher investigated the third question which examined if there are statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the students who learn English structures through computerized educational songs (experimental group) and those who learn English structures through the traditional methods (control group) in the post application.

The results concerning this question indicated that the computed (t) value (6.259) was greater than the tabled (t) value (1.99) and (2.64) in the total score of the post structure achievement test. This means that there were significant differences at (α= 0.01) and (α= 0.05) levels between the experimental group and the control one in favor of the experimental group. There was also a significant difference between the means of both groups in favor of the experimental one. Whereas the mean of the control group was (12.275) in relation to the total score of the structure test, the mean of the experimental group was (21.425). The results of the eta square "η2" test and "d" values demonstrated that the use of the computerized educational songs had a large positive effect on improving structures achievement for the experimental group.

It can be concluded that the results of this question proved the effectiveness of using computerized educational songs on developing students' achievement in English structures. In other words, students in the experimental group improved their achievement in English structures more than those in the control group. This means that the implementation of the computerized songs as a teaching and learning tool had a positive effect on the structure achievement of the experimental group students. Moreover, this result can be attributed to both the features of the computerized songs and benefits of the computerized activities when they both are used in an English class.

The researcher also attributes this result to the following reasons:

- Using computerized songs facilitated learning the structures for experimental group students as these songs were designed by the researcher to present the structures students are required to learn in an interesting and attractive manner suitable for young learners.

- The musical and rhythmic nature of the computerized songs used throughout the experiment created a relaxed teaching learning environment free of any tension. The researcher noticed that, unlike the control group students, the experimental group students felt comfortable and highly motivated to learn English structures. They were very happy with the songs and they memorized them by heart. They asked the teacher to teach them more songs every class and to give them a soft copy of these songs to listen to them more and more at home. Some parents came to school and told the researcher that their sons liked learning English structures as a result of using the computerized songs and they asked the researcher to keep using this method as it facilitated learning the large number of structures included in their textbooks.
- This result can also be attributed to the audio-visual input given to students as a result of using the computerized songs. These songs were designed to be presented via animated pictures as children learnt better and faster when they heard and saw animations at the same time. The children liked animation so using it for educational purposes was very effective and useful. Many students told the teacher that they felt as if they were watching cartoon films at home; they were connecting what they were hearing with the animated pictures they were watching to learn English structures more effectively. While taking the post structure test, the experimental group students told the teacher that a certain structure was presented in a certain song and they started remembering the animated pictures of that song. For example, when they were asked to answer "How many tigers are there?", they quickly remembered the ten tigers presented in a beautiful way in that song and they answered using the correct structure but changing the number

according to the accompanied picture to "two" so they said, "There are two tigers". The same thing happened with all the test questions.

- Unlike the control group students who were asked to answer traditional paper and pencil activities, the experimental group students' learning of the structures presented every class was evaluated through computerized activities as they were asked to answer certain computer activities which provided them with immediate feedback about their answers. They liked interacting with the computers and learning from their own mistakes.

The result of this question is in consistent with the results of Abd Rahman's (2008) and Cruz-Cruz's (2005) studies as they proved the positive effects of using English songs in teaching English grammar. On the other hand, Paini's (2006) results oppose the results of the third question, but Paini said "While there was no significant change in grammar scores, there was in writing and poetry.". He also proved that using educational songs increased students' motivation towards English.

5.4 Discussion of the Findings of the fourth question:

The researcher investigated the fourth question which examined if there are statistically significant differences at ($\alpha \leq 0.05$) level in the experimental group's mean scores of the pre and post application of the motivation questionnaire due to the use of computerized educational songs.

The results concerning this question indicated that the computed (t) value (28.181) was greater than the tabled (t) value (2.02) and (2.70). This means that there were statistically significant differences at ($\alpha = 0.01$) between students' pre and post

responses on the motivation questionnaire in favor of the post responses, which means that using computerized educational songs in the English classrooms enhanced students' motivation towards learning English. Eta square "η2" results and "d" values indicated that the use of the computerized educational songs had a large positive effect on experimental group students' motivation towards learning English.

In addition, the results of analyzing the data collected through the observation card also supported the above mentioned result; the results concerning the observation card indicated that the computed (t) value, (39.305), was larger than the tabled (t) value. This means that there were significant differences at ($\alpha = 0.01$) and ($\alpha = 0.05$) between teacher's pre and post responses on the observation card in favor of the post responses. There were also significant differences between the means of the experimental group on the pre and post application of the observation card in favor of the post application.

Thus, the results of the fourth question proved that the use of the computerized educational songs has a large effect on improving students' motivation towards learning. This result can be attributed to the technological learning environment students were involved in. Every student worked on his own computer where he could watch and listen to the song as many times as he needed to learn that song and to be able to answer the computerized activity that followed each song. Thus, the students were more self-confident and interested. This was clearly evident through the smiles on their faces as soon as they went to the computer laboratory and sat at their computers. The researcher noticed that experimental group students liked their English classes more than their counterparts in the control group who always asked

the teacher to take them to the computer laboratory and treat them as she did with the experimental group.

The experimental group students were very happy with the songs as they memorized them by heart and sang them many times for their teachers and parents at home. They asked the teacher to provide them with a soft copy of every song they learnt to practice more at home. Many students told the teacher that they grew to like English more than any other subject because they went to the computer lab and learnt through computerized songs.

The great enhancement in students' motivation towards learning English can also be attributed to the nature of the computerized songs in use; they were presented through three dimensional animation designed especially for every song. The children liked the cartoons and animation, so they became highly motivated when cartoons and animation were used in their English classes for educational purposes. These songs were written in a very simple language that suited third graders' age. The melodies were very attractive and the animated pictures were very helpful and fascinating.

The result of this question is in harmony with the results of many researchers such as Chen and Chen (2009), Abd Rahman (2008), Paini (2006), Nguyen Thi Thanh (2010), Ratnasari (2007), Lied and Hammes (2009), Kahraman (2008), Lun Liu (2008), Beasley and Chuang (2008) and Lee (2004) which proved the effectiveness of using English songs on developing students' motivation towards learning English language.

Nevertheless, Saglam's (2010) study results disagreed with the positive results of the fourth question; he claimed that songs were ineffective in developing students' motivation, but this contradiction was justified as Saglam's study was conducted with adult participants, but this kind of study is more effective with children since lessons with songs might be more interesting to children. There was limited time for carrying out this research as the implementation period lasted only for four weeks. Another limitation was the inequality of the groups' sizes; the treatment group consisted of twenty-two students, but the control group involved thirty-two students.

5.5 Study Conclusions:

In the light of the study findings, it can be concluded that the current study proved that using computerized educational songs in teaching English vocabulary and structures to young learners was highly effective and fruitful. It was noticed throughout the study that students' achievement in English vocabulary and structures was improved as a result of using computerized songs instead of the conventional methods. Moreover, the use of the computerized educational songs enhanced students' motivation towards learning English as it created an active, co-operative and enjoyable technological learning environment.

Based on the results obtained throughout the current study, it can be concluded that computerized educational songs:

- had the superiority over the conventional methods of teaching English vocabulary and structures to young learners.
- created a co-operative motivating learning environment where students could learn without any kind of pressure or tension.

- increased students' participation as all students, even the shy ones, were able to participate and sing the songs.
- improved students' achievement in English vocabulary and structures as their tests results revealed.
- enhanced students' motivation towards learning English as shown through the results of the questionnaire and the observation card.
- enhanced the type of relationship between students and their English teacher.
- added variety and enthusiasm to English classrooms.

5.6 Pedagogical implications:

In light of the study results, the researcher suggests the following:

- Computerized educational songs should be adopted by English language teachers as they improve students' achievement in English more than the conventional methods do.
- Using computerized educational songs helps learners enhance their motivation towards learning English.
- Students learning and interaction with the computers was very effective, so teachers should be encouraged to teach English via computers and other technological devices.
- Using computerized activities to evaluate students' work is better than using traditional paper and pencil activities as the former provides students with suitable reinforcement and immediate feedback about their performance.
- Teachers should be aware of the importance of using a variety of new methods in teaching English to young learners such as using computerized songs.

- Educational computerized songs can help to improve attention span, concentration and English skills.
- Using computerized songs helps shy and less motivated students to participate and to be more active in the classroom.
- Computerized educational songs create a relaxed and fun learning environment because they reduce the affective filter of the students.
- Computerized educational songs increase competition between pupils and groups in memorizing the songs and answering the computerized activities.

5.7 Study Recommendations:

In light of the results of the study, the following recommendations are suggested to the different stakeholders involved in the process of teaching English to young children:

- **Curriculum designers and decision makers are recommended to:**
  - include computerized educational songs as a basic component for presenting English vocabulary and structures and all language skills and sub-skills in the Palestinian curriculum
  - increase English language periods to help the teachers concentrate on learning quality and to be able to use such new techniques.
  - supply schools with necessary materials for employing educational computerized songs, for example providing schools with good and well-equipped computer laboratories.

- **English language Supervisors are recommended to:**
  - prepare and distribute instructional materials that increase teachers' awareness of the significance of the educational computerized songs and the necessity of using these songs in teaching English, especially to young learners.
  - persuade teachers that computerized educational songs can be used basically in teaching all language skills in general and teaching vocabulary and structures in particular.
  - conduct training courses that may help teachers enhance their competencies of computer skills in general to be able to implement computerized educational songs in their classes.

- **English language teachers are recommended to**:
  - integrate computerized songs as a basic strategy in teaching English vocabulary and structures, especially to young learners.
  - be creative in composing or selecting the songs they use as they should take into account students' different levels and learning styles.
  - attend the training courses that help them to use recent teaching methods in their classes like integrating computers in teaching English.
  - help students, especially young learners, to develop their motivation towards English by using simple, colourful computerized songs presented through three dimensional animations.
  - shift the focus from using teacher-centered approach to student-centered approach by transferring teachers' role from being instructors who dominate

the class into educators whose role is to organize, help, guide, coordinate, lead, and support the students to learn English in the best ways possible.

- use computerized activities to evaluate students' performance as they are more competitive and motivating than the traditional paper and pencil activities.

- **Recommendations for further studies:**

The researcher suggests the following titles for further studies:

- The effect of computerized educational songs on developing students' listening, speaking, reading and writing skills.
- The effect of educational computerized songs on the achievement of students in different grades and levels.
- The effect of integrating animations and cartoons as teaching learning tools on students' achievement in English.
- The effect of educational computerized songs on developing student's pronunciation.
- The effect of educational computerized songs on developing cognitive skills.
- The effect of educational computerized songs on affective and motor development.
- The effect of educational computer songs on teaching other school subjects.
- The effect of educational computerized songs on students' attitudes toward English language learning.

5.8 Summary:

This chapter has discussed the findings of the questions of the study. It was found out that using computerized educational songs has developed third graders'

achievement in English vocabulary and structures and it has also increased students' motivation towards learning English. The researcher attributed these results to the fun and enjoyable technological environment students' were involved in. The teaching-learning environment was relaxing and free of any pressure or tension so students learned at their own paces in a way that suited their young ages and levels. Young learners also likes singing and the computerized activities more than the traditional paper and pencil activities.

This chapter included some pedagogical implications and recommendations for decision makers, English language supervisors and English language learners to adopt computerized songs in teaching English vocabulary and structures to young learners. Finally, recommendations for further studies were suggested in this chapter.

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Appendices

Appendix (1)

Tools of the study

The Islamic University of Gaza
Deanery of postgraduate studies
Faculty of Education
Department of Curriculum & Instruction

Dear Dr/ Mr. /Ms.……

The researcher is conducting a study entitled: **"The Effectiveness of Using Computerized Educational Songs on Developing Third Graders' Achievement in English Vocabulary and Structures and Motivation in Rafah Governorate."** so as to obtain a Master Degree in Curriculum and Methodology.

In order to achieve the purpose of the study, the researcher prepared the following instruments:

1-Vocabulary test.
2-Structure test.
3-Motivation questionnaire.
4-Observation card.

The first three tools will be applied on the students but the last tool is directed to teachers.

You are kindly requested to check each instrument and write your responses respectively. Your notes, comments and feedback, will be highly appreciated.

The researcher:

Iman Ismail El-Kurd.

Vocabulary and structure tests for the 3rd grade

The study requires preparing vocabulary and structure tests. The vocabulary test has six questions with 30 items covering the vocabulary included in units (2 - 3 - 4) of 'English for Palestine' for the 3rd grade.

The structure test consists of five questions with 25 items covering the structures included in units (2- 3 - 4) of 'English for Palestine' for the 3rd grade.

Please, you are kindly requested to look carefully at the attached vocabulary test and fill in the following forms stating whether the items of the tests are suitable or unsuitable. Please feel free to make any additions, omissions or comments.

Your Bio Data:

1- Full name :_____.

2- Qualification: (Please tick the appropriate box.)

Bachelor Degree ☐ – Master Degree ☐ - PhD Degree ☐

3- Experience: (Please tick the appropriate box.)

Less than 5 years ☐ – From 5 to 10 ☐ – More than 10 years ☐

Vocabulary Test refereeing checklist

	High	Average	Low
1.The instructions of the tests are clear.			
2.The test items reflect the objectives			
3.The items suit the 3rd graders' level.			
4.The layout is acceptable.			
5.The rubrics are clear.			
6.The time assigned is suitable			

Further comments:_____

_____

_____

_____

_____

_____

Appendix 1(A)

Vocabulary Test for the third Grade

Dear student

This test is designed for a specific research purpose and its results will not affect your school scores.

Thanks for your responding

Test Instructions

Please, pay attention to the following instructions:

1- The test consists of (6) main questions including (30) items.
2- Each item has one mark only and thus the total mark is (25).
3- Read the questions carefully before answering.
4- Answer ALL the questions of the test.
5- The time of the test is 40 minutes only.
6- Answer the questions on the same paper.

The researcher appreciates your cooperation and wishes you good luck.

Vocabulary test for the 3rd grade

Name : _____ Mark: / 30

class:_____

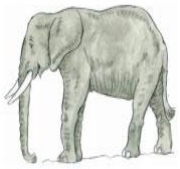
تعليمات الاختبار:

1. **لقد صمم هذا الاختبار لغرض البحث العلمي ولن تؤثر نتائجه على تحصيلك الدراسي.**
2. **يتكون الاختبار من (6) أسئلة رئيسة تحتوي (30) سؤال.**
3. **مجموع درجات الاختبار(30) درجة.**
4. **اقرأ السؤال جيدا قبل الإجابة عن السؤال.**
5. **أجب عن كل أسئلة الاختبار.**
6. **أجب عن الأسئلة على نفس ورقة الاختبار.**
7. **زمن الاختبار (40) دقيقة.**

شكرا لتعاونكم

1. Choose and write: **اختر واكتب** **(4 m.)**

(farmer – elephant – onions – uncles)

---------- ---------- ---------- ----------

2. Odd one out : **حوط الكلمة الشاذة** **(4 m.)**

1- brown – grey –figs – red.
2- nurse – uncle – dad – aunt.
3- monkey – five – snake – giraffe.
4- fast – potatoes – grapes – apples.

3. Write the numbers and the word numbers **اكتب الأرقام (4 m.)**

1 : ----------
10 : ----------
-------- : three
-------- : eight

4. Fill in the missing letters: **أكمل الحروف الناقصة** **(4 m.)**

((e – a – u - i))

1- or__nges 2- pol__ce officer.

3- fo__r 4- snak__

5. Choose the correct answer: اختر الإجابة الصحيحة (4 m.)

1- Bilal is my _____(sister –brother).

2- I have _____ (two – three) aunts.

3- This is a _____ (banana - carrot).

4- I don't like onions ___ (☹ - ☺).

6.Read and classify: اقرأ وصنف (10 m.)

((ten-grapes-dentist -tiger–eight–figs-monkey–teacher-tomatoes-driver))

food	jobs	animals	numbers
1----------	4----------	7----------	9----------
2----------	5----------	8----------	10----------
3----------	6----------		

Structure Test refereeing checklist

	High	**Average**	**Low**
1.The instructions of the tests are clear.			
2.The test items reflect the objectives			
3.The items suit the 3rd graders' level.			
4.The layout is acceptable.			
5.The rubrics are clear.			
6.The time assigned is suitable			

Further comments:_____

_____

_____

_____

_____

_____

Appendix 1 (B)

Structure Test for the Third Grade

Dear student

This test is designed for a specific research purpose. The result of it will not affect your school scores.

Thanks for your responding.

Test's Instructions

Please, pay attention to the following instructions:

1- The test consists of (5) main questions including (25) items.

2- Each item has one mark only and thus the total mark is (25).

3-.Read the questions carefully before answering.

4-. Answer **ALL** the questions of the test.

5- The time of the test is **40** minutes only.

6- Answer the questions on the same paper.

The researcher appreciates your cooperation and wishes you good luck.

Structure test for the 3rd grade

Name :_____ **Mark:** / **25**

Class:_____.

تعليمات الاختبار:

1. **لقد صمم هذا الاختبار لغرض البحث العلمي ولن تؤثر نتائجه على تحصيلك الدراسي.**
2. **يتكون الاختبار من (5) أسئلة رئيسة تحتوي (25) سؤال.**
3. **مجموع درجات الاختبار(25) درجة.**
4. **اقرأ السؤال جيدا قبل الإجابة عن السؤال.**
5. **أجب عن كل أسئلة الاختبار.**
6. **أجب عن الأسئلة على نفس ورقة الاختبار.**
7. **زمن الاختبار (40) دقيقة.**

شكرا لتعاونكم

1. Complete the following dialogue: **أكمل الحوار** **(5 m.)**

(many – his – He's – teacher- sister).

Ali : Who's he ?

Bilal : _____ my dad.

Ali : What's _____ job?

Bilal : He's a _____.

Ali : How _____ brothers and sisters do you have ?

Bilal : I have three brothers and one _____.

2. Correct the underlined mistakes: **صحح الأخطاء (7 m.)**

1- There <u>is</u> seven foxes: (----------).

2- I have five <u>sister</u>: (----------).

3- I'd like <u>a</u>n banana: (----------).

4- <u>She's</u> my uncle: (----------).

5- The snake <u>have</u> no legs: (----------) .

6- I don't <u>likes</u> monkeys: (----------).

7- <u>A</u> elephant is big :(----------).

3. Order and write: رتب واكتب الجمل **(4 m.)**

1- my – He's – grandfather.

---.

2- like- I – melons. – don’t

---.

3- is – fast. – tiger – The

---.

4- doctor .– a – She's

---.

4. Answer the following questions: أجب عن الأسئلة(5m.)

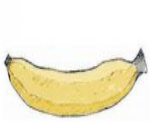
1. What's her job?

_____

2. How many cousins do you have?

_____

3. What food do you like?



_____

4. What colour is the monkey?

_____

5. How many tigers are there?

_____

5. Choose and write : (He's / She's - a). اختروااكتب كمافي المثال (4m.)

She's a doctor . ---------- ---- driver.

.

---------- ---- teacher.

---------- --- dentist.

Appendix 1 (C)

Motivation Questionnaire (English version)

This questionnaire aims at measuring third graders' motivation towards learning English.

School\..... class\.....

Type of teaching material\ computerized songs.

Dear student\

Express your opinions and impressions sincerely about the material you have studied according to the following questionnaire:

No.	Item	Agree☺	Undecided😐	Disagree☹
1	The teaching material was enjoyable and I did not get bored.			
2	The teaching material was easily comprehended.			
3	The teaching material was satisfying.			
4	The teaching material increased my interest in English.			
5	The teaching material gave me a chance to participate in learning something new.			
6	The teaching material put an end to my fears and embarrassment.			
7	The material increased my interaction with the teacher.			
8	I learned the material so quickly that I did not feel the passage of time.			
9	The teaching material encouraged me to use what I have learned outside the class.			
10	I like talking to my parents about the teaching			

No.	Item	Agree☺	Undecided😐	Disagree☹
	material the teacher presents.			
11	The training material was up to my level.			
12	I like the teacher to reuse this training material.			
13	I wait passionately for the English class 3 times a week.			
14	The teaching material increased my desire to master English.			
15	I would prefer it if the number of the English periods is more than 3 classes a week.			
16	The teaching material increased my concentration during the English class.			
17	The teaching material allowed me to discuss and ask the teacher freely.			
18	I feel more confident while answering the activities and the English tests			
19	The teaching material made me feel learning English is easy.			
20	The teaching material increased the competitive spirit between my peers and me.			

Motivation questionnaire (Arabic version)

المدرسة/..... الصف الثالث/.....

نوع المادة التعليمية//(أغاني محوسبة).

الرقم	العبارة	أوافق☺	لاأدري😐	لاأوافق☹
1	كانت المادة التعليمية ممتعة ولم أشعر بالملل.	☺	😐	☹
2	كانت المادة التعليمية سهلة الفهم بالنسبة لي.	☺	😐	☹
3	كانت المادة التعليمية مرضية.	☺	😐	☹
4	زادت المادة التعليمية من اهتمامي وحبي للغة الإنجليزية.	☺	😐	☹
5	أتاحت لي المادة التعليمية المشاركة في تعلم شيء جديد.	☺	😐	☹
6	ساعدت المادة التعليمية في إنهاء شعوري بالخوف والإحراج.	☺	😐	☹
7	أتاحت المادة التعليمية فرصة أكبر للتفاعل بيني وبين المعلم.	☺	😐	☹
8	تعلمت المادة التعليمية بسرعة ولم أشعر بمرور الوقت.	☺	😐	☹
9	شجعتني المادة التعليمية على استخدام ماتعلمته خارج الصف.	☺	😐	☹
10	أحب التحدث مع والدي عن المادة التعليمية التي تعرضها المعلمة.	☺	😐	☹
11	أشعر أن المادة التعليمية تناسب مستواي.	☺	😐	☹
12	أحب أن تكثر المعلمة من استخدام هذه الطريقة في حصة اللغة الانجليزية.	☺	😐	☹
13	أصبحت أنتظر حصة اللغة الانجليزية 3 مرات أسبوعيا بكل شوق.	☺	😐	☹
14	زادت المادة التعليمية من رغبتي في التفوق في اللغة الإنجليزية.	☺	😐	☹
15	أصبحت أفضل أن يزيد عدد حصص اللغة الانجليزية عن 3حصص أسبوعيا.	☺	😐	☹
16	جعلتني المادة التعليمية أنتبه وأركز أكثر في حصة اللغة الانجليزية.	☺	😐	☹
17	أتاحت لي المادة التعليمية أن أناقش وأسأل المعلمة بحرية.	☺	😐	☹
18	أصبحت أشعر بثقة أكبر أثناء حل التدريبات واختبارات اللغة الإنجليزية.	☺	😐	☹
19	جعلتني المادة التعليمية اشعر بسهولة تعلم اللغة الإنجليزية.	☺	😐	☹
20	زادت المادة التعليمية من روح المنافسة بيني وبين زملائي.	☺	😐	☹

Appendix 1 (D)

Observation Card

Observer..... **Date.....**

Teacher..... **No. of students.....**

Type of material presented: Computerized songs.

Instructions:

1. This card is for observing the whole class not one student.
2. Each item in this card holds an idea that you might agree or disagree with, please express your degree of approval on each item according to the following scale:

strongly agree	**agree**	**undecided**	**disagree**	**Strongly disagree**
5	4	3	2	1

3. Complete the items of the card when the class is drawing to an end.

This card is to be completed by an experienced teacher as she observes the experimental group before and during the experiment.

No.	Item	Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)
1	The students are involved in the learning task.					
2	The students find the learning task interesting.					
3	The students pay great attention to the learning task.					
4	The material in use is suitable for the students' level.					
5	The material in use is challenging for the students.					
6	The students seem to have self-confidence.					
7	The students are highly motivated by the learning task.					
8	The students easily comprehend the learning task.					
9	The students seem to fully satisfied.					
10	The students do not show any kind of fear or embarrassment.					
11	The students do not pay attention to time and like to continue.					
12	It feels like students are learning something new in an attractive way.					
13	The students do not feel the learning task is higher or lower than their level.					
14	The students seem to feel happy during the learning task.					
15	The students' behavior reflects they like their English teacher.					

Appendix (2)

Referees' Committee

This list includes the names and titles of the referees who refereed the tools of the study and the computerized songs used in the experiment.

Name	Field	Institution
Dr. Sadek Firwana	Assistant Professor at Dep. of English	The Islamic University of Gaza
Prof. Awad Keshta	Faculty of Education	The Islamic University of Gaza
Dr. Mohammed Ateyya Abd Al-Raheem	Assistant Professor at Dep. of English	Al-Aqsa University
Dr. Saeed Farahat	English Department	Al-Aqsa University
Dr. Samar Sha'ban	English Department	English Department
Mrs. Zulfa Bader El Deen (M.A)	Educational researcher	Gaza University
Mrs. Maha Barzaq (M.A)	Educational researcher	AL-Qattan Research centre
Miss. Sanaa Affana(M.A)	English Language supervisor	UNRWA
Miss Reem Al-Manyarawi(M.A)	Teacher of English	UNRWA
Eng. Shadi Abu Al-Rous	Computer engineer	Ministry of education-Gaza
Miss Islam Al-Mudallal(M.A)	Teacher of English	UNRWA
Miss Mai Al-Shareef(M.A)	Teacher of English	UNRWA
Mr. Atta Ashour	assistant deputy	UNRWA
Miss Dalia Madi	Teacher of technology	UNRWA

Appendix (3)

Content analysis card

The researcher analyzed the content of units (2 – 3 & 4) of "English for Palestine – 3rd grade" in terms of the vocabulary items and structures included in them in order to design computerized songs contain all those items.

Unit (2)/ He's a doctor.

Unit	Lesson	Objective/Ss. are expected to:	Key vocabulary	Key structures
2	1	identify job vocabulary	doctor-nurse-teacher-farmer-driver-dentist-policeman	_____
2	2	talk about people's jobs	_____	What's his/her job? He's/She's a doctor.
2	3	identify family members	grandmother-grandfather-mum-dad-sister-brother-uncle-aunt-cousin	
2	4	say what jobs family members do	_____	Who's he/she? He's/She's my dad/mum.He's/She's a teacher.
2	5	identify numbers (1 – 5) in words	one-two-three-four-five	_____
2	6	say how many family members they have	_____	How many brothers do you have? I have one brother/two brothers.

Unit (3)/At the market

Unit	Lesson	Objective/Ss. are expected to:	Key vocabulary	Key structures
3	1&2	identify food vocabulary	Apples-bananas-grapes-figs-oranges-onions-potatoes-tomatoes-carrots	_____
3	3	ask for food at the market	_____	I'd like figs, please./Here you are./Thank you.
3	4	express food likes and dislikes	What food do you like?I like apples☺-I don't like onions☹	_____
3	5&6	talk about how much things cost	_____	I'd like carrots, please. That's 10 dinars.

Unit (4)/ At the zoo

Unit	Lesson	Objective/Ss. are expected to:	Key vocabulary	Key structures
4	1	identify names of animals at the zoo	tiger-fox-snake-giraffe-monkey-elephant-bird	_____
4	2	describe animals(number of legs and size)	_____	This is a monkey. It's small. It has two legs.
4	3	identify colours describe colours of animals	red-green-white-black-orange-brown-yellow-blue- grey.	The monkey is black.
4	4	identify numbers(6-10) in words Talk about animals numbers in plural	Six-seven-eight-nine-ten	How many tigers are there? There are ten tigers.
4	5	describe animals (speed)	_____	The tiger is fast. The giraffe is slow.

Appendix (4)

Lesson Plan Sample

English for Palestine (3 A).

Teaching English vocabulary and structures to third graders using computerized educational songs

Unit: two Lesson: one

Day: Sunday Date: 1- 9 - 2013

Learning objectives: By the end of the lesson Ss. are expected to be able to: - identify jobs vocabulary. New vocabulary: doctor – nurse – driver – farmer – dentist – teacher – policeman. A.V.M. : Computerized song no. 1 – LCD – headphones – mike – Unit (2) poster.

Steps	Procedures
Warming up	T. greets her students. Ss. sing " Good morning" song: *Good morning. Good morning. How are you. How are you. We are happy, we are happy to see you, to see you.*
Revision	T. displays unit (2) poster using the LCD. T. asks what do you think you will learn today. SS. respond:

Steps	Procedures
Presentation	names of jobs. Ss. may say some jobs in Arabic. T. presents the seven jobs above using the animated pictures prepared for song (1). T. says: Let's learn a song about jobs. - T. tells the students briefly, in the mother tongue, that the song is about jobs. - T. sings the song or says its words while children are listening taking the tone into consideration. T. displays the song on the LCD. Ss. follow on their own computers. T. plays the song line by line pausing for children to repeat what they hear and see at the same time. T. shows Ss. the script of the song by clicking on the words icon. ***The lyrics:*** ***" I'm a dentist. Open your mouth.*** ***I'm a doctor. I can help.*** ***I'm a teacher. Teachers say 'Hop'*** ***I'm a policeman. Stop, stop, stop.*** ***I'm a farmer. Where are my sheep?*** ***I'm a driver. Beep, beep, beep."*** T. gives students time to study the word and hear it from their own headphones. T. goes round and explain where necessary but not in great detail not to confuse students.

Steps	Procedures
	T. practices the song three or four lines at a time, building up to the complete song. T. lets the children sing the complete song, following the singer. Use gestures where necessary. T. encourages the children to learn the song by heart. Ss. go out and sing the jobs song with then without the computer. Summative evaluation: T. asks Ss. to open the computerized activity for the jobs song and work it out either independently or in pairs if there are two ss. at the same computer. Ss. do the activity using the mouse to match the names of the jobs with their picture which appeared in the song and the computer gives them immediate feedback about their answers. SS. work in a competitive learning atmosphere and on their own paces as they can hear and see the song many times on their headphones. T. only goes round to monitor Ss.' work and helps if necessary. Homework: T. encourages Ss. to practice the song and memorize it by heart. Rounding up: T. displays the song with no volume or with low volume and asks Ss. to sing the song chorally, in groups or individually.

Appendix (5)

Samples of the computerized educational songs used in the experiment

The Islamic University of Gaza
Deanery of Postgraduate Studies
College of Education
Curricula & English Teaching
Method Department

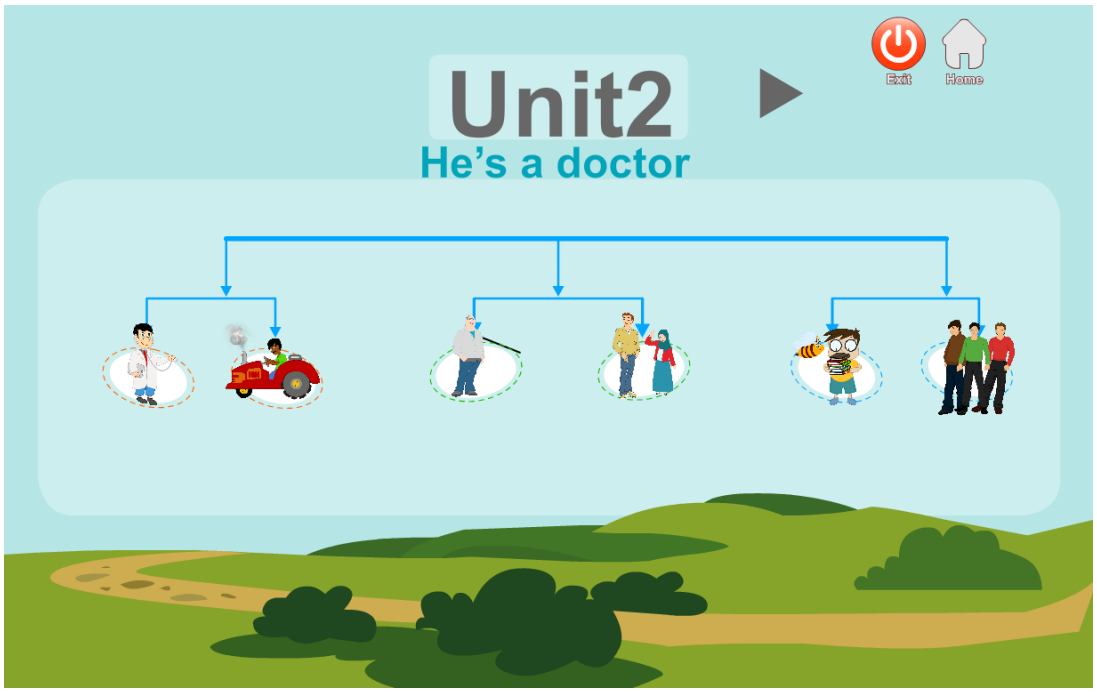
X

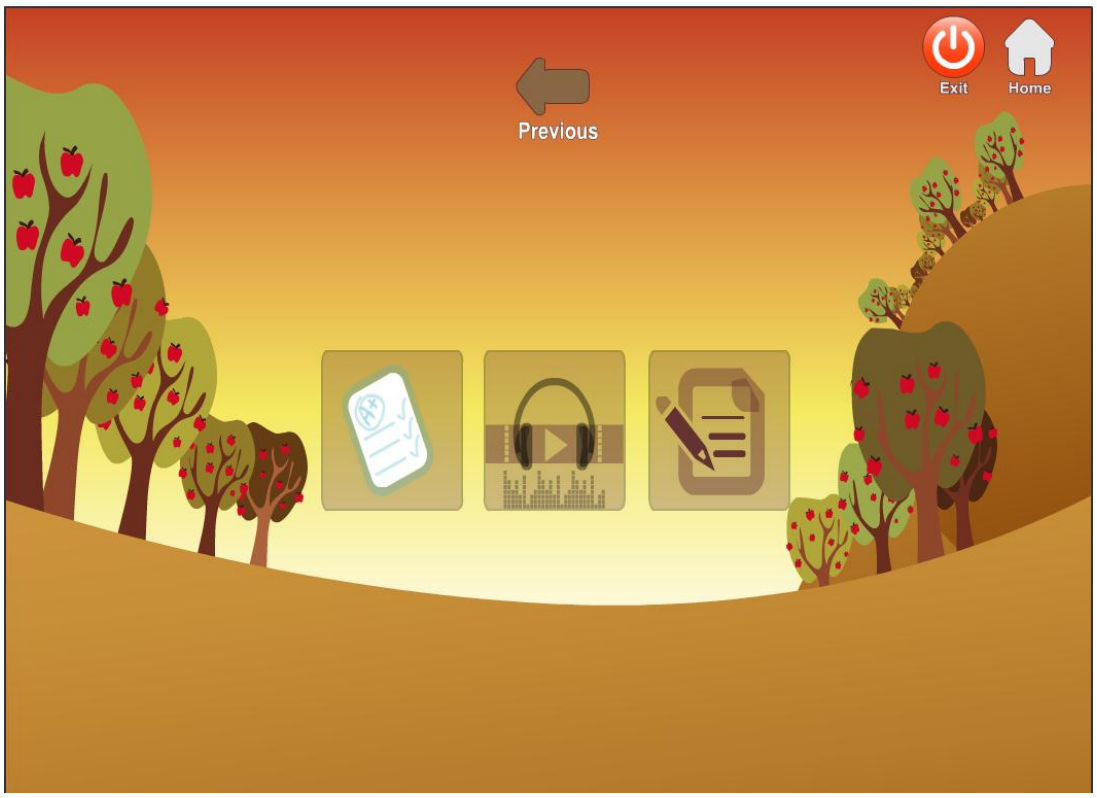
Computerized Educational Songs to Develop the Third Graders Achievement Level in English vocabulary and Structures and Motivation.

Units (2 – 3 – 4)

Prepared and designed by:
T. Iman Ismail El-Kurd.
Supervised by:
Dr. Sadeq Firwana.

2012-2013

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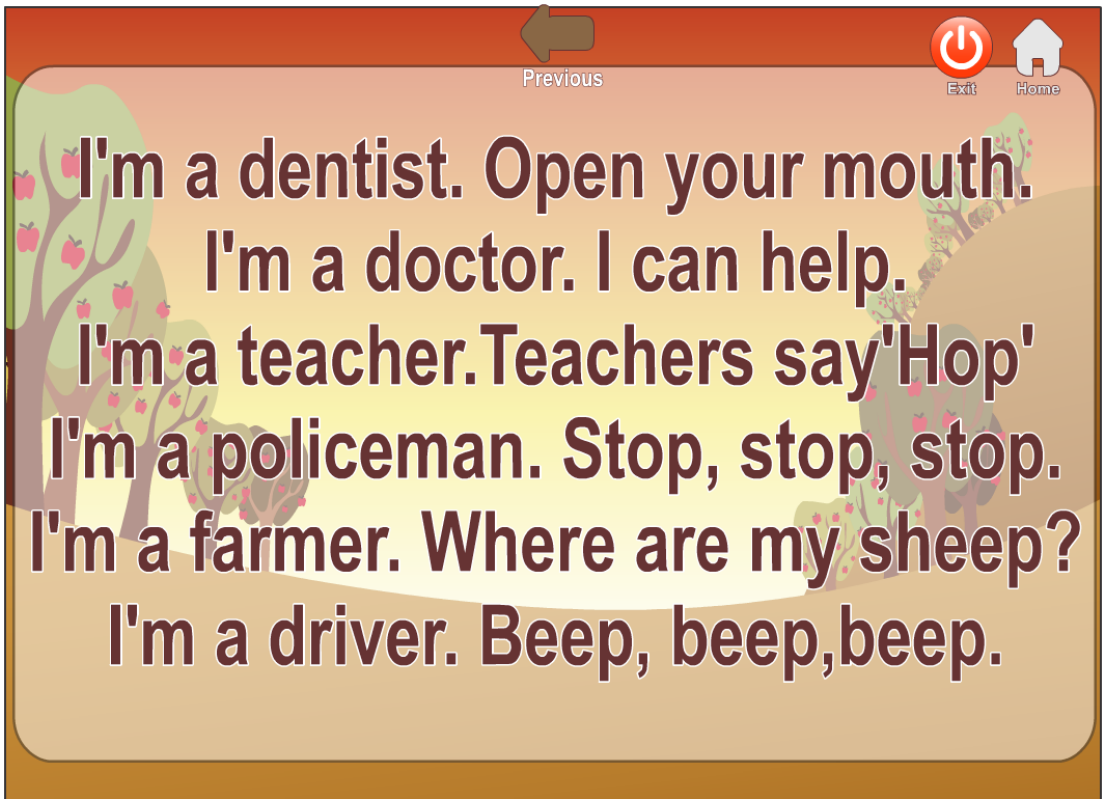
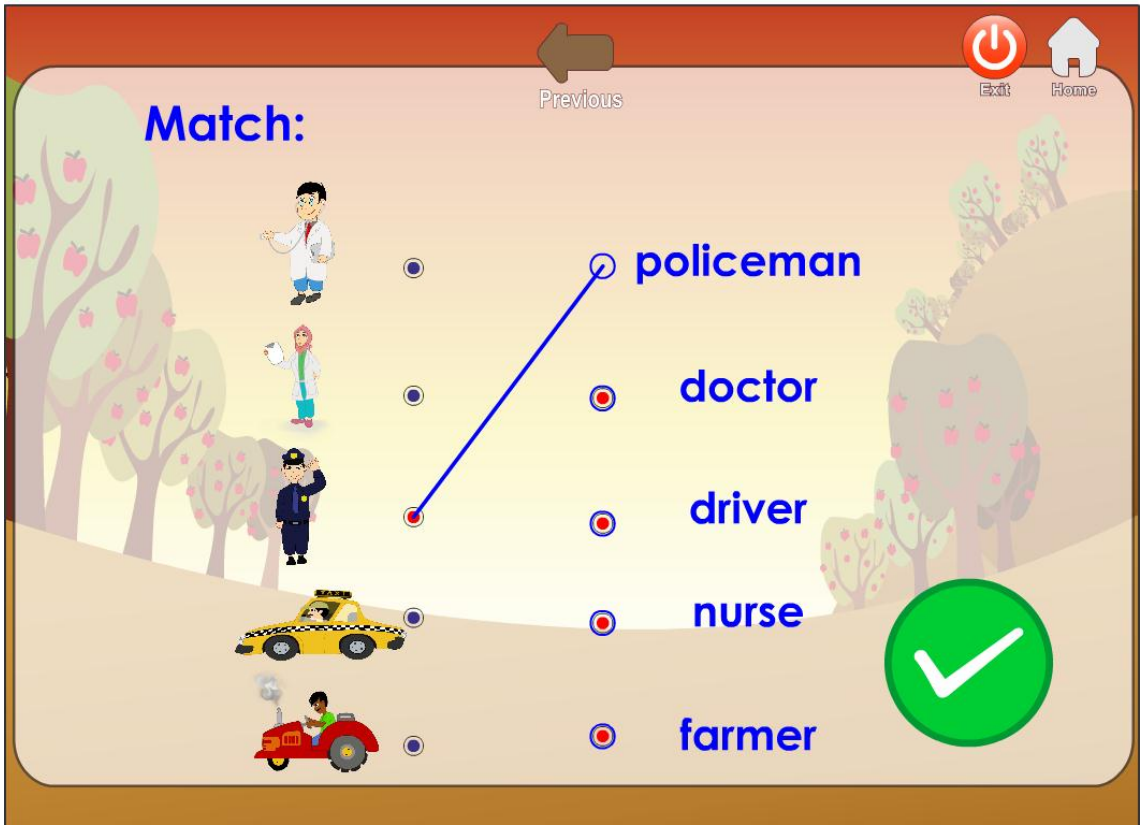
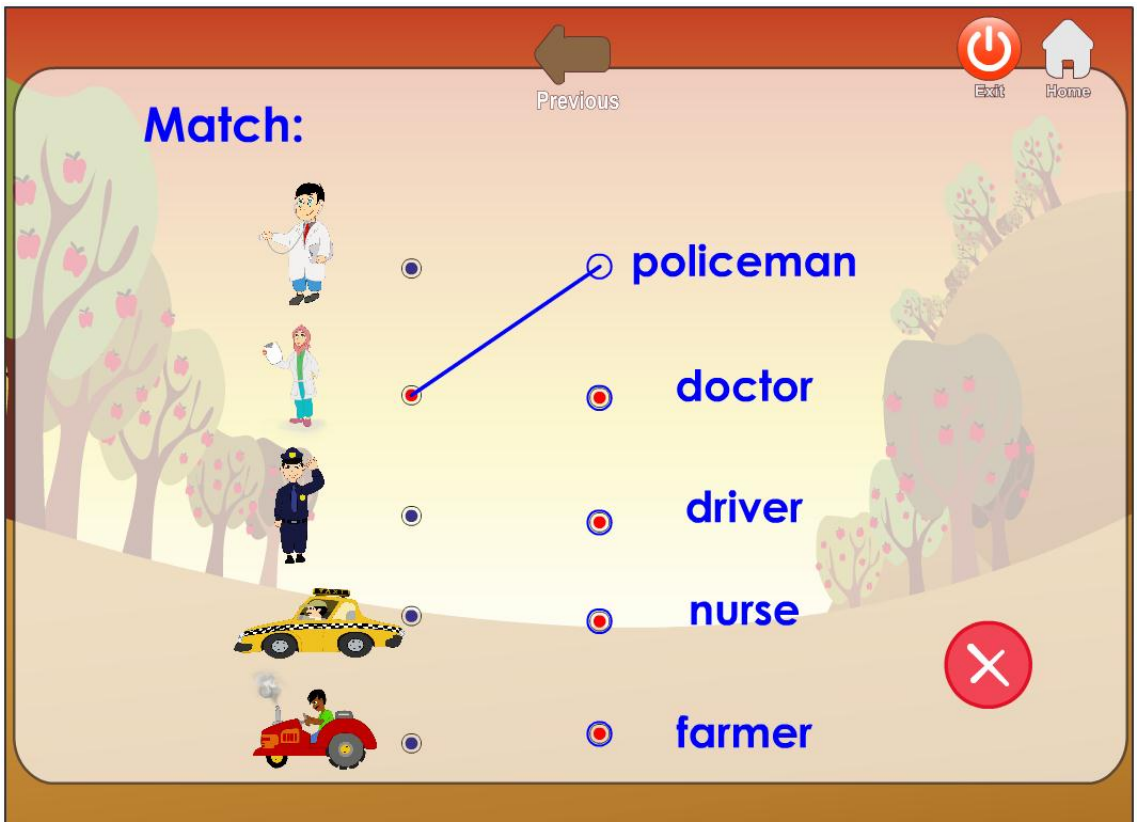
Home
Previous


Previous
Exit
Home
I'm a dentist. Open your mouth.
I'm a doctor. I can help.
I'm a teacher.Teachers say'Hop'
I'm a policeman. Stop, stop, stop.
I'm a farmer. Where are my sheep?
I'm a driver. Beep, beep,beep.


Previous
Exit
Home
Dentist

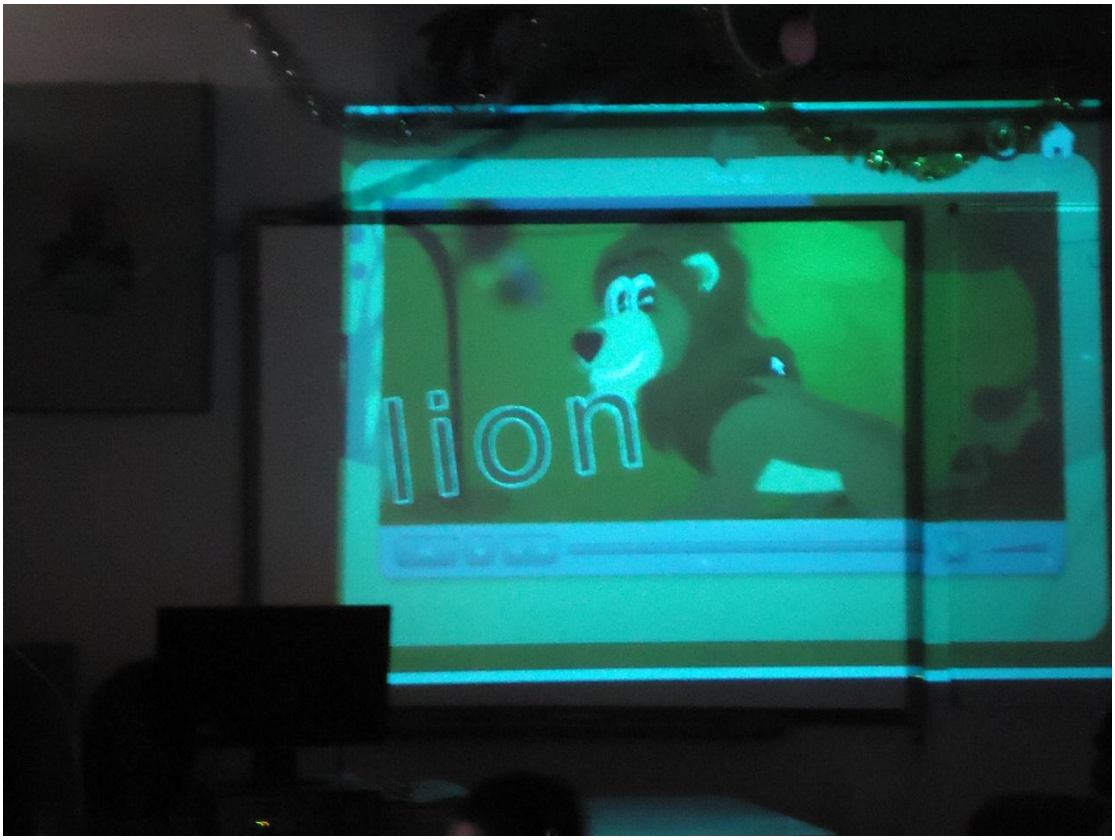

Previous
Exit
Home
Match:
policeman
doctor
driver
nurse
farmer


Previous
Exit
Home
Match:
policeman
doctor
driver
nurse
farmer


Exit
Home
Are you sure
Yes
No

Appendix (6)

Photos of the experiment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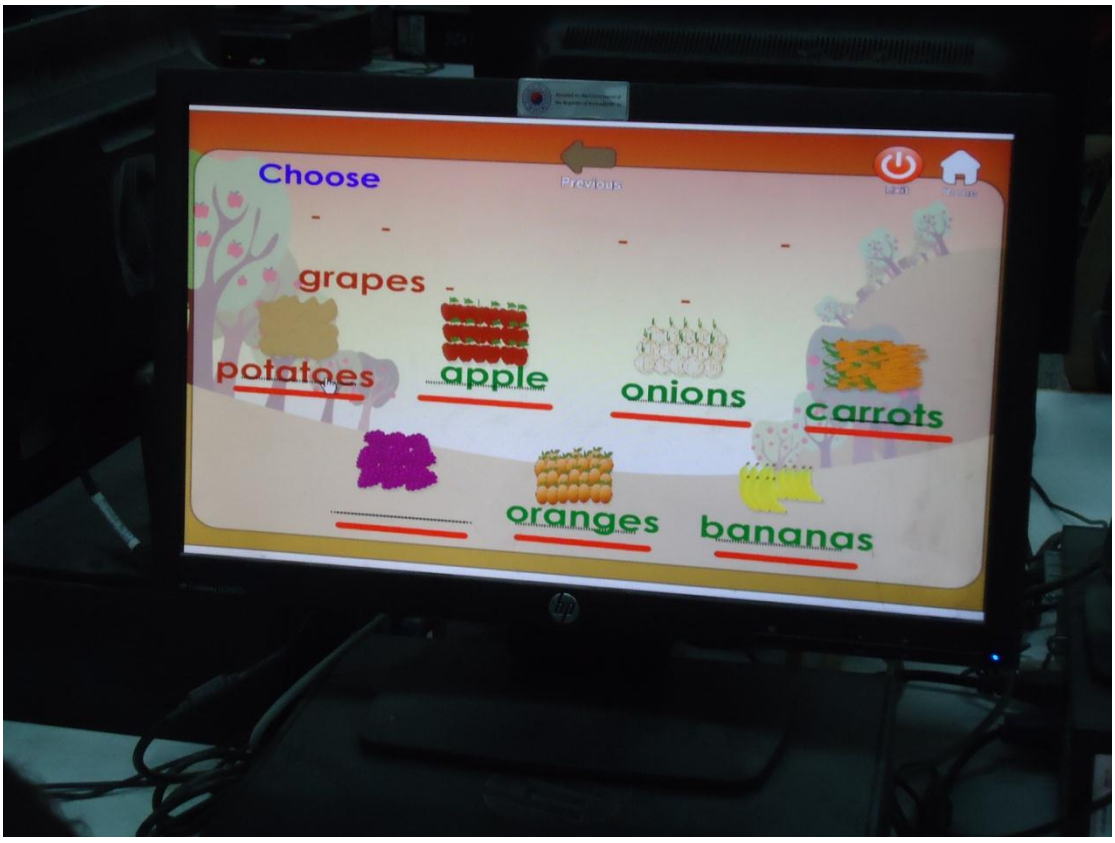
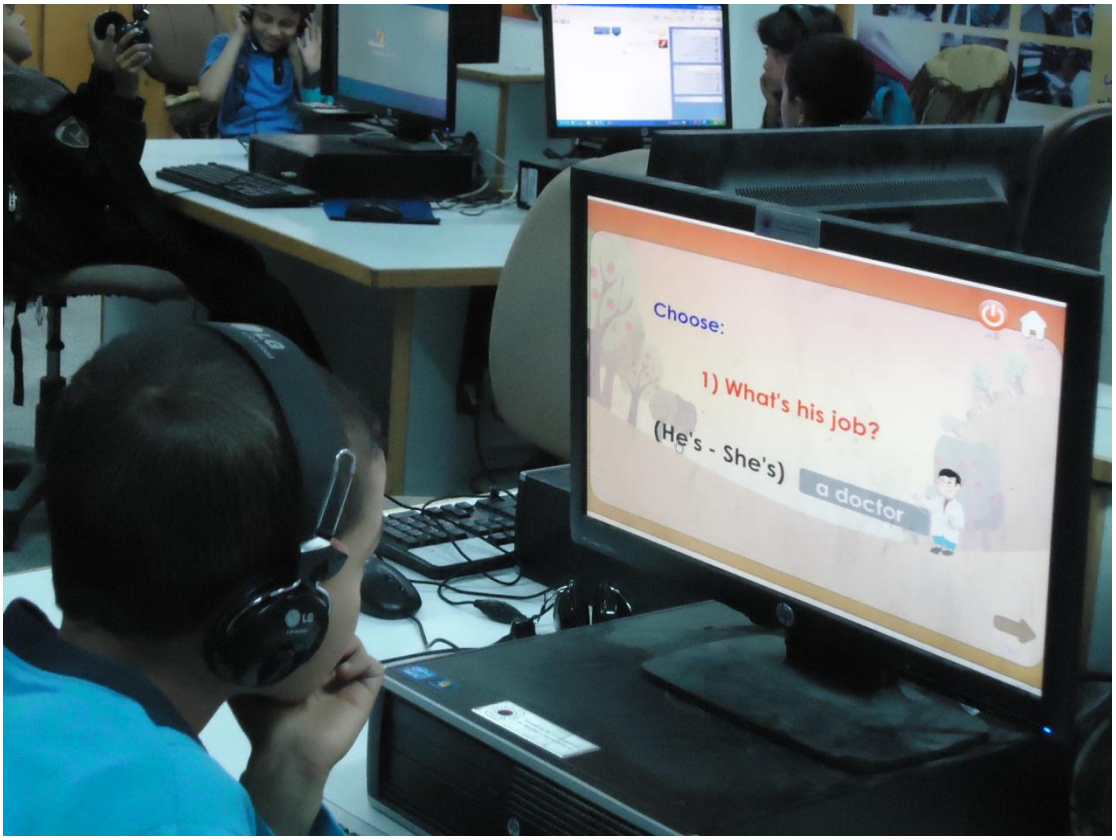

Choose
Previous
grapes
potatoes
apple
onions
carrots
oranges
bananas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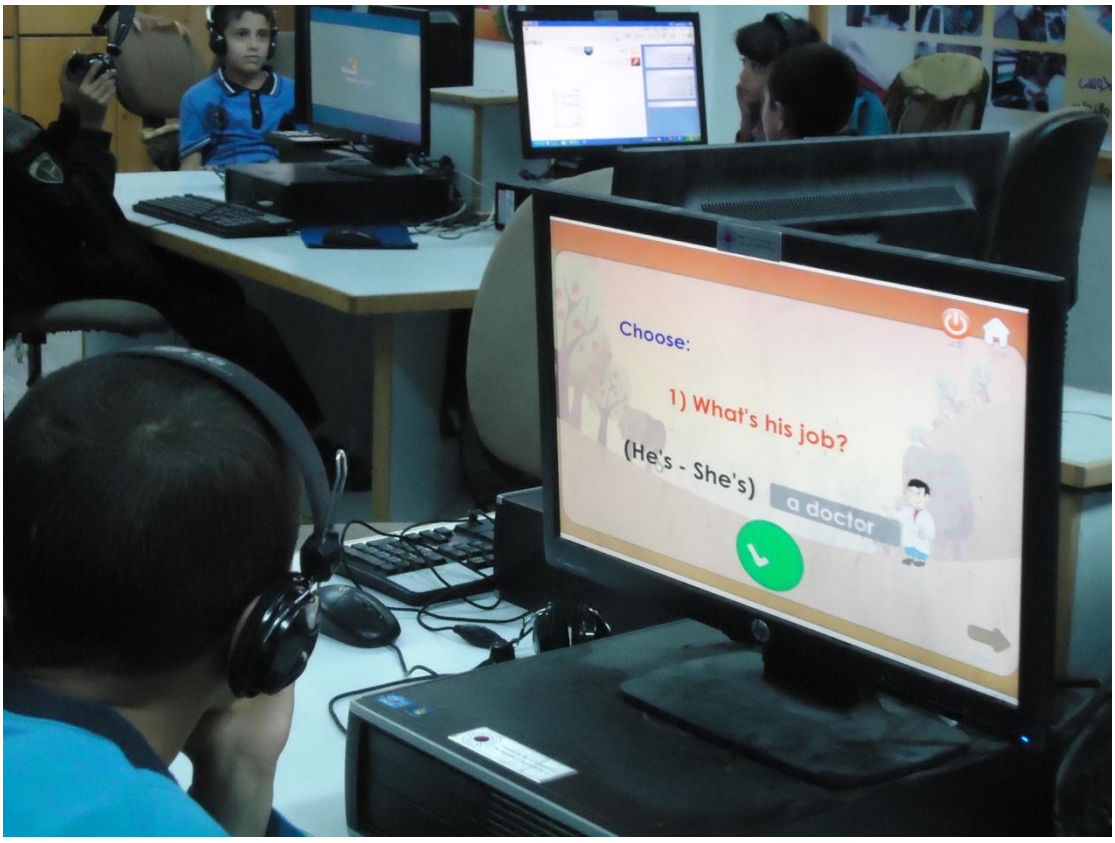
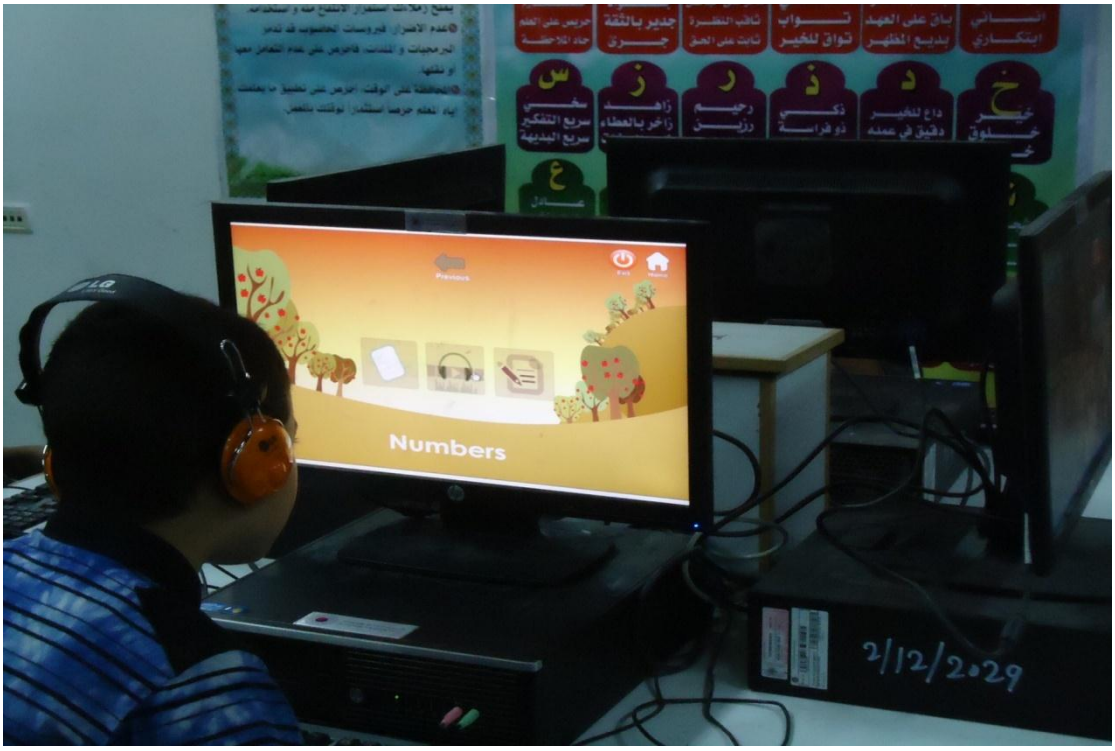
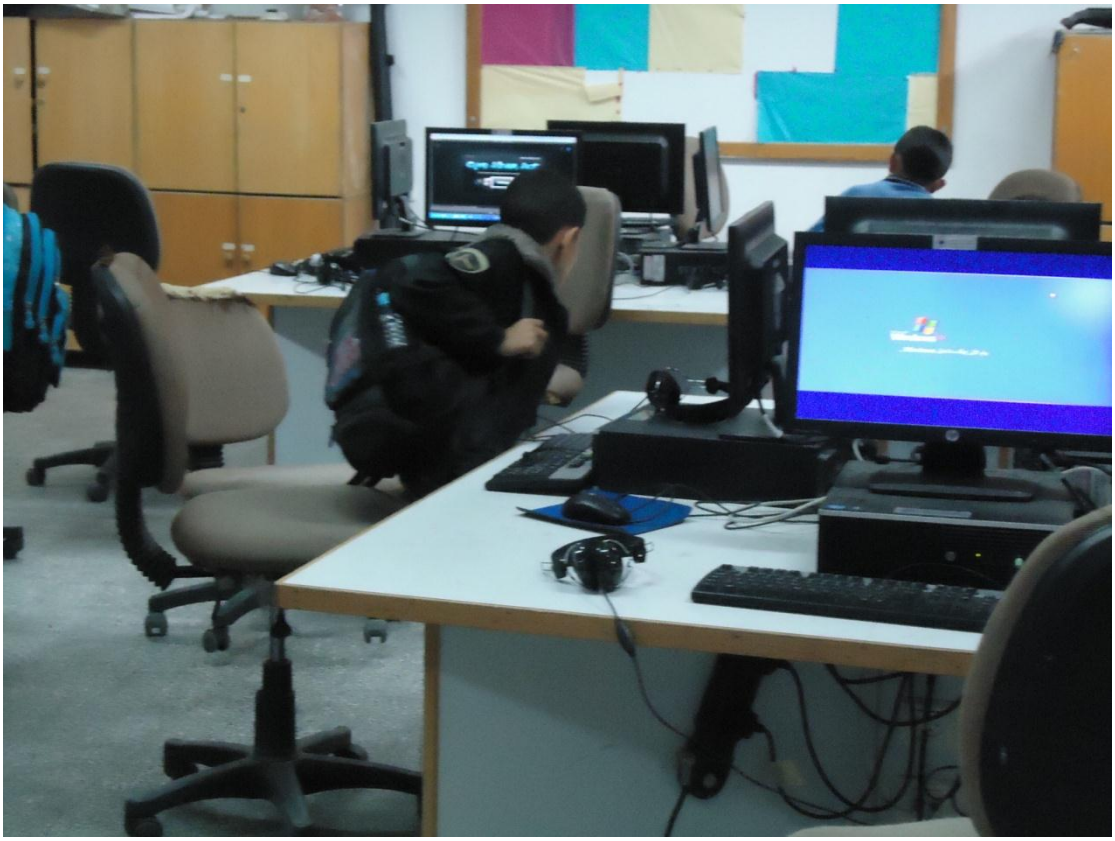
1) What's his job?
(He's - She's)
a doctor


Choose:
1) What's his job?
(He's - She's)
a doctor


Numbers
2/12/2029



Appendix (7)

Letter of permission and Approval